

# Alderson Broaddus University

## Program Assessment Summary

2017-2018 Academic Year

At the conclusion of each academic year, each program completes a Program Assessment Report. Each program analyzes assessment data and then determines in the “Actions and Decisions” section of each report, what changes, if any, should be implemented based on the data to enhance student achievement of learning outcomes. A summary of the findings of each program assessment report follows. This table identifies the actions that were taken to improve and strengthen student learning and provides a mechanism for monitoring and reporting continuous improvement.

Actions are classified into six (6) categories:

- Adjust/Revise Course Content
  - Includes revising or adding assignments or tests, changing textbooks, modifying or adding supplements, reordering sequence of assignments or units, or revisiting/reviewing topics.
- Modify Pedagogy
  - Includes integrating technology, use of group work or other peer learning techniques, and including more experiential activities.
- Modify Curriculum
  - Adding or removing courses, changing the sequence of courses, modifying or adding prerequisites, modifying the frequency of courses, etc.
- Modify Learning Outcomes
  - Includes modifying learning outcomes or criteria for success.  
(NOTE: This should be done only in cooperation with other faculty teaching the same course and under the guidance of the college dean and/or program chair.)
- Modify Assessment Methods
  - Includes adoption of a different or revised assessment method.
- Other
  - Includes the addition of field trips, guest speakers, study/review sessions, etc.

<b>Use of Data for Continuous Improvement</b>	<b>Number of Programs</b>
Adjust/Revise Course Content	8
Modify Pedagogy	3
Modify Curriculum	4
Modify Learning Outcomes	1
Modify Assessment Methods	5
Other	1

Full detail and explanation of the specific changes made by each program can be reviewed in the following Program Assessment Reports.

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**ALDERSON BROADDUS UNIVERSITY**  
**ASSESSMENT REPORT FOR STUDENT LEARNING OUTCOMES**

Name of Program: Accounting

Period Covered: 2017-18

Submitted by whom: Richard Foley

*Definitions:*

*Methods of Assessment* - For each student learning outcome identified, please explain the associated measurement or method of assessment utilized. Those items listed in parentheses are only examples of what might be utilized.

*Assessment Results* – For each student learning outcome identified, please include a summary of the data that has been obtained by the method of assessment utilized. Please indicate whether the proficiency or target was met.

*Decisions and Actions* – Please analyze the assessment results, noting any relevant context, prevailing trends, or concerns the program may have. How were the proficiency targets identified, and what are the program's expectations for the performance of its students? In what way does the program regularly review its assessment results?

Please explain how the assessment results data had informed the program's decisions and actions. Please document the decisions made, actions taken, or future plans that resulted from this review.

1. Student Learning Outcome #1:

Develop and communicate policies that inform and guide operations to reduce risk and promote ethical practices.

a. Methods of Assessment (Rubric, Essay, Panel, Portfolio, etc.):

Students must achieve a score of 80 percent on both the Ethics Game and short answer components of the BUSI-250 Business Ethics final exam.

b. Assessment Results: The average points earned for the 42 BUSI-250 students was

81.73/100 (82%). Fifteen students scored below 80 for a 64% success rate. The EthicsGame

™ simulation required each student to critically analyze multiple ethical business dilemmas

based on their initial Ethical Lens Inventory and culminated into a written final exam based on an ethically challenging situation in an industry of their choice. Only 4 out of 42 students scored below 80% (90% success rate). Eleven students failed to complete the Ethics Game in its entirety, which led to the lower scores. This led to a 74% success rate.

*“Through our foundational product, the Ethical Lens Inventory™, students gain an awareness of their ethical preferences. EthicsGame experiential case studies are designed to meet the student where they are and help them to develop an understanding of all ethical approaches.*

*While meeting assessment requirements for ethics and critical thinking, students learn a repeatable decision model to guide their everyday lives.*

*Our Ethics Exercises™ introduce and reinforce both compliance and ethical concepts through rapid-fire, multiple choice questions.*

*The Hot Topics Simulations™ are short and engaging virtual simulations that challenge students to make decisions from multiple ethical perspectives.*

*Our Core Values™ product is a team based, writing intensive simulation series used in Business Courses such as Business Law, Strategic Management and Business Ethics. Students are given executive positions within a company and work on-line together and separately facing typical workplace ethical challenges.”*

c. Decisions and Actions: The success rate for this assessment is similar to those of previous semesters. This course was taught by a different instructor this semester and probably will change again in the future. No specific changes will occur at this time.

## 2. Student Learning Outcome #2:

Employ analysis, critical thinking, and problem solving to identify, test, and validate processes, systems, and financial data to advise stakeholders.

a. Methods of Assessment (Rubric, Essay, Panel, Portfolio, etc.):

Students must achieve a score of 75 percent on the grading rubric for a comprehensive problem analysis in Business 315 Auditing II.

- b. Assessment Results: 100 percent of students earned a 75 percent or higher on plan.
- c. Decisions and Actions: No changes at this time

3. Student Learning Outcome #3:

Demonstrate knowledge of sophisticated financial accounting topics, including business combinations and partnership accounting.

- a. Methods of Assessment: Students must achieve a score of 75 percent on the grading rubric for the semester long project in Business 420 Advanced Accounting.
- b. 100 percent of students earned a 75 percent or higher on plan and presentation.
- c. No changes at this time

4. Student Learning Outcome #4:

Employ critical thinking to evaluate qualitative and quantitative data, choose the alternative is most appropriate, and effectively communicate results.

- a. Methods of Assessment (Rubric, Essay, Panel, Portfolio, etc.):

Final case analysis in BUSI 550 Strategic Management/Business Policy. Students need to achieve an average of 80 percent on the 5 components of the rubric on the final case analysis.

- b. Assessment Results:

The average points earned for the 38 BUSI-550 students was 84.56/100 (85%). Only 3 student scored below 80 for a 92% success rate. The Capsim™ simulation required student grouped as executives running a 100 million dollar company for 8 weeks culminating to an individual CompXM™ final exam.

- **Comp-XM tests an individual student's ability** to not only *answer* questions about managing a business, but also tests the student's *ability to manage* the business. Most exams test only the ability to answer questions.

- **Comp-XM continues the learning process** for students because they continue to see results from their efforts during the exam activities.
- **Comp-XM addresses assurance of learning goals.** View a complete analysis of how the Capsim business simulation experience integrates with [Assurance of Learning Goals](#).  
Source: <http://ww2.capsim.com/business-simulations/products/comp-xm.cfm>

c. Decisions and Actions:

To improve student understanding of the subject matter and to better integrate technology into the course the final assessment will now involve an online simulation. This should increase student's awareness of the complexities of strategic planning while improving their decision-making abilities.

**ALDERSON BROADDUS UNIVERSITY**  
**ASSESSMENT REPORT FOR STUDENT LEARNING OUTCOMES**

Name of Program: Athletic Training Program

Period Covered: 2017-2018

Submitted by whom: Michael Boehke

*Definitions:*

*Methods of Assessment* - For each student learning outcome identified, please explain the associated measurement or method of assessment utilized. Those items listed in parentheses are only examples of what might be utilized.

*Assessment Results* – For each student learning outcome identified, please include a summary of the data that has been obtained by the method of assessment utilized. Please indicate whether the proficiency or target was met.

*Decisions and Actions* – Please analyze the assessment results, noting any relevant context, prevailing trends, or concerns the program may have. How were the proficiency targets identified, and what are the program's expectations for the performance of its students? In what way does the program regularly review its assessment results?

Please explain how the assessment results data had informed the program's decisions and actions. Please document the decisions made, actions taken, or future plans that resulted from this review.

1. Student Learning Outcome #1: Students will evaluate and diagnose injuries and illnesses related to physical activity

- a. Methods of Assessment (Rubric, Essay, Panel, Portfolio, etc.): Annual Examination
- b. Assessment Results: Minimum competency score of 70% on the rubric associated with

ATHL 324 Clinical Practicum IV

- a. Students were scored using two rubrics one utilized an oral practical and the other a written portion. The oral portion had a total of 20 possible points, the average score was a 16.14 for an 80.7%. The written section had a total of 60



points; the average score was a 47.43 for a 79%. When combined (a total of 80 points), the average score was a 63.6 for a 79.5%.

- b. Decisions and Actions: The Athletic Training Program is discontinued; therefore, no decisions or actions will be made.

2. Student Learning Outcome #2: Students will assess and prescribe exercise and rehabilitation therapies for multiple populations

- a. Methods of Assessment (Rubric, Essay, Panel, Portfolio, etc.): Rubric
- b. Assessment Results: Minimum competency score of 70% on the rubric associated with ATHL 370 Rehabilitation
  - a. Students were assessed using a rubric that included prescribing exercise and rehabilitation therapies as well as documenting outcomes in a professional manner. The rubric had a total score of 100 possible points. Seven Athletic Training students were in the course, their average score was a 94 (94%).
- b. Decisions and Actions: The Athletic Training Program is discontinued; therefore, no decisions or actions will be made.

3. Student Learning Outcome #3: Students will monitor patient outcomes and use information to improve patient care.

- a. Methods of Assessment (Rubric, Essay, Panel, Portfolio, etc.): Preceptor Evaluation
- b. Assessment Results: Students will receive a minimum average score of 70% in the Athletic Training Skills section of the Student Clinical Performance Evaluation Form. The students' average scores for Athletic Training skills are listed below.

- Identify and Evaluate Injuries & Pathologies – Average score was 25 out of 35 = 71.4%
- Utilize Evidence-Based Research to Develop an Intervention – Average score was 25 out of 35 = 71.4%
- Document and Communicate Patient Progress – Average score was 35 out of 45 = 77.8%

c. Decisions and Actions: No actions or decisions as the program has been discontinued.

4. Student Learning Outcome #4: Of the graduates who challenge the Board Of Certification (BOC) examination, at least 70% will pass on their first attempt.

- Methods of Assessment (Rubric, Essay, Panel, Portfolio, etc.): Certification Examination
- Assessment Results: We had four students attempt the BOC Examination prior to June 1, 2018. Of the four, only two passed on their first attempt. The two that passed consistently studied together and were obviously prepared. One of the students that failed the test seemed to study a great deal but in reviewing his experience we learned that he did not focus on the same materials as the two that passed. The other student that did not pass admitted to being lackadaisical with preparation.
- Decisions and Actions: The Athletic Training Program is discontinued; therefore, no decisions or actions will be made.

**ALDERSON BROADDUS UNIVERSITY**  
**ASSESSMENT REPORT FOR STUDENT LEARNING OUTCOMES**

Name of Program: Biology

Period Covered: 2017-2018

Submitted by whom: Dr. Kelley Flaherty

*Definitions:*

*Methods of Assessment* - For each student learning outcome identified, please explain the associated measurement or method of assessment utilized. Those items listed in parentheses are only examples of what might be utilized.

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*Decisions and Actions* – Please analyze the assessment results, noting any relevant context, prevailing trends, or concerns the program may have. How were the proficiency targets identified, and what are the program's expectations for the performance of its students? In what way does the program regularly review its assessment results?

Please explain how the assessment results data had informed the program's decisions and actions. Please document the decisions made, actions taken, or future plans that resulted from this review.

1. Student Learning Outcome #1: Students will be knowledgeable of a wide range of concepts, topics, and theories in biology, including but not limited to: General biology, cellular biology, microbiology, ecology, environmental issues, physiology, anatomy, genetics, systematics, and evolution.
  - a. **Methods of Assessment:** Professors in the biology program selected 50 questions from examples of the Biology GRE subject test and the MCAT available online to reflect the topics above. The test was administered to incoming freshmen in the General Biology I course in Fall of 2017. It was also given to graduating seniors within the Biology program. The results were analyzed with a 2-sample t-test.
  - b. **Assessment Results:**
    - a) Senior exam scores ( $\bar{x} = 55 \pm 6\%$ ,  $n = 7$ ) were significantly higher than freshman exam scores ( $\bar{x} = 21 \pm 3\%$ ,  $n = 47$ ,  $p < 0.001$ )
  - c. **Analysis:**
    - a) The scores of incoming freshmen suggest that most freshmen were simply guessing at multiple choice answers.
    - b) We are satisfied that the seniors significantly increased their knowledge of general biology concepts as a result of our program.

- c) Our average score for graduating seniors is lower than the national average on the Biology GRE subject test. However, we feel that our seniors do not likely reflect the seniors taking this subject test nationally for to reasons;
  - Students taking the subject test nationally are likely those preparing for graduate education and thus for not represent all seniors graduating from biology programs.
  - Students taking the subject test most likely spent time reviewing these topics while our students did not have an opportunity to prepare.
- d) Only 7 of our graduating seniors completed the exam. Despite our efforts to schedule exams earlier in the semester, the exam is still voluntary in nature. In the future, we plan to make the exam available online. This will reduce the time necessary for faculty and staff to administer and grade the exam as well as allow students the opportunity to review their score and knowledge base.
- e) During the 2017 and 2018 year, we created a curriculum map for Biology by comparing the relevant subject matter (from the Biology GRE subject test) to the courses covering the subject matter (see attachment). In the future, we will use this map to adjust the program requirements as necessary as well as add to individual courses as necessary.

2. Student Learning Outcome #2: Students will demonstrate the ability to follow and independently perform the scientific method, including: observation of a phenomenon to be studied, relevant literature search of previous work, collection of data, statistical analysis of data, and presentation of results and discussion in the appropriate format (publication, presentation, etc).

- a. **Methods of Assessment:** Senior research projects and acceptance of papers at peer-reviewed meetings and journal publications will be used to assess the student's ability to follow and independently perform the scientific method.
- b. **Assessment Results:**
  - i. Senior research projects: 15 projects were completed in the Fall and 16 in the spring. All but one student the 31 graduating seniors in 2017/2018 were able to successfully complete both a written and oral communication of their research project. Of those who completed their project the average presentation score was 91% and the average poster score was 84%.
  - ii. Student presentations in conferences (student names are not showing):
    - Anti-proliferative activity of tea triterpenoid saponin isolated from the seeds of *Camellia sinensis* on human ovarian cancer cells. 16<sup>th</sup> WV-INBRE Research Symposium, Huntington, WV. July 27, 2017.
    - Dietary Compound Proanthocyanidins from Chinese bayberry (*Myrica rubra* Sieb. et Zucc.) leaves inhibit angiogenesis and regulate cell cycle of cisplatin-resistant ovarian cancer cells. 16<sup>th</sup> WV-INBRE Research Symposium, Huntington, WV. July 27, 2017.
    - Anti-tumor effect of black tea pigments, theaflavin-3/3'-gallate against cisplatin-resistant ovarian cancer cells. 16<sup>th</sup> WV-INBRE Research Symposium, Huntington, WV. July 27, 2017.
    - Characterization of Structural and Regulatory Genes Involved in Artemisinin Biosynthesis. 16<sup>th</sup> WV-INBRE Research Symposium, Huntington, WV. July 27, 2017.

- Interleukin-6 Secretion from Adipose Stromal Cells and Breast Tumor Cells in the Breast Tumor Microenvironment. 16<sup>th</sup> WV-INBRE Research Symposium, Huntington, WV. July 27, 2017.
  - Anti-tumor effect of black tea pigments, theaflavin-3/3'-gallate against cisplatin-resistant ovarian cancer cells. 16<sup>th</sup> WV-INBRE Research Symposium, Huntington, WV. July 27, 2017.
  - Predicting the Probability of Occurrence of Northern Saw-whet Owls (*Aegolius acadicus*) in the Highlands of West Virginia using GIS, Spatial Data and Machine Learning. 74<sup>th</sup> Northeast Fish and Wildlife Conference, Burlington, VT. April 16, 2018.
- iii. Student receiving awards (student names are not included):
- a. One student received ABU's Science, Technology, and Mathematics Writing Award in 2017.
  - b. One student received ABU's Science, Technology, and Mathematics Academic Award in 2017.
- c. **Analysis:** By performing research projects and presentations, students demonstrated the ability to follow and independently perform the scientific method. Some students excel their experiences and gain recognition through presentation at local/national scientific conferences. Overall we were satisfied with the project scores and the 96.7% success rate.
3. Student Learning Outcome #3: Students will successfully acquire desired employment in a biology-related field or gain acceptance into post-undergraduate research or educational positions (e.g., medical school, graduate school).
- a. **Methods of Assessment:** We estimated the proportion of the graduating senior class in 2017 that were employed or had achieved acceptance into a post-graduate program one year after their graduation.
  - b. **Assessment Results:** We received an 85% response rate. Of those that responded 87% of our graduates were either employed or pursuing a post-graduate degree. Of those that were unemployed, 2 of 3 indicated that they were preparing for graduate entrance examinations. Seven (30%) students were employed in and one (4%) were employed in another field. That student as well as others indicated that they were preparing for entrance examinations while employed. Eight (35%) students were enrolled in a graduate program. Post-graduate programs accepting our graduating seniors include:
    - a. Two students were accepted into Doctoral programs at Marshall University.
    - b. One student was accepted into the Physical Therapy Program at West Virginia University.
    - c. One student was accepted into the Masters of Physical Therapy Program at West Virginia University.
    - d. One student was accepted into a Pharmacy Program at Auburn School of Pharmacy
    - e. One student was accepted into the West Virginia School of Osteopathic Medicine.
    - f. One student was accepted into the Keck Graduate Institute for a premedical, post-bacclaireate program
    - g. One student was accepted at California University of Pennsylvania in the Medical Applied Behavior Analysis Program.

- c. **Analysis:** We chose to analyze our graduates from one year ago to allow for the opportunity for graduates to find employment in their field or apply for post-graduate programs. We are satisfied that 35% of our graduates chose to pursue and were accepted into post-graduate programs. We are aware of additional students with plans to attend in the future. We would like to improve the proportion of students employed within their field.

**ALDERSON BROADDUS UNIVERSITY**  
**ASSESSMENT REPORT FOR STUDENT LEARNING OUTCOMES**

Name of Program: Business Administration

Period Covered: 2017-18

Submitted by whom: Richard Foley

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Please explain how the assessment results data had informed the program's decisions and actions. Please document the decisions made, actions taken, or future plans that resulted from this review.

1. Student Learning Outcome #1:

Develop and communicate policies that inform and guide operations to reduce risk and promote ethical practices.

a. Methods of Assessment (Rubric, Essay, Panel, Portfolio, etc.):

Students must achieve a score of 80 percent on both the Ethics Game and short answer components of the BUSI-250 Business Ethics final exam.

b. Assessment Results: The average points earned for the 42 BUSI-250 students was

81.73/100 (82%). Fifteen students scored below 80 for a 64% success rate. The EthicsGame™ simulation required each student to critically analyze multiple ethical business dilemmas

based on their initial Ethical Lens Inventory and culminated into a written final exam based on an ethically challenging situation in an industry of their choice. Only 4 out of 42 students scored below 80% (90% success rate). Eleven students failed to complete the Ethics Game in its entirety, which led to the lower scores. This led to a 74% success rate.

*“Through our foundational product, the Ethical Lens Inventory™, students gain an awareness of their ethical preferences. EthicsGame experiential case studies are designed to meet the student where they are and help them to develop an understanding of all ethical approaches.*

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*Our Core Values™ product is a team based, writing intensive simulation series used in Business Courses such as Business Law, Strategic Management and Business Ethics. Students are given executive positions within a company and work on-line together and separately facing typical workplace ethical challenges.”*

c. Decisions and Actions: The success rate for this assessment is similar to those of previous semesters. This course was taught by a different instructor this semester and probably will change again in the future. No specific changes will occur at this time.

## 2. Student Learning Outcome #2:

Employ strategic marketing skills, including scenario planning, market intelligence, customer profiles, marketing plans, and competitive analysis, to respond to organizational marketing challenges.



- a. Methods of Assessment (Rubric, Essay, Panel, Portfolio, etc.):

Students must achieve a score of 75 percent or higher on the comprehensive marketing research plan and presentation in BUSI 345 Marketing Research.

- b. Assessment Results: 85 percent of students earned a 75 percent or higher on plan.

- c. Decisions and Actions: Revise and enhance project milestones to better meet project deadline.

3. Student Learning Outcome #3:

Analyze the components of strategic HRM planning addressing effective employment practices and employee development systems enhancing job performance and leadership skills.

- a. Methods of Assessment (Rubric, Essay, Panel, Portfolio, etc.):

Students must earn at least 240 of the 300 points on the grading rubric for the term paper assignment in BUSI 235 Human Resources Management.

- b. Assessment Results:

The average points earned for the 40 BUSI-235 students was 261/300 (87%). The research project was based upon contentious subject matter pertaining to minimum wage, maximum wage, wage gap, etc. A group research paper was required for 80% of the grade and they engaged in a classroom debate for the other 20% for a cumulative grade. No team scored below 80% for a 100% success rate.

- c. Decisions and Actions: No changes at this time

4. Student Learning Outcome #4:

Employ critical thinking to evaluate qualitative and quantitative data, choose the alternative is most appropriate, and effectively communicate results.

a. Methods of Assessment (Rubric, Essay, Panel, Portfolio, etc.):

Final case analysis in BUSI 550 Strategic Management/Business Policy. Students need to achieve an average of 80 percent on the 5 components of the rubric on the final case analysis.

b. Assessment Results:

The average points earned for the 38 BUSI-550 students was 84.56/100 (85%). Only 3 student scored below 80 for a 92% success rate. The Capsim™ simulation required student grouped as executives running a 100 million dollar company for 8 weeks culminating to an individual CompXM™ final exam.

- **Comp-XM tests an individual student's ability** to not only *answer* questions about managing a business, but also tests the student's *ability to manage* the business. Most exams test only the ability to answer questions.
- **Comp-XM continues the learning process** for students because they continue to see results from their efforts during the exam activities.
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**Source:** <http://ww2.capsim.com/business-simulations/products/comp-xm.cfm>

c. Decisions and Actions:

To improve student understanding of the subject matter and to better integrate technology into the course the final assessment will now involve an online simulation. This should increase student's awareness of the complexities of strategic planning while improving their decision-making abilities.

**ALDERSON BROADDUS UNIVERSITY**  
**ASSESSMENT REPORT FOR STUDENT LEARNING OUTCOMES**

**Name of Program: Chemistry**

**Period Covered: 2017-2018**

**Submitted by whom: Sobha Priyadarshini Gorugantula**

*Definitions:*

*Methods of Assessment* - For each student learning outcome identified, please explain the associated measurement or method of assessment utilized. Those items listed in parentheses are only examples of what might be utilized.

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1. **Student Learning Outcome #6:** A Chemistry Graduate shall understand and master

1. the general principles and application of thermodynamics, chemical equilibria, Phase rule, and chemical kinetics. These sections reinforce differential and integral calculus studied under MATH 231 along with conceptual physics.
2. understand the energetics that drive chemical reactions.
3. solve problems competently by identifying the essential parts of a problem and formulating a strategy for solving the problem.

**Assessment Period: Fall 2017**

**Course: Physical Chemistry (CHEM 315)**

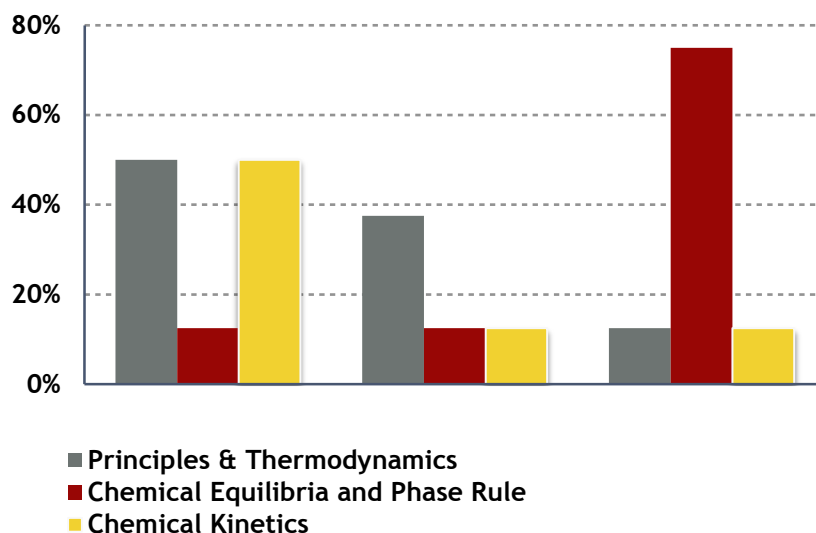
**Total Enrolment in Fall 2017: 8**

**Number of Chemistry Majors Enrolled and Assessed: 8 (7 seniors, 1 junior)**

- a. **Methods of Assessment (Rubric, Essay, Panel, Portfolio, etc.):** The assessment report shall be based upon evaluating the students' performance on the class exams and the final exam. The final exam shall be divided into sections comprising of questions from the topics outlined above in the learning outcome.

Students' success shall be measured based upon a score of achieving 80% or higher on each section related to the areas stated above on the comprehensive final examination.

**STUDENTS' PERFORMANCE WITH RESPECT TO  
CONCEPTS AND APPLICATIONS IN PHYSICAL  
CHEMISTRY**



Topics	% of students scoring >80%	% of students scoring between 60-80%	% of students scoring < 60%
Principles & Thermodynamics- concepts and applications	50%	37.5%	12.5%
Chemical Equilibria and Phase rule	12.5%	12.5%	75%
Chemical Kinetics- concepts and applications	50%	12.5%	37.5%

**b. Assessment Results:**

**Analysis:** The knowledge of the students has been evaluated based upon their overall performance on the class examinations and the final examination. The total number of chemistry majors assessed was 8 (7 seniors and 1 junior). As of the final grade, the percentage of students exceeding the score of 90% overall was 37.5%. 37.5 % of the class scored in the range of 80-90%. On the final examination, 50% of the class exceeded the

expected score of 80%. 25% scored in the range of 70-80% and 25% scored in the range of 60-65%. The performance on the final exam demonstrates that the chapters and sections related to the principles and applications of equilibria and phase rule are the ones that the students seem to be having issues with. This is the section comprising of the visual interpretation of data from a graph. Methods to improve student performance will be investigated in the near future. Additionally, the students have shown an improvement in the “concept and the application” section. The decision taken last year to give more home work questions which stress upon the concepts and applicability appears to have helped the students’ comprehensibility.

**c. Decisions and Actions:**

1. “The home-work questions and exercises concentrating on the principles, concepts and applications shall be increased in number, which would eventually increase the student’s exposure to the sections mentioned above”. -NO CHANGE IS NECESSARY
2. “Every month shall have a day assigned as a “review and practice” class to assist the students in their comprehensibility on the aforementioned sections”. -NO CHANGE IS NECESSARY

**2. Student Learning Outcome #3:**

Graduates shall be able to access, understand and interpret scientific literature, design and execute original research.

**Assessment Period: Fall 2017 NSCI 461**

**Course: Senior Research Project**

**Total Enrolment in Fall 2017 for NSCI 461: 11**

**Number of Chemistry Majors Enrolled and Assessed: 4 (Senior)**

**Assessment Period: Spring 2018**

**Course: Senior Research Project (NSCI 461)**

**Total Enrolment in Spring 2018: 16**

**Number of Chemistry Majors Enrolled and Assessed: 3 (Senior)**

**a. Methods of Assessment (Rubric, Essay, Panel, Portfolio, etc.):**

Students’ success shall be measured on a score of 80% or higher on the combined score of the senior research paper/poster and presentation. An overall score of 90% and above would demonstrate the student’s aptitude for research and contribute as a comprehensive measure of his/her success in the field of research.

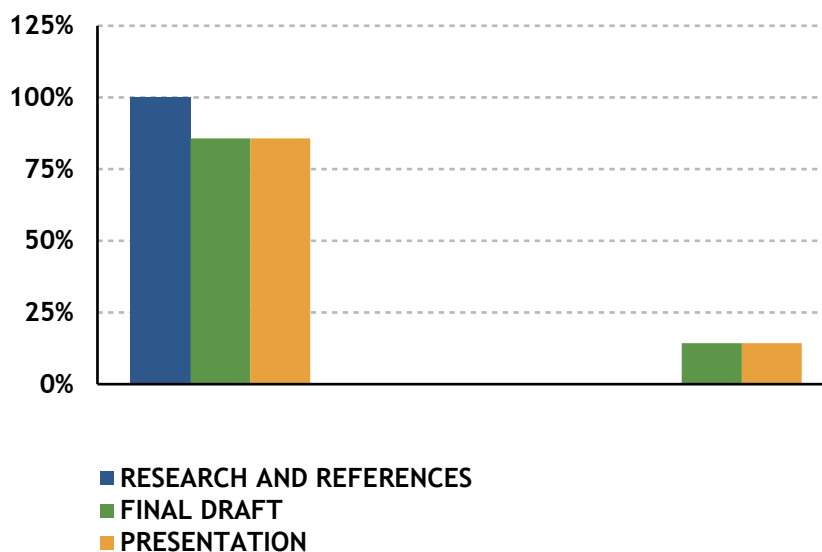
**b. Assessment Results:**

Topics	% of students scoring >80%	% of students scoring between 70-80%	% of students scoring < 70%
Research and References	100%	0	0
Final Draft	85.7%	0%	14.3%
Presentation	85.7%	0	14.3%

c.

**Analysis:** The academic year 2016-2017 has had seven chemistry major students enrolled in the NSCI 461 course. Of the seven chemistry major students enrolled in this course, six have scored an overall score of 80% or higher and one has scored an overall score between 70 and 80%. Thus, the overall success in this course is 85.7%.

*STUDENTS' PERFORMANCE WITH RESPECT TO RESEARCH & REFERENCES, FINAL DRAFT AND PRESENTATION IN SENIOR RESEARCH PROJECT*



- d. **Decisions and Actions:** An exposure to more oral and poster presentations could benefit in steering the student towards a better expression of data and matter whilst working on the aforementioned section, namely "Final Draft".

**ALDERSON BROADDUS UNIVERSITY**  
**ASSESSMENT REPORT FOR STUDENT LEARNING OUTCOMES**

Name of Program:       **Computer Science**

Period Covered:       **Fall 2017 – Spring 2018**

Submitted by whom:   **Atef Shalan and Jacob Steele**

*Definitions:*

*Methods of Assessment* - For each student learning outcome identified, please explain the associated measurement or method of assessment utilized. Those items listed in parentheses are only examples of what might be utilized.

*Assessment Results* – For each student learning outcome identified, please include a summary of the data that has been obtained by the method of assessment utilized. Please indicate whether the proficiency or target was met.

*Decisions and Actions* – Please analyze the assessment results, noting any relevant context, prevailing trends, or concerns the program may have. How were the proficiency targets identified, and what are the program’s expectations for the performance of its students? In what way does the program regularly review its assessment results?

Please explain how the assessment results data had informed the program’s decisions and actions. Please document the decisions made, actions taken, or future plans that resulted from this review.

1. Student Learning Outcome #1: Students will demonstrate technical proficiency in at least 1 programming language.
  - a. Methods of Assessment (Rubric, Essay, Panel, Portfolio, etc.): Graduates will demonstrate technical proficiency in at least 1 programming language by completing both CSCI 110 and 120. This is assessed via the final examination in both classes. We expect 60% of the students to score at least a 70% on the finals in those classes.
  - b. Assessment Results: For CSCI-110 the class average on the final exam was 63.5% (excluding students who didn't take the final exam) with 9 of the 15 (60%) CSCI students getting a 70% or better. For CSCI-120 the class average on the final exam was 71% (excluding the 1 student who didn't take the final) with 3 of the 5 (60%) CSCI students (who took the exam) getting a C or better on the final exam.
  - c. Decisions and Actions: This is an improvement over previous years, but still signals the need to recruit better students. Even with the overall improvements made to CSCI-110, it still has significant problems with non-majors completing the course. A change to this assessment will be to change it from assessing at CSCI-110 and CSCI-120 and instead

assess at CSCI-210 (the third course in the grouping and the course that tests mastery). Since CSCI-110 and 120 are gatekeeper courses most of these students are advised into other areas that more align with their abilities.

2. Student Learning Outcome #2: Students will demonstrate the ability to effectively solve challenging problems and design and implement software solutions using Algorithmic knowledge and Software Engineering best practices.
  - a. Methods of Assessment (Rubric, Essay, Panel, Portfolio, etc.): Graduates will complete an in-depth software development project from problem specifications to design and implementation as part of the Senior Design course sequence. Graduates will demonstrate Algorithmic knowledge through the completion of CSCI 330 Data Structures and Algorithms. Proficiency will be assessed through 80% of students complete CSCI 490 and CSCI 491 with at least 70% final grades. Algorithmic knowledge will be assessed through 70% of students completing CSCI 330 Data Structures and Algorithms with at least a 70% on the Final Exam.
  - b. Assessment Results: For CSCI-330 Data Structures and Algorithms, only 3 students where in the course. Of the 3 students only 2 completed the course (1 stopped attending about  $\frac{1}{3}$  of the way through the course). The 2 students who completed the course averaged a 78% on their semester exams but averaged a 59% on the final. In the senior design courses CSCI 490 and CSCI 491, we had only 1 CSCI major student that withdrew before completing the course. The reason for the student withdrawal is that, the student is double major in Math and Computer Science, and he preferred to take Math/Computer Science Capstone Course (MATH 450) which can satisfy the two programs.
  - c. Decisions and Actions: For CSCI-330 Data Structures and Algorithms, no changes are expected. The sample size is still fairly small (only 3 CSCI majors overall) and some of the poor performance can be attributed to a lack of preparation by the students (they told me they didn't study for the final because they already had C's.) For CSCI 490 and 491 no change is expected. Year 2018 seems to have around 6 students enrolled in the courses.
3. Student Learning Outcome #3: Students will be familiar with advanced computer science topics and concepts of several specialized areas.
  - a. Methods of Assessment (Quizzes, homework assignments, midterm tests, final exams, and class activities): Graduates will be required to select at least 3 senior level elective courses covering advanced topics in Computer Science. Proficiency will be assessed through 70% of students scoring at least a 70% in all 3 senior level elective courses.
  - a. Assessment Results: three elective courses are offered every academic year where we have each elective course offered every other year. In 2017-2018 academic year, we offered CSCI 400: Special topic in Computer (Data Science), CSCI 440 distributed computing, CSCI 430: Information Assurance and Security. The last course (CSCI 430) had zero enrolled students, and thus was cancelled and the other two courses were offered. In CSCI 400, we had 6 students, 5 only made it to the final and 1 stopped



attending for a private reason. The class average was 72% (excluding the 1 student who stopped attending) with 2 of the 6 (33%) CSCI students (who completed the course) getting a C or better on the final grade. 2 of the 6 (33%) CSCI students (who completed the course) getting a D on the final grade and 1 student (14%) failed the course.

Regarding CSCI 440 - Distributed Systems, we had 8 students initially, but ended with 5 students. Of the 5 students, only 3 completed the final for the course. The data to follow is only for the 3 students who completed the course. The class averaged the following: Programming Projects 80.42%, Semester Exams 60% (1 of 3 passing with a 70%), Final Exam 66.67% (2 of 3 passing with a 70%). Overall the class ended with an average grade of a 70% (2 of the 3 passing).

- b. Decisions and Actions: According to CSCI 400, students only 33% achieved the accepted success rate (70%). The reason behind this is that some students (specifically those who received a D) they never turned in a homework. They were encouraged several times to do the homework and submit but it seems that they had some difficulty doing them. The action we will take when teaching the same topic in CSCI 400 is to provide less percentage for the homework which is done individually and focus on group work. This will help particularly weak students to learn from their peers and motivate them to do their work.

Regarding CSCI 440, no changes are expected. The student who didn't achieve a passing grade was dealing with athletics and bluntly stated that he had let the semester get away from him.

**ALDERSON BROADDUS UNIVERSITY**  
**ASSESSMENT REPORT FOR STUDENT LEARNING OUTCOMES**

Name of Program: Criminal Justice

Period Covered: **2017 - 2018**

Submitted by whom: **Dr. Jonathan Wolf**

*Definitions:*

*Methods of Assessment* - For each student learning outcome identified, please explain the associated measurement or method of assessment utilized. Those items listed in parentheses are only examples of what might be utilized.

*Assessment Results* – For each student learning outcome identified, please include a summary of the data that has been obtained by the method of assessment utilized. Please indicate whether the proficiency or target was met.

*Decisions and Actions* – Please analyze the assessment results, noting any relevant context, prevailing trends, or concerns the program may have. How were the proficiency targets identified, and what are the program's expectations for the performance of its students? In what way does the program regularly review its assessment results?

Please explain how the assessment results data had informed the program's decisions and actions. Please document the decisions made, actions taken, or future plans that resulted from this review.

1. Student Learning Outcome #1: Explain the basis of the law and the American legal system.
  - a. Methods of Assessment (Rubric, Essay, Panel, Portfolio, etc.): Students will score 70% or higher on Section 1 of the senior assessment exam.
  - b. Assessment Results: Assessment Exam – The average score of all graduates was 70%.
  - c. Decisions and Actions: Because this learning outcome was met, no changes are necessary at this time.

2. Student Learning Outcome #2: Evaluate ethical concerns relevant to the application of justice in society.
  - a. Methods of Assessment (Rubric, Essay, Panel, Portfolio, etc.):
    - Students will score 70% or higher on Section 2 of the senior assessment exam.
    - Students will receive an average of 4 out of 5 on their internship evaluations.
  - b. Assessment Results: Assessment Exam:
    - Average score for all students on Section 2 of the assessment exam was 60%.
    - All students completing internships received an average score of 4.3 for this outcome.
  - c. Decisions and Actions: This outcome was achieved according to one measure of the assessment. The assessment exam average score was based on 5 participants. An additional reason for students missing the 70% benchmark could be related to the fact that the assessment exam was authored by a faculty member who no longer teaches in the criminal justice program as a result of a promotion. Possibly, refining this section of the assessment exam to better match content covered by the current faculty members may lead to the 70% benchmark. In application during internship placement, the students clearly demonstrated this learning outcome. This measure will need monitored to determine if corrective actions are necessary. For the time being, the program will continue in its current state.
3. Student Learning Outcome #3: Articulate the differences between the major criminological theories.
  - a. Methods of Assessment (Rubric, Essay, Panel, Portfolio, etc.):
    - Students will score 70% or higher on Section 3 of the senior assessment exam.
    - Students will receive an average of 4 out of 5 on their internship evaluations.
  - b. Assessment Results:
    - Average score for all students on Section 3 of the assessment exam was 72%.
    - All students completing internships received an average score of 4.3 for this outcome.
  - c. Decisions and Actions: Because this learning outcome was met, no changes are necessary at this time. An improvement of 34% was observed from the 2016-2017 assessment data where 38% of those students achieved 70% or higher.
4. Student Learning Outcome #4: Analyze legal concepts and procedures to make rational decisions.
  - a. Methods of Assessment (Rubric, Essay, Panel, Portfolio, etc.):
    - Students will score 70% or higher on Section 4 of the senior assessment exam.
    - Students will receive an average of 4 out of 5 on their internship evaluations.
  - b. Assessment Results:
    - Average score for all students on Section 3 of the assessment exam was 52%.

- All students completing internships received an average score of 4.3 for this outcome.
- c. Decisions and Actions: Only 1 of the 2 measures were achieved. Several courses which relate to this outcome have historically been taught by adjunct instructors. During January 2016, the adjuncts were replaced with a second full-time professor in criminal justice. It is believed that with students having greater access to the full-time professor and with more consistent instruction, the scores on the assessment exam will improve in future years. An additional reason for students missing the 70% benchmark could be related to the fact that the assessment exam was authored by a faculty member who no longer teaches in the criminal justice program as a result of a promotion. Possibly, refining this section of the assessment exam to better match content covered by the current faculty members may lead to the 70% benchmark. This outcome will be monitored carefully by program faculty in the future.
5. Student Learning Outcome #5: Describe current issues and controversies in the criminal justice system and consider possible solutions.
- a. Methods of Assessment (Rubric, Essay, Panel, Portfolio, etc.):
- Students will score 70% or higher on Section 5 of the senior assessment exam.
  - Students will receive an average of 4 out of 5 on their internship evaluations.
- b. Assessment Results:
- Average score for all students on Section 5 of the assessment exam was 70%.
  - All students completing internships received an average score of 4.3 for this outcome.
- c. Decisions and Actions: Because this learning outcome was met, no changes are necessary at this time.

**Alderson Broaddus University**  
**Assessment Record for Student Learning Outcomes**

**Name of Program:** Elementary Education

**Period Covered:** 2017-18

**Method of Assessment:** - This domain was assessed using items from the Student Teacher Observation Tool (STOT) during candidates' clinical experience. The STOT was adopted--with expressed permission from North Dakota Association of Colleges for Teacher Education (NDACTE); it is an authentic, criterion-based assessment tool that has proven validity and inter-rater reliability. The evaluation is conducted by the candidates' cooperating teacher and uses a scale ranging from 1 (underdeveloped), 2 (emerging), 3 (proficient), and 4 (distinguished). The candidates are evaluated in each of their clinical placements (in most cases two), this gives a minimum of two ratings for each domain measured by the STOT. The scores are reported as number of candidates, mean, range, and standard deviation for each completing cohort.

**Critical Thinking**

- Outcome 1.1: Supports student learning through developmentally appropriate instruction
- Outcome 1.2: Accounts for students' prior knowledge

Candidates must have a firm grasp on the context (culture, school environment, and student) in order to connect with students and teach effectively. Our EPP measures critical thinking through authentic "teacher decisions" that arrive during clinical experience. For the 2017-2018 academic year there were no candidates in fall completer cohort. For Spring 2018, there were 6 candidates. For outcome 1.1: *Supports student learning through developmentally appropriate instruction*, cohort mean score was 3.0 of 4, with a

standard deviation of 0.7, and for outcome 1.2: *Accounts for students' prior knowledge*, cohort mean score was 3.0 of 4 with a standard deviation of 0.7. For EPP outcomes, these scores reflect proficiency with critical thinking.

### **Communication**

- Outcome 8.4: Uses effective communication skills to convey information to students
- Outcome 10.1: Collaborates with colleagues to improve student performance

Good communication skills are critical to connecting and transferring information effectively. Our EPP measures communication skills by how well teacher candidates communicate with students, and with colleagues. For the 2017-2018 academic year there were no candidates in fall complete cohort. For Spring 2018, there were 6 candidates. For outcome 8.4: *Uses effective communication skills to convey information to students*, cohort mean score was 3.0 of 4, with a standard deviation of 0.8, and for outcome 10.1: *Collaborates with colleagues to improve student performance*, cohort mean score was 3.5 of 4 with a standard deviation of 0.5. For EPP outcomes, these scores reflect proficiency with communication skills.

### **Ethics**

- Outcome 9.3: Upholds legal responsibilities as a professional educator

Professional ethics are foundational in the teaching field; few professional careers are held as accountable as public education. Our EPP measures professional ethics at multiple points in a candidate's career, but for this report we are reporting data from STOT Outcome 9.3: *Upholds legal responsibilities as a professional educator*. For the 2017-2018 academic year there were no candidates in fall complete cohort. For Spring 2018, there were 6 candidates: cohort mean score for Outcome 9.3 was 3.3 of 4, with a standard deviation of 0.5. For EPP outcomes, these scores reflect proficiency with professional ethics and responsibility.

## Diversity

- Outcome 2.1: Uses knowledge of students' socioeconomic, cultural and ethnic differences to meet learning needs
- Outcome 2.2: Exhibits fairness and belief that all students can learn

Our EPP measures candidates' attention to and response to diversity through design of instruction, and classroom environment. For the 2017-2018 academic year there were no candidates in fall completer cohort. For Spring 2018, there were 6 candidates. For outcome 2.1: *Uses knowledge of students' socioeconomic, cultural and ethnic differences to meet learning needs*, cohort mean score was 3.0 of 4, with a standard deviation of 0.6, and for outcome 2.2: *Exhibits fairness and belief that all students can learn*, cohort mean score was 3.2 of 4 with a standard deviation of 0.6. For EPP outcomes, these scores reflect proficiency regarding diversity.

## Civic Engagement

- Outcome 9.4: Demonstrates commitment to the profession
- Outcome 10.2: Collaborates with parent/guardian/advocate to improve student performance

Our EPP considers candidates' clinical experience in public schools--as a whole--an indicator of civic engagement, however for ISLO reporting purposes, we focus on STOT outcomes 9.4, and 10.2. For the 2017-2018 academic year there were no candidates in fall completer cohort. For Spring 2018, there were two candidates. For outcome 9.4: *Demonstrates commitment to the profession*, cohort mean score was 3.0 of 4 (proficient), with a standard deviation of 0.5, and for outcome 10.2: *Collaborates with parent/guardian/advocate to improve student performance*, cohort mean score was 3.1 of 4 (emerging) with a standard deviation of 0.5. For EPP outcomes, these scores reflect proficiency regarding civic engagement.

STOT: Secondary Education: Social Studies			Critical Thinking		Communication		Ethics	Diversity		Civic Engagement		
instrument range = 1-4			1.1	1.2	8.4	10.1	9.3	2.1	2.2	9.4	10.2	Mean
Fall 2017		Mean by Std =	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
		Std Dev =	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	N Candidates	0										
	N Assessments	0										
	Pass Rate	N/A										
Spring 2018		Mean by Std =	3.0	3.0	3.0	3.3	3.3	3.0	3.2	3.1	3.0	3.0
		Std Dev =	0.7	0.5	0.8	0.5	0.5	0.6	0.6	0.5	0.5	0.7
	N Candidates =	6										
	N Assessments =	11										
	Pass Rate	100%										



**ALDERSON BROADDUS UNIVERSITY**  
**ASSESSMENT REPORT FOR STUDENT LEARNING OUTCOMES**

Name of Program:       **Environmental Science**

Period Covered:       **Fall 2017 – Spring 2018**

Submitted by whom:   **Ross Brittain**

*Definitions:*

*Methods of Assessment* - For each student learning outcome identified, please explain the associated measurement or method of assessment utilized. Those items listed in parentheses are only examples of what might be utilized.

*Assessment Results* – For each student learning outcome identified, please include a summary of the data that has been obtained by the method of assessment utilized. Please indicate whether the proficiency or target was met.

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Please explain how the assessment results data had informed the program's decisions and actions. Please document the decisions made, actions taken, or future plans that resulted from this review.

1. Student Learning Outcome #1: Graduates will comprehend and apply theoretical and practical aspects of professional Environmental Science disciplines.
  - a. Methods of Assessment (Rubric, Essay, Panel, Portfolio, etc.): Graduates will demonstrate the ability to successfully complete specific questions regarding Environmental Science and Policy as put into the final exams of the following classes: ENVS-210 (Intro to Environmental Science), ENVS-340 (Environmental Policy and Regulation), ENVS-420 (Wetlands), and satisfactorily complete a final project for ENVS-356 (Intro to GIS).
  - b. Assessment Results: The Instructor for ENVS-210 is not returning next year and I have been unable to get the full information about the final exam in ENVS-210 from her. However, I do know that of the 28 students in the class, no one failed but there was 1 D and 2 C's, all others were B's and A's. On the Final Exam there were 3 D's and 1 F, but all others passed the class. Unfortunately, I do not know the majors of all of the students but all six of the known ENVS majors passed the Final Exam.

For ENVS-340 the class average was 77.4% on the final exam compared to 77.1% last year and 77.5% the previous year. There were 6 ENVS major students in the class

and one of them earned an A on the final exam while 2 earned a B, 1 earned a D and two failed. Thus, 50% passed the final exam with a C or better. One of the students who failed the exam did not take the exam and had not turned in any policy papers; in fact they failed the only two exams they took, reflecting their performance overall. The five specific questions on the ENVS-340 final exam were analyzed separately and the overall average was 80.0% compared to 82.1% last year and 80.4% the year before, so a slight decrease. The average on the Point Source question decreased to 81.3% from 90% previously. The average on the SDWA question increased slightly 88.3% to 92.5%. The average on the Wetlands question increased from 81.8% to 85.9%, which is the second year in a row to have an increase. The average on the RCRA question increased from 68.8% to 88.5%, which is a dramatic improvement. The average on the CERCLA question decreased dramatically from 88% to 59.4%. Thus, the CERCLA question was the one that the students struggled with the most and needed more attention this year.

For ENVS-420 the class average decreased slightly from 90.8% on the final exam, to 88.9%, but still a dramatic improvement from the 74.6% average three years ago. Seven students in the class were ENVS majors and all of them passed with at least an 79.5% or better. In ENVS-350, all five of the students easily passed the final exam with at least 79.5%. The ENVS-356 Intro to GIS was taught by the faculty member who is not returning and I do not have full data on this class but all four students passed the course with at least a C (2 A's, 1 B and 1 C). The Final Exam had one student get a 69.2%, but everyone else got more than 70%.

- c. Decisions and Actions: Students achieved acceptable success in the ENVS-340 class. The student performance on the ENVS-340 CERCLA question decreased dramatically. RCRA and CERCLA continue to be the most difficult questions for the students to successfully pass. The student achievement in ENVS-420 decreased a bit from the previous year but we were very happy with the student's continued success on the final in this course as well as ENVS-350. The Instructor will need to continue to address the RCRA and CERCLA definitions for the ENVS-340 final exam. Recommendations include study/review sessions and/or tutoring to improve student performance on the final. The incoming ENVS faculty should consider changing the method of assessing this outcome from specific questions and final exams to a pre- and post-examination on general Environmental Science knowledge common within the field. This change of methodology could occur next year if an appropriate exam can be created.
2. Student Learning Outcome #2: Graduates will design and conduct research appropriate to their chosen field.
    - a. Methods of Assessment (Rubric, Essay, Panel, Portfolio, etc.): Graduates will design and conduct research appropriate to their chosen field.
    - b. Assessment Results: In the Academic Year 2017-18, the ENVS Program had 7 students attempt to complete their Senior Research Project, compared to 5 last year. Of these seven, all of them successfully completed their project with 3 A's and 4 B's. Those with B's received them based on procrastination during the completion of their Senior Research Project, as usual. Four years in a row of successful completion of the Senior

Research Project provides evidence that if we can get them successfully through the program to this stage, the students are able to complete their capstone project. The issue within the program is more of a Retention problem. Many students who attempt the ENVS program are clearly not academically capable of handling rigorous science courses and are simply interested in “playing” outdoors. The creation of the Natural Resource Management (NARM) program will hopefully be more attractive students who find the math and chemistry too challenging in ENVS, but may also decrease enrollment in the ENVS program.

- c. Decisions and Actions: No actions needed at this time, but recruitment and retention need to be monitored closely into the future.
3. Student Learning Outcome #3: Graduates will demonstrate awareness of cultural and historical aspects of environmental issues and application of appropriate laws and regulations.
- a. Methods of Assessment (Rubric, Essay, Panel, Portfolio, etc.): Students will produce projects as part of course curriculum involving community relations with specific environmental tasks or goals that require awareness of cultural and historical aspects as well as appropriate laws and regulations. Courses including such projects include ENVS-350 Applied Environmental Policy, and ENVS-430 Environmental Risk Analysis.
  - b. Assessment Results: ENVS-430 was taught for the second time this year and all eight of the students passed with at least a B in the class. In the first year, one student only received a D (63.2%) in the class while the other two earned an A and a B. The one who received a D did poorly on the Final Exam and did not turn in one of the homework assignments. I instituted a new Case Study (on Arsenic in soils around railroad tracks) for this course in response to the previous year’s assessment and it was an improvement but a challenge for the students. Only 50% of the students passed the Case Study with a C or better, although only one of them failed (3 D’s). More time spent coaching the students on how to complete the Case Study would be very helpful. In ENVS-430, the course includes consideration of cultural issues when determining exposures to environmental hazards, especially focusing on environmental justice issues. All five of the ENVS-350 students passed their final exam with at least a 79% average and an overall average of 91.4%. This class includes community relations, cultural and historical issues and the appropriate application of the environmental regulations and policies in each of the 7 projects assigned in the class. The overall course grades in ENVS-350 were 3 A’s and 2 B’s, with an average of 90.4, which is an improvement over the 74% last year.
  - c. Decisions and Actions: The ENVS-430 class should tweak the Case Study project that includes a health risk scenario with an environmental justice factor to improve the student exposure to such cultural issues.

4. Student Learning Outcome #4:

- a. Methods of Assessment (Rubric, Essay, Panel, Portfolio, etc.):
  - b. Assessment Results:
  - c. Decisions and Actions:
5. Student Learning Outcome #5:
- a. Methods of Assessment (Rubric, Essay, Panel, Portfolio, etc.):
  - b. Assessment Results:
  - c. Decisions and Actions:

**ALDERSON BROADDUS UNIVERSITY**  
**ASSESSMENT REPORT FOR STUDENT LEARNING OUTCOMES**

Name of Program: Exercise Science

Period Covered: 2017-2018

Submitted by whom: Michael Boehke

*Definitions:*

*Methods of Assessment* - For each student learning outcome identified, please explain the associated measurement or method of assessment utilized. Those items listed in parentheses are only examples of what might be utilized.

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*Decisions and Actions* – Please analyze the assessment results, noting any relevant context, prevailing trends, or concerns the program may have. How were the proficiency targets identified, and what are the program's expectations for the performance of its students? In what way does the program regularly review its assessment results?

Please explain how the assessment results data had informed the program's decisions and actions. Please document the decisions made, actions taken, or future plans that resulted from this review.

1. Student Learning Outcome #1: Students will formulate research questions utilizing the PICO model.
  - a. Methods of Assessment (Rubric, Essay, Panel, Portfolio, etc.): Rubric
  - b. Assessment Results: Students utilize a PICO model throughout the curriculum to develop a clinical question prior to researching an intervention, therefore they should have a strong grasp on the concept by the time they are assessed in EXSC 420. The average score on the PICO rubric was 19.67 out of 20 = 98%.
  - c. Decisions and Actions: Continuation of current methods

2. Student Learning Outcome #2: Students will critically appraise evidence-based research within their chosen profession.
  - a. Methods of Assessment (Rubric, Essay, Panel, Portfolio, etc.): Project
  - b. Assessment Results: Students scored an 89 out of 100 = 89% on the rubric. The high score is not surprising as the use of research to make clinical decisions is incorporated throughout the curriculum.
  - c. Decisions and Actions: Continuation of the current methods
3. Student Learning Outcome #3: Students will apply scientific evidence to implement safe and effective clinical practices.
  - a. Methods of Assessment (Rubric, Essay, Panel, Portfolio, etc.): Project and Presentation
  - b. Assessment Results: The average score for the project was 132 out of 150 = 88% while the average score on the presentation was 87 out of 100 = 87%.
  - c. Decisions and Actions: Continuation of current methods
4. Student Learning Outcome #4: Students will recognize the function of the body's systems in relation to it's internal and external environments.
  - a. Methods of Assessment (Rubric, Essay, Panel, Portfolio, etc.): Oral Practical Examinations
  - b. Assessment Results: Avg. Oral Practical results for the lower extremity was 87.77 out of 92 = 95.4%. Avg. Oral Practical results for the upper extremity was 137.1 out of 150 = 91.4%
  - c. Decisions and Actions: Continue with current methods.

5. Student Learning Outcome #5: Students will monitor patient outcomes and use information to improve patient care.

- a. Methods of Assessment (Rubric, Essay, Panel, Portfolio, etc.): Case Study of actual patient during internship.
- b. Assessment Results: The case study is graded using a rubric worth 50 total points, the average score for the 14 students who completed the case study was 46 out of 50 = 92%
- c. Decisions and Actions: The program has decided to continue the case study requirement during the internship course. Students have also reported that they enjoyed focusing on a patient, specifically seeing the patient's progress throughout their internship.

**ALDERSON BROADDUS UNIVERSITY**  
**ASSESSMENT REPORT FOR STUDENT LEARNING OUTCOMES**

Name of Program: Journalism & Professional Writing

Period Covered: 2017-2018

Submitted by whom: Dr. John Davies

*Definitions:*

*Methods of Assessment* - For each student learning outcome identified, please explain the associated measurement or method of assessment utilized. Those items listed in parentheses are only examples of what might be utilized.

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Please explain how the assessment results data had informed the program's decisions and actions. Please document the decisions made, actions taken, or future plans that resulted from this review.

*Program Student Learning Outcome #1:* The student will be able to write clearly and accurately, demonstrate proficiency in grammar and style, and prepare messages for different audiences, media, and platforms.

*a. Method of Assessment:* AP (Associated Press) style quizzes in COMM 175 (Media Writing) and journalism practicum (qualitative evaluation of Battler Columns articles).

*b. Assessment Results:*

Student	Mean Score on Writing Assignments
01	79%
02	85%
03	62%
04	75%
05	85%
06	79%



07	78%
08	98%
09	85%
10	96%
11	70%
12	88%
13	86%
14	72%
15	88%
16	Withdrawn

- Eighty percent of the class achieved an aggregate score of 75% or greater on the writing assignments in COMM 175. Two of the three who did not meet this threshold did not complete all of the writing assignments.
- Qualitative evaluation of Battler Columns showed that senior students were applying appropriate style and writing conventions to articles.

c. *Decisions and Actions:* The majority of the class surpassed the 75% threshold. Students could improve scores by more opportunities to revise writing. The next time I teach the class I will incorporate more opportunities for peer review and revision.

*Student Learning Outcome #2:* Students will demonstrate knowledge of key elements of journalism, including accuracy, verification, writing for an audience, independence, and public service.

a. *Methods of Assessment:* Comparison of philosophical / theoretical understanding of key principles and application of those principles to a practical, written test. This is accomplished by comparing scores on (a) Essay on Personal Code of Conduct and (b) Final project (writing 3 news articles) in JOURN 200 - assessed by a rubric:

<b>Name:</b>  <b>Article:</b>  <b>Article Grading Rubric</b>	<i>Unacceptable</i> The article does not meet the expected criteria.	<i>Unsatisfactory</i> The article meets the expected criteria at least once.	<i>Satisfactory</i> The article meets the expected criteria some of the time.	<i>Good</i> The article meets the expected criteria most of the time.	<i>Excellent</i> The article consistently meets the expected criteria.
	<b>RELATIVE ASSESSMENT</b>				
<b>News Value:</b> The article content is newsworthy.	1	2	3	4	5

<b>Accuracy:</b> The article is free of factual errors (including spelling), unattributed assertions, etc.	1	2	3	4	5
<b>Quality of Reporting:</b> The article shows evidence of research / information gathering, covers both sides of issues, etc.	1	2	3	4	5
<b>Writing:</b> The writing displays clarity and brevity.	1	2	3	4	5
<b>Style:</b> The article follows AP style guidelines.	1	2	3	4	5
<b>Other:</b>	1	2	3	4	5
<b>Other:</b>	1	2	3	4	5
<b>FINAL ASSESSMENT:</b> <b>A+   A   A-   B+   B   B-   C+   C   C-   D   F</b>					

*b. Assessment Results:*

Student Identifier	Mean Score for 3 articles on Rubric	Final Grade for Project (b)	Code of Conduct Assignment (a)	Discrepancy between Theory and Practice  (b) – (a)
Student #1	4.45	89%	95%	1%
Student #2	3.15	63%	90%	27%
Student #3	4.4	88%	100%	12%
Student #4	3.4	68%	90%	22%
Student #5	3.15	63%	90%	27%
Student #6	3.8	76%	90%	14%
Student #7	4.35	87%	100%	13%

*c. Decisions and Actions:* Comparing the mean scores for the two assignments in this assessment indicates that (1) most students have a good understanding of the philosophy and theory of journalism, but (2) struggle in their application of it. Ideally, no discrepancy will exist between scores on the code of conduct assignment and scores on the final project. (In reality, some discrepancy is almost surely inevitable as this is a lower-level course and many students will not have the background, motivations, experience, etc. to achieve a high-level of proficiency in writing at this point in their academic careers.)

To correct for this discrepancy, I will give more emphasis to reporting and writing skills in this course the next time I teach it. It would also help if the students would take the COMM 175 Media Writing Course before this one. However, as I inherited the program this did not happen with most of these students. This issue should correct itself at the next assessment.

*Program Student Learning Outcome #3:* The student will demonstrate knowledge of various mass media, legal, and ethical concerns, such as libel, slander, intellectual property, performance rights, first amendment rights, protection of sources, and various FCC regulations.

a. *Method of Assessment:* the student will attain an aggregate score of 75% or greater on all exams in COMM 355.

b. *Assessment Results:*

Student	Quiz 1	Quiz 2	Quiz 3	Quiz 4	Quiz 5	Final Exam
01	100%	100%	100%	100%	100%	100%
02	96%	94%	100%	98%	94%	100%
03	92%	88%	84%	88%	72%	98%
04	74%	92%	90%	92%	60%	93%
05	70%	68%	90%	58%	66%	88%
06	74%	62%	84%	72%	70%	88%
07	70%	76%	80%	76%	76%	88%
08	60%	80%	88%	72%	64%	72%

c. *Decisions and Actions:* One student fell below the 75% threshold on the final. Generally, speaking the students achieved 75% or greater on most of the exams. By the eye test, the the quizzes predicted scores on the final exam, however the final probably needs to be revised slightly.

*Student Learning Outcome #4:* Students will have the skills to critically evaluate news stories; edit written material created for various audiences for grammar, style, and content; and design a basic layout for a newspaper or news website.

a. *Method of Assessment:* Final design project in JOURN 210 in which students edit and design the layout for a 4-page newspaper.

b. *Assessment Results:*

JOURN 210 not offered in this reporting period

c. *Decisions and Actions:* Evaluate at next assessment period.

*Student Learning Outcome #5:* The student will demonstrate persuasive writing skills, focusing on adapting communication messages to audience self-interests.

*a. Method of Assessment:* Creative Application Project in COMM 251 (Advertising).

### **Creative Application Project**

Project Overview: In this project, you will form an ad agency and will be creating a print advertisement for a local newspaper or magazine. Your client will be a local business (or similar) chosen by your instructor. Using a creative brief supplied by your instructor, write the copy and create the design for the ad.

Creative Brief. A creative brief is a one-page document condensed from a comprehensive advertising plan. The brief supplies the creative team with everything they need to create an ad. Likewise, the creative brief you receive will give you the instructions you need to create an ad for the client. Remember that ads have a strategic purpose so your ad should reflect the outline given in the creative brief. However, the creative execution is entirely up to you.

Create the ad. Print ads are typically copy-heavy so you should pay particular attention to writing the ad, including a headline, subhead, body copy, and taglines. Obviously, perfect grammar and spelling are must-haves, but this is also your chance to be creative. Include an illustration, photo, or logo with your ad, as appropriate.

## **COMMS 251 Creative Brief**

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Client:	Product / Service:
Northern Lake Outdoor Gear	Northern Lake Tents
Key Fact	
A Northern Lake tent with ceiling to floor rain fly that is virtually waterproof	
Advertising Problem	

Backpackers don't realize that the quality construction of Northern Lake tents makes the difference between an enjoyable camping experience and a miserable one.

#### Communication Objective

The advertising will convince outdoor enthusiasts that the quality construction of Northern Lake tents provide the confidence that an outdoor adventure will be enjoyable regardless of the weather.

#### Target Audience / Consumer Profile

Outdoor enthusiasts who consider themselves more adventurous than a once-a-year vacationer who sleeps in an RV. These outdoorsmen and outdoorswomen prefer solitude to amenities and seek outdoor experiences in backcountry locations. They may enjoy sports such as rock climbing, rappelling, spelunking, kayaking, or mountain biking. For these nature lovers, the ideal vacation is one that is off the beaten path.

#### Key Benefit & Support

Northern Lake Tents offer a virtually waterproof barrier to moisture that is also breathable. Seams are triple-stitched and coated with hydrophobic sealant. Ceiling-to-floor rain flies extend 6 inches beyond the tent footprint.

#### Tone

Tone should be adventurous.

#### Mandatories

All ads must include the Northern Lake logo: [copy and paste from here]



*b. Assessment Results:*

Student Identifier	Project Score	Journalism Student?
Student #1	80%	No
Student #2	80%	No
Student #3	80%	No
Student #4	84%	No
Student #5	89%	No
Student #6	100%	No
Student #7	80%	No

*c. Decisions and Actions:* Exam scores are about where they should be for the project. However, no journalism students participated in this class during this assessment period, which makes it difficult to assess the program with these data.

My own subjective assessment is that that students' did an 'okay' job of adapting writing to the audience. In the previous assessment I came to this same conclusion and tried to emphasize the idea of adapting to the audience in the course. Although I did do this, it appears I still need to find ways to further emphasize this idea. Therefore, in the fall version of this course I will consider adding an additional assignment and instruction related to adapting to the audience.

**ALDERSON BROADDUS UNIVERSITY**  
**ASSESSMENT REPORT FOR STUDENT LEARNING OUTCOMES**

Name of Program: Legal Studies

Period Covered: 2017-18

Submitted by: John Hicks and Shannon Wolfe

*Definitions:*

*Methods of Assessment* - For each student learning outcome identified, please explain the associated measurement or method of assessment utilized. Those items listed in parentheses are only examples of what might be utilized.

*Assessment Results* – For each student learning outcome identified, please include a summary of the data that has been obtained by the method of assessment utilized. Please indicate whether the proficiency or target was met.

*Decisions and Actions* – Please analyze the assessment results, noting any relevant context, prevailing trends, or concerns the program may have. How were the proficiency targets identified, and what are the program's expectations for the performance of its students? In what way does the program regularly review its assessment results?

Please explain how the assessment results data had informed the program's decisions and actions. Please document the decisions made, actions taken, or future plans that resulted from this review.

1. Student Learning Outcome #1: Graduates will explain the structures and functions of legal institutions in American Society

- a. Methods of Assessment (Rubric, Essay, Panel, Portfolio, etc.): Exit Exam Questions (True/false, Multiple Choice)
- b. Assessment Results: The composite score of the two graduates on the exit exam was 80.7% (range was 77-85%), which met the goal of 70%.
- c. Decisions and Actions: We will attempt to clarify and add to the number the questions or we will give a general essay/definitions exam next year.

2. Student Learning Outcome #2: Graduates will analyze legal procedures and processes of the American legal system

- a. Methods of Assessment (Rubric, Essay, Panel, Portfolio, etc.): Exit Exam Questions (True/false, Multiple Choice)
- b. Assessment Results: The composite score of the two graduates was 64%, with a range of 61-67%. One of the students missed the 70% mark by one incorrect question, the other missed by two. Since both of these students were excellent students, we

must consider that this portion of the exam is likely not a particularly good assessment.

d. Decisions and Actions: We will attempt to clarify and add to the number the questions or we will give a general essay/definitions exam next year.

NOTE: The overall average score on the exit exam was 70.9%, with both earning the same overall score.

3. Student Learning Outcome #3: Graduates will evaluate the legal and ethical principles and social factors that influence the administration of the American legal system.

- a. Methods of Assessment (Rubric, Essay, Panel, Portfolio, etc.): Essay questions
- b. Assessment Results: The composite score on the essay questions was 80%, with a range of 75-85%.
- c. Decisions and Actions: This group of students appear to be adequately prepared to identify these legal and ethical principles and social factors that influence the administration of the American legal system. The open ended approach to assessment of this goal seems to give students the freedom to “brainstorm” these types of issues and their impact on the criminal justice system- students were given scenarios that included many legal and ethical issues to identify and address. We intend to continue the essay question approach to assessment of this goal.

4. Student Learning Outcome #4: Graduates will formulate and support arguments using primary and secondary research

- a. Methods of Assessment: Research Paper Assessment
- b. Assessment Results: The composite score for the two students was 93%, with a range of 90-96%. All of the students met the 70% mark.
- c. Decisions and Actions: This group of students appear to be adequately prepared in this regard.

**DISCUSSION/EXIT INTERVIEW WITH GRADUATES—** Although not an official assessment procedure, we decided to have a group exit interview with our graduates.

The discussion with the students resulted in the following list of general recommendations/considerations for changes to the Legal Studies program and curriculum:

- COMM 240 (Argument and Persuasion): Students specifically stated that this course needs to be changed/adapted. They stated that the course is not specifically tailored to legal issues, and features little debate/argument. All of the students noted that the current class was not helpful, seeming like another version of COMM 130 (other students in the class expressed the same concerns). The students recommend that the class be changed into a practical oral presentation class, where students would “perform”, for example, cross examinations, practice as a witness in a trial, appellate argument, opening/closing statements, etc. They suggested that the new class should be the follow-up course to Legal Research and Writing (sort of the oral part of the process).
- Both students took CJUS/LEGL 390: Courtroom Advocacy as a special topics course this semester and felt that this course is a very good alternative to the COMM 240 course in that it is specifically geared toward oral advocacy in the courtroom and as a lawyer.



- To piggyback on the previous, the students expressed a desire for much more “mock” legal experiences in general. Both students, who had their internship experience with Gerald Fogg, County Clerk of Barbour County, suggested that we utilize him and his access to the court to further increase our students’ access and exposure to the court system.
- Additional “placement” opportunities should be built into the Legal Studies curriculum, much like education majors complete so many hours of observations of public school classrooms.
- PHIL 290 (Applied Logic) should be *optional* for those students planning to take the LSAT, rather than being program requirement.
- Additionally, both students suggested that other types of law be addressed in the program, such as, environmental law, torts, employment, labor, etc. They would have liked a bit more exposure to other types of law besides just constitutional and criminal law.

**ALDERSON BROADDUS UNIVERSITY**  
**ASSESSMENT REPORT FOR STUDENT LEARNING OUTCOMES**

Name of Program: Marketing

Period Covered: 2017-18

Submitted by whom: Richard Foley

*Definitions:*

*Methods of Assessment* - For each student learning outcome identified, please explain the associated measurement or method of assessment utilized. Those items listed in parentheses are only examples of what might be utilized.

*Assessment Results* – For each student learning outcome identified, please include a summary of the data that has been obtained by the method of assessment utilized. Please indicate whether the proficiency or target was met.

*Decisions and Actions* – Please analyze the assessment results, noting any relevant context, prevailing trends, or concerns the program may have. How were the proficiency targets identified, and what are the program's expectations for the performance of its students? In what way does the program regularly review its assessment results?

Please explain how the assessment results data had informed the program's decisions and actions. Please document the decisions made, actions taken, or future plans that resulted from this review.

1. Student Learning Outcome #1:

Develop and communicate policies that inform and guide operations to reduce risk and promote ethical practices.

a. Methods of Assessment (Rubric, Essay, Panel, Portfolio, etc.):

Students must achieve a score of 80 percent on both the Ethics Game and short answer components of the BUSI-250 Business Ethics final exam.

b. Assessment Results: The average points earned for the 42 BUSI-250 students was

81.73/100 (82%). Fifteen students scored below 80 for a 64% success rate. The EthicsGame™ simulation required each student to critically analyze multiple ethical business dilemmas

based on their initial Ethical Lens Inventory and culminated into a written final exam based on an ethically challenging situation in an industry of their choice. Only 4 out of 42 students scored below 80% (90% success rate). Eleven students failed to complete the Ethics Game in its entirety, which led to the lower scores. This led to a 74% success rate.

*“Through our foundational product, the Ethical Lens Inventory™, students gain an awareness of their ethical preferences. EthicsGame experiential case studies are designed to meet the student where they are and help them to develop an understanding of all ethical approaches.*

*While meeting assessment requirements for ethics and critical thinking, students learn a repeatable decision model to guide their everyday lives.*

*Our Ethics Exercises™ introduce and reinforce both compliance and ethical concepts through rapid-fire, multiple choice questions.*

*The Hot Topics Simulations™ are short and engaging virtual simulations that challenge students to make decisions from multiple ethical perspectives.*

*Our Core Values™ product is a team based, writing intensive simulation series used in Business Courses such as Business Law, Strategic Management and Business Ethics. Students are given executive positions within a company and work on-line together and separately facing typical workplace ethical challenges.”*

c. Decisions and Actions: The success rate for this assessment is similar to those of previous semesters. This course was taught by a different instructor this semester and probably will change again in the future. No specific changes will occur at this time.

## 2. Student Learning Outcome #2:

Employ strategic marketing skills, including scenario planning, market intelligence, customer profiles, marketing plans, and competitive analysis, to respond to organizational marketing challenges.

- a. Methods of Assessment (Rubric, Essay, Panel, Portfolio, etc.):

Students must achieve a score of 75 percent or higher on the comprehensive marketing research plan and presentation in BUSI 345 Marketing Research.

- b. Assessment Results: 85 percent of students earned a 75 percent or higher on plan.
- c. Decisions and Actions: Revise and enhance project milestones to better meet project deadline.

3. Student Learning Outcome #3:

Student Learning Outcome: Apply marketing knowledge and skills to meet organizational goals through analytic and managerial techniques.

- a. Methods of Assessment: Students must achieve a score of 75 percent or higher on the comprehensive marketing plan and presentation final in BUSI 435 Marketing Management.
- b. 100 percent of students earned a 75 percent or higher on plan and presentation.
- c. Revise and enhance project milestones to better meet project deadline.

4. Student Learning Outcome #4:

Employ critical thinking to evaluate qualitative and quantitative data, choose the alternative is most appropriate, and effectively communicate results.

- a. Methods of Assessment (Rubric, Essay, Panel, Portfolio, etc.):

Final case analysis in BUSI 550 Strategic Management/Business Policy. Students need to achieve an average of 80 percent on the 5 components of the rubric on the final case analysis.

- b. Assessment Results:

The average points earned for the 38 BUSI-550 students was 84.56/100 (85%). Only 3 student scored below 80 for a 92% success rate. The Capsim™ simulation required student grouped as executives running a 100 million dollar company for 8 weeks culminating to an individual CompXM™ final exam.

- **Comp-XM tests an individual student's ability** to not only *answer* questions about managing a business, but also tests the student's *ability to manage* the business. Most exams test only the ability to answer questions.
- **Comp-XM continues the learning process** for students because they continue to see results from their efforts during the exam activities.
- **Comp-XM addresses assurance of learning goals.** View a complete analysis of how the Capsim business simulation experience integrates with [Assurance of Learning Goals](#).  
**Source:** <http://ww2.capsim.com/business-simulations/products/comp-xm.cfm>

c. Decisions and Actions:

To improve student understanding of the subject matter and to better integrate technology into the course the final assessment will now involve an online simulation. This should increase student's awareness of the complexities of strategic planning while improving their decision-making abilities.

**ALDERSON BROADDUS UNIVERSITY**  
**ASSESSMENT REPORT FOR STUDENT LEARNING OUTCOMES**

Name of Program:       Mass Communication, General Track

Period Covered: Fall 2017-Spring 2018

Submitted by whom: James M. Owston

*Definitions:*

*Methods of Assessment* - For each student learning outcome identified, please explain the associated measurement or method of assessment utilized. Those items listed in parentheses are only examples of what might be utilized.

*Assessment Results* – For each student learning outcome identified, please include a summary of the data that has been obtained by the method of assessment utilized. Please indicate whether the proficiency or target was met.

*Decisions and Actions* – Please analyze the assessment results, noting any relevant context, prevailing trends, or concerns the program may have. How were the proficiency targets identified, and what are the program’s expectations for the performance of its students? In what way does the program regularly review its assessment results?

Please explain how the assessment results data had informed the program’s decisions and actions. Please document the decisions made, actions taken, or future plans that resulted from this review.

1. Student Learning Outcome #1: The student will demonstrate the ability to announce broadcast copy with a minimal number of errors.

- a. Methods of Assessment (Rubric, Essay, Panel, Portfolio, etc.): **Pre and Post**

**Assessments. Students will demonstrate a 30% or greater reduction in announcing errors by the end of COMM220 with the reading of the same 60 second piece of broadcast copy that was read at the course’s beginning. Two sections were included in the results.**

Student Identifier	Initial Reading Errors	End Reading Errors	Reduction
Student01	25	14	44.0%
Student02	11	6	45.0%
Student03	5	2	60.0%
Student04	22	14	36.6%
Student05	10	8	20.0%
Student06	9	3	67.0%
Student07	9	3	67.0%
Student08	4	0	400.0%
Student09	1	3	-200.0%
Student10	11	9	18.0%
Student11	5	2	60.0%
Student12	3	0	300.0%
Student13	5	4	20.0%
Student14	14	8	43.0%
Student15	3	1	67.0%
Student16	3	2	33.0%

Assessment Results: **Aggregate Percentage: 67.5% reduction**

**Removing the three outliers, the aggregate percentage equals 44.7% reduction. This is an 26.7% increase in the 2016-2017 aggregate percentage of 18.0%.**

**Percentage of students attaining 30% reduction in errors: 81.3% - which is on par with 2015-2016 and is an increase over 2016-2017's 50% of the students achieving a 30% reduction in errors.**

- b. Decisions and Actions: No changes are planned.

2. Student Learning Outcome #2: **The student will demonstrate knowledge of various mass media legal and ethical concerns, such as libel, slander, intellectual property, performance rights, first amendment rights, protection of sources, and various FCC regulations.**

a. Methods of Assessment (Rubric, Essay, Panel, Portfolio, etc.): **The student will attain an aggregate score of 75% or greater on all exams in COMM355.**

b. Assessment Results:

Student Identifier	Aggregate Test Percentages
Student01	100.0%
Student02	97.0%
Student03	87.0%
Student04	83.5%
Student05	73.3%
Student06	75.0%
Student07	77.6%
Student08	72.6%
Course Aggregate	83.3%

a. Decisions and Actions: **The class as a whole scored better than the 75% minimum, two students fell below 75%, but not significantly; therefore, 75% of the class met the requirement, which was greater than 2015-2016, where only 64.3% of the class met the requirement. We believe that constructing our own texts and not relying on publisher test banks for questions. In addition, the course was team taught in 2015-2016. Having a single instructor may have contributed to overall student achievement.**



3. Student Learning Outcome #3: The student will write, record, edit, and produce a short video feature that is acceptable for broadcast or promotional purposes.

a. Methods of Assessment (Rubric, Essay, Panel, Portfolio, etc.): **The student will attain an aggregate score of 4.00 or greater on a 5.00 rubric in COMM370.**

b. Assessment Results: **Students worked in three groups. The scores were as follows:**

**Group 1            3.4**

**Group 2            2.9**

**Group 3            3.1**

c. Decisions and Actions: The students did not follow the principles taught in COMM270. I believe this was a function of the classes being separated by a year. I intend in 2019-2020 to offer these courses in consecutive semesters with COMM271 in the fall and COMM 370 in the spring. This should provide better outcomes in the 370 course.

4. Student Learning Outcome #4: The student will be able to explain the impact of mass communication media upon American society as a whole.

a. Methods of Assessment (Rubric, Essay, Panel, Portfolio, etc.): The student will attain a combined score of 560 or greater on fourteen 50 point assignments in COMM190 dealing with media's impact on social problems.

b. Results:

<b>Student Identifier</b>	<b>Score</b>	<b>Missed Assignments</b>
<b>Student01</b>	<b>681</b>	<b>0</b>
<b>Student02</b>	<b>480</b>	<b>4</b>
<b>Student03</b>	<b>641</b>	<b>0</b>
<b>Student04</b>	<b>684</b>	<b>0</b>
<b>Student05</b>	<b>578</b>	<b>2</b>

<b>Student06</b>	<b>422</b>	<b>3</b>
<b>Student07</b>	<b>557</b>	<b>1</b>
<b>Student08</b>	<b>667</b>	<b>0</b>
<b>Student09</b>	<b>674</b>	<b>0</b>
<b>Student10</b>	<b>694</b>	<b>0</b>
<b>Student11</b>	<b>611</b>	<b>0</b>
<b>Student12</b>	<b>674</b>	<b>0</b>
<b>Student13</b>	<b>687</b>	<b>0</b>
<b>Student14</b>	<b>679</b>	<b>0</b>
<b>Student15</b>	<b>692</b>	<b>0</b>
<b>Student16</b>	<b>639</b>	<b>0</b>
<b>Student17</b>	<b>348</b>	<b>6</b>
<b>Student18</b>	<b>554</b>	<b>1</b>
<b>Student19</b>	<b>643</b>	<b>1</b>
<b>Student20</b>	<b>670</b>	<b>0</b>
<b>Student21</b>	<b>546</b>	<b>2</b>
<b>Student22</b>	<b>603</b>	<b>0</b>
<b>Student23</b>	<b>594</b>	<b>0</b>
<b>Course Aggregate Average</b>	<b>609.4</b>	

5. Decisions and Actions: The students did very well on this assignment; however, 26% of the class failed to meet the minimum standard of a total of 560 points Or 80%. All of these students failed to complete at least one 50-point assignment. The course average of 609.4 was significantly higher than the 560-point minimum score for success. No change is necessary.

6. Student Learning Outcome #5: **The student will create a blog with a minimum of six pages that is promoted with a minimum of three social media channels.**

- c. Methods of Assessment (Rubric, Essay, Panel, Portfolio, etc.): **Rubric. Students will attain a percentage of 85% for the final project in COMM350.**
- a. Assessment Results: No assessment, as COMM350 was not taught in 2017-2018.
- b. Decisions and Actions: None taken.

7. Student Learning Outcome #5: **The student will navigate a newspaper and be able to find and identify key sections, elements, stories, supplements, and advertisements.**

- a. Methods of Assessment (Rubric, Essay, Panel, Portfolio, etc.): **Rubric. The student will attain a score of 150 or greater on a 200 point assignment in COMM155.**
- b. Assessment Results:

Student Identifier	Project Grade
Student01	148
Student02	156
Student03	62
Student04	157
Student05	197
Student06	194
Student07	181
Student08	146
Student09	191
Student10	156
Course Aggregate	158.8

Three students did not complete this assignment and failed the class. Their 0 scores are not included in the aggregate. Of those that completed the assignment, 70% achieved the desired minimum score of 150. This was a 5% decrease over 2016-2017's percentage of 75%. Three of this year's students were close to 150 with scores of 146 and 148; one student, who failed to follow the directions regarding securing a Sunday paper earned a 62 on the assignment. This year we provided a sample assignment and a more involved practice session on how to navigate the papers; however, this did not appear to help.

- c. Decisions and Actions: **Comments about the assignment were favorable and it achieved the goal of getting students to look at a newspaper in detail – something the majority of the class had never done. We will continue this assignment and reassess any changes following next year's submissions.**

**ALDERSON BROADDUS UNIVERSITY**  
**ASSESSMENT REPORT FOR STUDENT LEARNING OUTCOMES**

Name of Program:       Mass Communication, Digital Media Track

Period Covered: Fall 2017-Spring 2018

Submitted by whom: James M. Owston

*Definitions:*

*Methods of Assessment* - For each student learning outcome identified, please explain the associated measurement or method of assessment utilized. Those items listed in parentheses are only examples of what might be utilized.

*Assessment Results* – For each student learning outcome identified, please include a summary of the data that has been obtained by the method of assessment utilized. Please indicate whether the proficiency or target was met.

*Decisions and Actions* – Please analyze the assessment results, noting any relevant context, prevailing trends, or concerns the program may have. How were the proficiency targets identified, and what are the program’s expectations for the performance of its students? In what way does the program regularly review its assessment results?

Please explain how the assessment results data had informed the program’s decisions and actions. Please document the decisions made, actions taken, or future plans that resulted from this review.

**1. Student Learning Outcome #1: The student will create a website consisting of a minimum of five pages using HTML and CSS.**

**a. Methods of Assessment (Rubric, Essay, Panel, Portfolio, etc.): Students will attain a**

**score of 114 out of 150 for the final project in MDIA255.**

<b>Student Identifier</b>	<b>Score</b>
<b>Student01</b>	<b>85</b>
<b>Student02</b>	<b>134</b>
<b>Student03</b>	<b>106</b>
<b>Student04</b>	<b>99</b>
<b>Student05</b>	<b>121</b>

Student06	83
Student07	76
Student08	116
Student09	95
Student10	105
Student11	138
Student12	84
Student13	78
Student14	138
Student15	103

Assessment Results: **Average score 104.2.**

**Only five of the 15 students achieved the minimum proficient score of 114; the average score for the course was 104.2 points. The students' primary issues with this assignment centered around content. They had great difficulty in writing good content for these pages and a number of the students plagiarized from other web sites, which gave them a 0 grade on content.**

Decisions and Actions: **Spend more time dealing with content development and add a lecture on plagiarism.**

2. Student Learning Outcome #2: **The student will be able to exhibit the use of lighting, contrast, composition, balance, emphasis, and movement in a series of still photographs.**

- a. Methods of Assessment (Rubric, Essay, Panel, Portfolio, etc.): **The student will attain an aggregate score of 120 or greater on 150-point final assignment in MDIA135.**

Assessment Results:

<b>Student Identifier</b>	<b>Score</b>
---------------------------	--------------

Student01	120
Student02	143
Student03	146
Student04	149
Student05	146
Student06	147
Student07	80
Student08	140
Student09	146
Student10	142
Student11	148
Student12	120
Student13	120
Student14	147
Student15	146
Student16	142
 Course Aggregate Average	 136.3

- b. Decisions and Actions: **The class as a whole scored better than the 80% minimum for the assignment, one student fell considerably below the 120-point minimum, but this was because she misread the assignment. Two additional students did not complete the assignment. Ninety-four percent of those who completed the class reached the intended goal. No change is necessary.**
3. Student Learning Outcome #3: The student will be able to explain the impact of mass communication media upon American society as a whole.

- a. Methods of Assessment (Rubric, Essay, Panel, Portfolio, etc.): The student will attain a combined score of 560 or greater on fourteen 50 point assignments in COMM190 dealing with media's impact on social problems.
- b. Assessment Results:

<b>Student Identifier</b>	<b>Score</b>	<b>Missed Assignments</b>
<b>Student01</b>	<b>681</b>	<b>0</b>
<b>Student02</b>	<b>480</b>	<b>4</b>
<b>Student03</b>	<b>641</b>	<b>0</b>
<b>Student04</b>	<b>684</b>	<b>0</b>
<b>Student05</b>	<b>578</b>	<b>2</b>
<b>Student06</b>	<b>422</b>	<b>3</b>
<b>Student07</b>	<b>557</b>	<b>1</b>
<b>Student08</b>	<b>667</b>	<b>0</b>
<b>Student09</b>	<b>674</b>	<b>0</b>
<b>Student10</b>	<b>694</b>	<b>0</b>
<b>Student11</b>	<b>611</b>	<b>0</b>
<b>Student12</b>	<b>674</b>	<b>0</b>
<b>Student13</b>	<b>687</b>	<b>0</b>
<b>Student14</b>	<b>679</b>	<b>0</b>
<b>Student15</b>	<b>692</b>	<b>0</b>
<b>Student16</b>	<b>639</b>	<b>0</b>
<b>Student17</b>	<b>348</b>	<b>6</b>
<b>Student18</b>	<b>554</b>	<b>1</b>



<b>Student19</b>	<b>643</b>	<b>1</b>
<b>Student20</b>	<b>670</b>	<b>0</b>
<b>Student21</b>	<b>546</b>	<b>2</b>
<b>Student22</b>	<b>603</b>	<b>0</b>
<b>Student23</b>	<b>594</b>	<b>0</b>
<b>Course Aggregate Average</b>	<b>609.4</b>	

- c. Decisions and Actions: The students did very well on this assignment; however, 26% of the class failed to meet the minimum standard of a total of 560 points Or 80%. All of these students failed to complete at least one 50-point assignment. The course average of 609.4 was significantly higher than the 560-point minimum score for success. No change is necessary.

**ALDERSON BROADDUS UNIVERSITY**  
**ASSESSMENT REPORT FOR STUDENT LEARNING OUTCOMES**

Name of Program: Mathematics

Period Covered: 2017-2018

Submitted by whom: Sarah Stevens and Igor Woiciechowski

*Definitions:*

*Methods of Assessment* - For each student learning outcome identified, please explain the associated measurement or method of assessment utilized. Those items listed in parentheses are only examples of what might be utilized.

*Assessment Results* – For each student learning outcome identified, please include a summary of the data that has been obtained by the method of assessment utilized. Please indicate whether the proficiency or target was met.

*Decisions and Actions* – Please analyze the assessment results, noting any relevant context, prevailing trends, or concerns the program may have. How were the proficiency targets identified, and what are the program's expectations for the performance of its students? In what way does the program regularly review its assessment results?

Please explain how the assessment results data had informed the program's decisions and actions. Please document the decisions made, actions taken, or future plans that resulted from this review.

**Note: There were only two students completed the Mathematics Program in 2018**

1. Student Learning Outcome #1: Students will be knowledgeable of the mathematical concepts and theories of calculus, discrete mathematics, and abstract algebra.
  - a. Methods of Assessment (Rubric, Essay, Panel, Portfolio, etc.): Final Examinations
  - b. Assessment Results: Final Exam. Both students obtained passing grades on their final exams in Discrete Math, Advanced Calculus, Linear Algebra and Algebraic structures.
  - c. Decisions and Actions: No action was taken.

2. Student Learning Outcome #2: Students will demonstrate the ability to undertake independent work, develop new ideas, and solve problems using technology, statistics, and or/logical reasoning skills.

- a. Methods of Assessment (Rubric, Essay, Panel, Portfolio, etc.): MATH-450 Mathematics/Computer Science Capstone. This course has been developed as a capstone for the Mathematics Program. Students taking this course are supposed to prepare two presentations. One is on a selected historical topic. The second presentation is a review of a modern mathematical article.
- b. Assessment Results: Both students were successful in their projects. They demonstrated their ability to work independently, using different mathematical methods. All students passed with grades ranging from A to C.
- c. Decisions and Actions: No action was taken

3. Student Learning Outcome #3: The graduate will obtain employment or be accepted into graduate school in a related

- a. Methods of Assessment (Rubric, Essay, Panel, Portfolio, etc.): Graduate Survey
- b. Assessment Results: Information is unavailable now.
- c. Decisions and Actions: No action was taken.

**ALDERSON BROADDUS UNIVERSITY**  
**ASSESSMENT REPORT FOR STUDENT LEARNING OUTCOMES**

Name of Program: Ministry and Leadership

Period Covered: 2017-2018

Submitted by whom: Dr. Danny L. Franke

*Definitions:*

*Methods of Assessment* - For each student learning outcome identified, please explain the associated measurement or method of assessment utilized. Those items listed in parentheses are only examples of what might be utilized.

*Assessment Results* – For each student learning outcome identified, please include a summary of the data that has been obtained by the method of assessment utilized. Please indicate whether the proficiency or target was met.

*Decisions and Actions* – Please analyze the assessment results, noting any relevant context, prevailing trends, or concerns the program may have. How were the proficiency targets identified, and what are the program's expectations for the performance of its students? In what way does the program regularly review its assessment results?

Please explain how the assessment results data had informed the program's decisions and actions. Please document the decisions made, actions taken, or future plans that resulted from this review.

1. Student Learning Outcome #1: The student will be introduced to and prepared for leadership in Christian Service.
  - a. Methods of Assessment (Rubric, Essay, Panel, Portfolio, etc.): Based upon 20 hours of service and earning a B or better on the analysis papers in Religion 350.
  - b. Assessment Results: Course not offered this year.
  - c. Decisions and Actions: No actions taken at this time.

2. Student Learning Outcome #2: The student will be able to explain the history and practice of the Christian religion as well as its contrast with other religions of the world.

a. Methods of Assessment (Rubric, Essay, Panel, Portfolio, etc.): Successful completion of papers, exams, and presentations in appropriate courses.

b. Assessment Results: Religion 335.01 Student 1 – A

Student 2 – A

Student 3 – A

Student 4 – A

Student 5 - B

Honors 200.01 Student 1 - A

c. Decisions and Actions: Successful completion of goals.

3. Student Learning Outcome #3: The student will compose and defend a personal theological statement.

a. Methods of Assessment (Rubric, Essay, Panel, Portfolio, etc.): Successful written and oral defense using rubric in Senior Seminar course.

b. Assessment Results: Course not offered this year.

c. Decisions and Actions: No actions taken at this time.

**Alderson Broaddus University**  
**Assessment Record for Student Learning Outcomes**

**Name of Program:** Music Education

**Period Covered:** 2017-18

**Method of Assessment:** - This domain was assessed using items from the Student Teacher Observation Tool (STOT) during candidates' clinical experience. The STOT was adopted--with expressed permission from North Dakota Association of Colleges for Teacher Education (NDACTE); it is an authentic, criterion-based assessment tool that has proven validity and inter-rater reliability. The evaluation is conducted by the candidates' cooperating teacher and uses a scale ranging from 1 (underdeveloped), 2 (emerging), 3 (proficient), and 4 (distinguished). The candidates are evaluated in each of their clinical placements (in most cases two), this gives a minimum of two ratings for each domain measured by the STOT. The scores are reported as number of candidates, mean, range, and standard deviation for each completing cohort.

**Critical Thinking**

- Outcome 1.1: Supports student learning through developmentally appropriate instruction
- Outcome 1.2: Accounts for students' prior knowledge

Candidates must have a firm grasp on the context (culture, school environment, and student) in order to connect with students and teach effectively. Our EPP measures critical thinking through authentic "teacher decisions" that arrive during clinical experience. For the 2017-2018 academic year there were no candidates in fall completer cohort. For spring 2018, there were two candidates. For outcome 1.1: *Supports student learning through developmentally appropriate instruction*, cohort mean score was 3.9 of 4, with a

standard deviation of 0.3, and for outcome 1.2: *Accounts for students' prior knowledge*, cohort mean score was 3.8 of 4 with a standard deviation of 0.3. For EPP outcomes, these scores reflect proficiency with critical thinking.

### **Communication**

- Outcome 8.4: Uses effective communication skills to convey information to students
- Outcome 10.1: Collaborates with colleagues to improve student performance

Good communication skills are critical to connecting and transferring information effectively. Our EPP measures communication skills by how well teacher candidates communicate with students, and with colleagues. For the 2017-2018 academic year there were no candidates in fall complete cohort. For spring, there were two candidates. For outcome 8.4: *Uses effective communication skills to convey information to students*, cohort mean score was 4.0 of 4, with a standard deviation of 0.0 (no differentiation), and for outcome 10.1: *Collaborates with colleagues to improve student performance*, cohort mean score was 3.9 of 4 with a standard deviation of 0.0 (no differentiation). For EPP outcomes, these scores reflect distinguished and proficient/distinguished, respectively, with communication skills.

### **Ethics**

- Outcome 9.3: Upholds legal responsibilities as a professional educator

Professional ethics are foundational in the teaching field; few professional careers are held as accountable as public education. Our EPP measures professional ethics at multiple points in a candidate's career, but for this report we are reporting data from STOT Outcome 9.3: *Upholds legal responsibilities as a professional educator*. For the 2017-2018 academic year there were no candidates in fall complete cohort. For spring, there were two candidates: cohort mean score for Outcome 9.3 was 4.0 of 4, with a standard

deviation of 0.0 (no differentiation). For EPP outcomes, these scores reflect distinguished skills with professional ethics and responsibility.

### **Diversity**

- Outcome 2.1: Uses knowledge of students' socioeconomic, cultural and ethnic differences to meet learning needs
- Outcome 2.2: Exhibits fairness and belief that all students can learn

Our EPP measures candidates' attention to and response to diversity through design of instruction, and classroom environment. For the 2017-2018 academic year there were no candidates in fall completer cohort. For spring, there were two candidates. For outcome 2.1: *Uses knowledge of students' socioeconomic, cultural and ethnic differences to meet learning needs*, cohort mean score was 3.5 of 4, with a standard deviation of 0.3, and for outcome 2.2: *Exhibits fairness and belief that all students can learn*, cohort mean score was 3.9 of 4 with a standard deviation of 0.3. For EPP outcomes, these scores reflect proficiency regarding diversity.

### **Civic Engagement**

- Outcome 9.4: Demonstrates commitment to the profession
- Outcome 10.2: Collaborates with parent/guardian/advocate to improve student performance

Our EPP considers candidates' clinical experience in public schools--as a whole--an indicator of civic engagement, however for ISLO reporting purposes, we focus on STOT outcomes 9.4, and 10.2. For the 2017-2018 academic year there were no candidates in fall completer cohort, and spring, there were two candidates. For outcome 9.4: *Demonstrates commitment to the profession*, cohort mean score was 3.9 of 4 (proficient), with a standard deviation of 0.3, and for outcome 10.2: *Collaborates with parent/guardian/advocate to improve student performance*, cohort mean score was 3.8 of 4 (emerging) with a standard deviation of 0.4. For EPP outcomes, these scores reflect proficiency regarding civic engagement.



STOT: Music Education			Critical Thinking		Communication		Ethics	Diversity		Civic Engagement		
instrument range = 1-4			1.1	1.2	8.4	10.1	9.3	2.1	2.2	9.4	10.2	Mean
Fall 2017		Mean by Std =	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
		Std Dev =	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	N Candidates	0										
	N Assessments	0										
	Pass Rate	N/A										
Spring 2018		Mean by Std =	3.9	3.8	4.0	3.9	4.0	3.5	3.9	3.9	3.8	3.7
		Std Dev =	0.3	0.3	0.0	0.3	0.0	0.3	0.3	0.3	0.4	0.1
	N Candidates =	2										
	N Assessments =	6										
	Pass Rate	100%										

**ALDERSON BROADDUS UNIVERSITY**  
**ASSESSMENT REPORT FOR STUDENT LEARNING OUTCOMES**

Name of Program: Natural Resource Management

Period Covered: 2017-2018

Submitted by whom: Dr. Kelley Flaherty

*Definitions:*

*Methods of Assessment* - For each student learning outcome identified, please explain the associated measurement or method of assessment utilized. Those items listed in parentheses are only examples of what might be utilized.

*Assessment Results* – For each student learning outcome identified, please include a summary of the data that has been obtained by the method of assessment utilized. Please indicate whether the proficiency or target was met.

*Decisions and Actions* – Please analyze the assessment results, noting any relevant context, prevailing trends, or concerns the program may have. How were the proficiency targets identified, and what are the program's expectations for the performance of its students? In what way does the program regularly review its assessment results?

Please explain how the assessment results data had informed the program's decisions and actions. Please document the decisions made, actions taken, or future plans that resulted from this review.

1. Student Learning Outcome #1. Graduates will synthesize knowledge of Ecology, Geographic Information Systems (GIS) and regulatory requirements of natural resource industries.

**a. Methods of Assessment:** Graduates will need to achieve a score of at least 80% on each section related to the knowledge bases in the subjects above on a comprehensive examination conducted during the last semester of their degree completion program.

**b. Assessment Results:** There were no seniors scheduled to graduate from the Natural Resources Management Major in Fall 2017 or Spring 2018.

2. Student Learning Outcome #2: Graduates will apply acquired knowledge to a professional-level experience.

**a. Methods of Assessment:** Graduates will either achieve an aggregate score of 4 out of 5 on a Likert Scale evaluated by a Business Internship Supervisor or receive a grade of C or better on their Senior Research Project.

**b. Assessment Results:** There were no seniors scheduled to graduate from the Natural Resources Management Major in Fall 2017 or Spring 2018.

3. Student Learning Outcome #3: Graduates will demonstrate the ability to implement basic business practices in the areas of management and economics.

**a. Methods of Assessment:** Graduates will need to achieve a score of at least 80% on each section related to the knowledge bases in the subject matter described above on a comprehensive examination conducted during the last semester of their degree completion program.

**b. Assessment Results:** There were no seniors scheduled to graduate from the Natural Resources Management Major in Fall 2017 or Spring 2018.

**ALDERSON BROADDUS UNIVERSITY**  
**ASSESSMENT REPORT FOR STUDENT LEARNING OUTCOMES**

Name of Program: Nursing

Period Covered: 2017-2018

Submitted by whom: Kimberly White, MSN, RN- Chair, School of Nursing

*Definitions:*

*Methods of Assessment* - For each student learning outcome identified, please explain the associated measurement or method of assessment utilized. Those items listed in parentheses are only examples of what might be utilized.

*Assessment Results* – For each student learning outcome identified, please include a summary of the data that has been obtained by the method of assessment utilized. Please indicate whether the proficiency or target was met.

*Decisions and Actions* – Please analyze the assessment results, noting any relevant context, prevailing trends, or concerns the program may have. How were the proficiency targets identified, and what are the program's expectations for the performance of its students? In what way does the program regularly review its assessment results?

Please explain how the assessment results data had informed the program's decisions and actions. Please document the decisions made, actions taken, or future plans that resulted from this review.

1. Student Learning Outcome #1: **Create patient-centered, safe, quality evidence-based nursing care with diverse patients across the lifespan.**

**Course: Nursing 410.01 Care of the Patient with Critical Issues I**

- a. Methods of Assessment (Rubric, Essay, Panel, Portfolio, etc.): MODS Project
- b. Assessment Results: A detailed scoring rubric is used to determine minimal passing grade of 78%. The group achieved 19/20 or 95%.
- c. Decisions and Actions: Recommendation to continue using MODS project.

**Course: Nursing 410.95 Care of the Patient with Critical Issues II**

- a. Methods of Assessment (Rubric, Essay, Panel, Portfolio, etc.): MODS Project
- b. Assessment Results: A detailed scoring rubric is used to determine minimal passing grade of 78%. The group achieved 50/60 or 83%.
- c. Decisions and Actions: Recommendation to continue using MODS project.

**Course: Nursing 420.01: Community Mental Health**

- a. Methods of Assessment (Rubric, Essay, Panel, Portfolio, etc.): Clinical Journal
- b. Assessment Results: Rubric used for a passing grade of 78 18/19 students successful or 94.7%
- c. Decisions and Actions: No changes to assessment method

**Course: Nursing 420.95: Community Mental Health**

- a. Methods of Assessment (Rubric, Essay, Panel, Portfolio, etc.): Clinical Journal
  - b. Assessment Results: Rubric used for a passing grade of 78 9/9 students successful or 100%
  - c. Decisions and Actions: No changes to assessment method

**Course: Nursing 430.01 NCLEX-RN I**

- a. Methods of Assessment (Rubric, Essay, Panel, Portfolio, etc.): HESI Exit Exam # 1
  - b. Assessment Results: Benchmark is 900: National Average: 846 ABU Range 417-909 with only 1 student achieving the 900+ requirement.
  - c. Decisions and Actions: No changes to be made to assessment method.

**Course: Nursing 430.95 NCLEX-RN I**

- a. Methods of Assessment (Rubric, Essay, Panel, Portfolio, etc.): HESI Exit Exam # 1
  - b. Assessment Results: Benchmark is 900: National Average: 846 ABU Range 632-972 with 2 students achieving the 900+ requirement.
  - c. Decisions and Actions: No changes to be made to assessment method.

**Course: Nursing 450.01: Nurse as Manager**

- a. Methods of Assessment (Rubric, Essay, Panel, Portfolio, etc.): QSEN assignment Safety- students write a one page paper on how they incorporated safety into a particular nurse-client interaction and how to improve upon their integration of safety into all interactions.
- b. Assessment Results: All students achieved 100% on this section

- c. Decisions and Actions: Continue to use

**Course: Nursing 450.95: Nurse as Manager**

- a. Methods of Assessment (Rubric, Essay, Panel, Portfolio, etc.): QSEN assignment  
Safety- students write a one page paper on how they incorporated safety into a particular nurse-client interaction and how to improve upon their integration of safety into all interactions.
- b. Assessment Results: All students achieved 100% on this section
- c. Decisions and Actions: Continue to use

**Course: Nursing 460.01 Care of the Patient with Critical Issues II**

- a. Methods of Assessment (Rubric, Essay, Panel, Portfolio, etc.): Simulation scenarios with post questions:
  - Burns
  - Splenic Rupture
  - Pneumothorax
- b. Assessment Results: Completion of post questions prior to start of SIMs scenario. All documents were submitted by students as required
- c. Decisions and Actions: Did not observe simulation performance but due to poor performance on HESI related to nursing assessment and process will add SIMS policy for assessment of student performance for 2018/2019 semester and use not scripted scenarios to test knowledge base and management skills

**Course: Nursing 460.95 Care of the Patient with Critical Issues II**

- a. Methods of Assessment (Rubric, Essay, Panel, Portfolio, etc.): Simulation scenarios with post questions:  
Burns  
Splenic Rupture  
Pneumothorax
- b. Assessment Results: Completion of post questions prior to start of SIMs scenario. All documents were submitted by students as required

- c. Decisions and Actions: Noted students were able to answer questions but performance during SIMS scenario as a team/clinician was not consistent; will add SIMS policy for assessment of student performance for 2018/2019 semester

**Course: Nursing 470.01: Community as Client**

- a. Methods of Assessment (Rubric, Essay, Panel, Portfolio, etc.): Community Professional Issues Project
  - b. Assessment Results: Some basic information on the roles of the public health nurse was discussed after students were required to choose a topic for their project and create their project outline. This information would have been more beneficial at the beginning of the semester to build a better foundation and purpose for their projects.
  - c. Decisions and Actions: Planning to change books next semester that is better organized and up to date.

**Course: Nursing 470.95: Community as Client**

- a. Methods of Assessment (Rubric, Essay, Panel, Portfolio, etc.): Community Professional Issues Project
- b. Assessment Results: Some basic information on the roles of the public health nurse was discussed after students were required to choose a topic for their project and create their project outline. This information would have been more beneficial at the beginning of the semester to build a better foundation and purpose for their projects.
- c. Decisions and Actions: Planning to change books next semester that is better organized and up to date.



**Course: Nursing 480.01 NCLEX-RN II**

- a. Methods of Assessment (Rubric, Essay, Panel, Portfolio, etc.): Hesi Exit Exam  
subsection: Patient centered care
  - b. Assessment Results: SON benchmark is 900, Overall course average=711
  - c. Decisions and Actions: Increase time spent in class on patient centered care and more Passpoint quizzes on PCC

**Course: Nursing 480.95 NCLEX-RN II**

- a. Methods of Assessment (Rubric, Essay, Panel, Portfolio, etc.): Hesi Exit Exam  
subsection: Patient centered care
  - b. Assessment Results: SON benchmark is 900 Overall course average=997.8
  - c. Decisions and Actions: Maintain time spent in class on patient centered care and more Passpoint quizzes on PCC

2. Student Learning Outcome #2: Design a caring environment for the patient, family and community to promote wellness, prevent disease and facilitate healing.

**Course: Nursing 410.01 Care of the Patient with Critical Issues I**

- d. Methods of Assessment (Rubric, Essay, Panel, Portfolio, etc.): MODS Project
- e. Assessment Results: A detailed scoring rubric is used to determine minimal passing grade of 78%. The group achieved 60/60 or 100%.
- f. Decisions and Actions: Recommendation to continue using MODS project.

**Course: Nursing 410.95 Care of the Patient with Critical Issues II**

- a. Methods of Assessment (Rubric, Essay, Panel, Portfolio, etc.): MODS Project
- b. Assessment Results: A detailed scoring rubric is used to determine minimal passing grade of 78%. The group achieved 60/60 or 100%.
- c. Decisions and Actions: Recommendation to continue using MODS project.

**Course: Nursing 420.01: Community Mental Health**

- a. Methods of Assessment (Rubric, Essay, Panel, Portfolio, etc.): Clinical Journal
- b. Assessment Results: Rubric used for a passing grade of 78 18/19 students successful Or 94.7%
- c. Decisions and Actions: No changes to assessment method

**Course: Nursing 420.95: Community Mental Health**

- a. Methods of Assessment (Rubric, Essay, Panel, Portfolio, etc.): Clinical Journal
- b. Assessment Results: Rubric used for a passing grade of 78, 9/9 students successful or 100%
- c. Decisions and Actions: No changes to be made to assessment method.

**Course: Nursing 430.01 NCLEX-RN I**

- a. Methods of Assessment (Rubric, Essay, Panel, Portfolio, etc.): HESI Exit Exam 1
- b. Assessment Results: National Average: 846 ABU Range 417-909 with only 1 student achieving the 900+ requirement.
- c. Decisions and Actions: No changes to assessment method

**Course: Nursing 430.95 NCLEX-RN I**

- a. Methods of Assessment (Rubric, Essay, Panel, Portfolio, etc.): HESI Exit Exam 1
- b. Assessment Results: National Average: 846 ABU Range 632-972 with 2 students achieving the 900+ requirement.
- c. Decisions and Actions: No changes to be made to assessment method.

**Course: Nursing 450.01: Nurse as Manager**

- a. Methods of Assessment (Rubric, Essay, Panel, Portfolio, etc.): Professional Issues Project- students work in groups and pick a professional issue in nursing and write a research review and create an AV on the topic and present in class.
- b. Assessment Results: All students achieved 100% on this section
- c. Decisions and Actions: Continue to use

**Course: Nursing 450.95: Nurse as Manager**

- a. Methods of Assessment (Rubric, Essay, Panel, Portfolio, etc.): Professional Issues  
Project- students work in groups and pick a professional issue in nursing and write a research review and create an AV on the topic and present in class.
- b. Assessment Results: All students achieved 100% on this section
- c. Decisions and Actions: Continue to use

**Course: Nursing 460.01 Care of the Patient with Critical Issues II**

- a. Methods of Assessment (Rubric, Essay, Panel, Portfolio, etc.): Special Populations case studies
  - Obstetric
  - Pediatric
  - Older Adult
  - Trauma
  - Burns
  - Organ Donation
- b. Assessment Results: Average score:  
OB: 88.31  
Pediatric: 92.86  
Older Adult: 100  
Trauma: 84.43  
Burns: 100  
Organ donation: 71.07
- c. Decisions and Actions: Noted issues with linking nursing process and client management  
(ie. Trauma case); added trauma case essay on final and will add more case studies to upcoming 2018/2019 semesters

**Course: Nursing 460.95 Care of the Patient with Critical Issues II**

- a. Methods of Assessment (Rubric, Essay, Panel, Portfolio, etc.): Special Populations case studies  
  
Obstetric  
Pediatric  
Older Adult  
Trauma

Burns  
Organ Donation

b. Assessment Results: Average score:

OB: 93

Pediatric: 100

Older Adult: 100

Trauma: 91

Burns: 100

Organ donation: 83

c. Decisions and Actions: Noted issues with linking nursing process and client management (ie. Trauma case); added trauma case essay on final and will add more case studies to upcoming 2018/2019 semesters

**Course: Nursing 470.01: Community as Client**

a. Methods of Assessment (Rubric, Essay, Panel, Portfolio, etc.): Public Health

Nursing Clinical Experience

b. Assessment Results: The student clinical experience met some road blocks at the beginning of the semester where there was a hard time finding placement for all of the students. Students ended up in larger clinical groups that may have made it difficult to get the one on one attention they needed to effectively learn

c. Decisions and Actions: Planning to talk with potential clinical sites at the end of the fall semester to set up a plan that would allow fewer students attending on a single day.

**Course: Nursing 470.95: Community as Client**

a. Methods of Assessment (Rubric, Essay, Panel, Portfolio, etc.): Public Health

Nursing Clinical Experience

b. Assessment Results: Students were able to incorporate their Professional Issues

Projects with their clinical experience. This helped students meet objectives of the

project while providing care and promoting health and wellness to their community.

- c. Decisions and Actions: Will incorporate the benefits of developing their project through their clinical experiences in future classes. Will focus other formative assignments to this goal to better meet this objective in the future.

**Course: Nursing 480.01 NCLEX-RN II**

- a. Methods of Assessment (Rubric, Essay, Panel, Portfolio, etc.): Hesi Exit Exam subsection: Health Promotion and Maintenance
- b. Assessment Results: SON benchmark is 900 Overall course average=694
- c. Decisions and Actions: Increase time spent in class on HP&M and more Passpoint quizzes on HP&M

**Course: Nursing 480.95 NCLEX-RN II**

- a. Methods of Assessment (Rubric, Essay, Panel, Portfolio, etc.): Hesi Exit Exam subsection: Health Promotion and Maintenance
- b. Assessment Results: SON benchmark is 900 Overall course average=948
- c. Decisions and Actions: Maintain time spent in class on HP&M and more Passpoint quizzes on HP&M

**Please note that the SON assesses Program Student Learning Outcomes on a rotating basis to meet the ACEN Accreditation Standards. For 2017-2018, PSLO's 1 and 2 were assess. In 2018-2019 PSLO's 3 and 4 will be assessed followed by PSLO's 5, 6, & 7 in 2019-2020.**

**ALDERSON BROADDUS UNIVERSITY**  
**ASSESSMENT REPORT FOR STUDENT LEARNING OUTCOMES**

Name of Program: **Petroleum Management**

Period Covered: **2017-18**

Submitted by whom: **Ross Brittain**

*Definitions:*

*Methods of Assessment* - For each student learning outcome identified, please explain the associated measurement or method of assessment utilized. Those items listed in parentheses are only examples of what might be utilized.

*Assessment Results* – For each student learning outcome identified, please include a summary of the data that has been obtained by the method of assessment utilized. Please indicate whether the proficiency or target was met.

*Decisions and Actions* – Please analyze the assessment results, noting any relevant context, prevailing trends, or concerns the program may have. How were the proficiency targets identified, and what are the program's expectations for the performance of its students? In what way does the program regularly review its assessment results?

Please explain how the assessment results data had informed the program's decisions and actions. Please document the decisions made, actions taken, or future plans that resulted from this review.

1. Student Learning Outcome #1: Graduates will synthesize knowledge of ecology, Geographic Information Systems (GIS), risk analysis and regulatory requirements of the petroleum industry.
  - a. Methods of Assessment (Rubric, Essay, Panel, Portfolio, etc.): Graduates will need to achieve a score of at least 80% on each section related to the knowledge bases in 1(a) above on a comprehensive examination conducted during the last semester of their degree completion program.
  - b. Assessment Results: There is only one student in the Petroleum Management Program and they are currently in the middle of the two-year requirements. This student is non-traditional and already had several years of experience in the Petroleum Industry, just like our first graduate from the program. Since we only have one student in the program, we have not yet developed the full comprehensive examination for what would be a biased sample. Instead we chose to assess her based on her performance on specific projects in relevant classes. In ENVS-210 he earned an A on the Acid Mine Drainage Lab Report. He has not yet taken ENVS-350, ENVS-356, ENVS-420 or ENVS-430. In ENVS-340 he earned scores of 45.5, 42, 26 and 39 (out of 50) on the four Policy Papers.

- c. Decisions and Actions: This one student is a biased sample based on his previous experience in industry and has only completed two of the required ENVS courses. Thus, there are no decisions to make or actions to take at this time, except to develop the comprehensive examination.
- 2. Student Learning Outcome #2: Graduates will complete an environmental science and/or business internship within the petroleum industry.
  - a. Methods of Assessment (Rubric, Essay, Panel, Portfolio, etc.): Graduates will achieve an aggregate score of 4 out of 5 on a Likert Scale evaluated by the Internship Supervisor.
  - b. Assessment Results: This student is enrolled in a Business Internship with FESCO for Summer 2018.
  - c. Decisions and Actions: There are no changes to be made at this time. We need more data to make any appropriate changes.
- 3. Student Learning Outcome #3: Graduates will demonstrate the ability to implement basic business practices in the areas of management, human resources, accounting and operations.
  - a. Methods of Assessment (Rubric, Essay, Panel, Portfolio, etc.): Graduates will need to achieve a score of at least 80% on each section related to the knowledge bases in 3(a) above on a comprehensive examination conducted during the last semester of their degree completion program.
  - b. Assessment Results: This Outcome was not assessed this year since the student is still taking the courses.
  - c. Decisions and Actions: N/A



**Alderson Broaddus University**  
**Assessment Record for Student Learning Outcomes**

**Name of Program:** Physical Education

**Period Covered:** 2017-18

**Method of Assessment:** - This domain was assessed using items from the Student Teacher Observation Tool (STOT) during candidates' clinical experience. The STOT was adopted--with expressed permission from North Dakota Association of Colleges for Teacher Education (NDACTE); it is an authentic, criterion-based assessment tool that has proven validity and inter-rater reliability. The evaluation is conducted by the candidates' cooperating teacher and uses a scale ranging from 1 (underdeveloped), 2 (emerging), 3 (proficient), and 4 (distinguished). The candidates are evaluated in each of their clinical placements (in most cases two), this gives a minimum of two ratings for each domain measured by the STOT. The scores are reported as number of candidates, mean, range, and standard deviation for each completing cohort.

**Critical Thinking**

- Outcome 1.1: Supports student learning through developmentally appropriate instruction
- Outcome 1.2: Accounts for students' prior knowledge

Candidates must have a firm grasp on the context (culture, school environment, and student) in order to connect with students and teach effectively. Our EPP measures critical thinking through authentic "teacher decisions" that arrive during clinical experience. For the 2017-2018 academic year there were four candidates in fall completer cohort, and for spring, there were four candidates. For outcome 1.1: *Supports student learning through developmentally appropriate instruction*, fall 2017 cohort mean score was 2.9 of 4,

with a standard deviation of 0.5, and spring 2018 cohort mean score was 3.9 with a standard deviation of 0.4 For outcome 1.2: *Accounts for students' prior knowledge*, fall 2017 cohort mean score was 2.9 of 4 with a standard deviation of 0.5, and spring 2018 cohort mean score was 3.0 of 4 with a standard deviation of 0.5. For EPP outcomes, these scores reflect emerging skills with critical thinking; we will address these outcomes in Physical Education methods course with a goal of reaching proficient for all completers by 2018-2019.

### **Communication**

- Outcome 8.4: Uses effective communication skills to convey information to students
- Outcome 10.1: Collaborates with colleagues to improve student performance

Good communication skills are critical to connecting and transferring information effectively. Our EPP measures communication skills by how well teacher candidates communicate with students, and with colleagues. For the 2017-2018 academic year there were four candidates in fall completer cohort, and for spring, there were four candidates. For outcome 8.4: *Uses effective communication skills to convey information to students*, fall 2017 cohort mean score was 2.6 of 4, with a standard deviation of 0.6, and for spring 2018 cohort, a mean score of 3.0 with a standard deviation of 0.8. For outcome 10.1: *Collaborates with colleagues to improve student performance*, fall 2017 cohort mean score was 3.0 of 4 with a standard deviation of 0.6, and spring 2018 mean score of 3.3 with a standard deviation of 0.7. For EPP outcomes, these scores reflect emerging/proficient and proficient, respectively, with communication skills; we will address these outcomes in Physical Education methods course with a goal of reaching proficient for all completers by 2018-2019.

### **Ethics**

- Outcome 9.3: Upholds legal responsibilities as a professional educator

Professional ethics are foundational in the teaching field; few professional careers are held as accountable as public education. Our EPP measures professional ethics at multiple points in a candidate's career, but for this report we are reporting data from STOT Outcome 9.3: *Upholds legal responsibilities as a professional educator*. For the 2017-2018 academic year there were four candidates in fall completor cohort, and for spring, there were four candidates. For outcome 9.3, fall 2017 cohort mean score for was 3.3 of 4, with a standard deviation of 0.5, and spring 2018 cohort mean score was 3.3 with a standard deviation of 0.6. For EPP outcomes, these scores reflect proficient skills with professional ethics and responsibility.

### **Diversity**

- Outcome 2.1: Uses knowledge of students' socioeconomic, cultural and ethnic differences to meet learning needs
- Outcome 2.2: Exhibits fairness and belief that all students can learn

Our EPP measures candidates' attention to and response to diversity through design of instruction, and classroom environment. For the 2017-2018 academic year there were four candidates in fall 2017 completor cohort, and four candidates in spring 2018. For outcome 2.1: *Uses knowledge of students' socioeconomic, cultural and ethnic differences to meet learning needs*, fall 2017 cohort mean score was 2.8 of 4, with a standard deviation of 0.5, and spring 2018 cohort mean score was 3.0 of 4 with a standard deviation of 0.5. For outcome 2.2: *Exhibits fairness and belief that all students can learn*, fall 2017 cohort mean score was 3.1 of 4, with a standard deviation of 0.6, and spring 2018 cohort mean score was 3.5 of 4 with a standard deviation of 0.5. For EPP outcomes, these scores reflect emerging to proficient regarding diversity, however the Physical Education program will emphasize the value of understanding learners' sociocultural and ethnic differences as it pertains to teaching effectiveness with a goal of reaching proficient for all candidates.

## Civic Engagement

- Outcome 9.4: Demonstrates commitment to the profession
- Outcome 10.2: Collaborates with parent/guardian/advocate to improve student performance

Our EPP considers candidates' clinical experience in public schools--as a whole--an indicator of civic engagement, however for ISLO reporting purposes, we focus on STOT outcomes 9.4, and 10.2. For the 2017-2018 academic year there were four candidates in fall completor cohort, and four candidates for spring 2018. For outcome 9.4: *Demonstrates commitment to the profession*, fall 2017 cohort mean score was 3.1 of 4 (proficient), with a standard deviation of 0.6, and spring 2018 cohort mean score was 3.2 of 4 with a standard deviation of 0.6. For outcome 10.2: *Collaborates with parent/guardian/advocate to improve student performance*, the fall 2017 cohort mean score was 2.8 of 4 (emerging) with a standard deviation of 0.7, and the spring 2018 cohort mean score was 2.7 of 4 with a standard deviation of 0.4. For EPP outcomes, these scores reflect a proficient status for outcome 9.4, and emerging status for outcome 10.2, regarding civic engagement. Although acceptable, Physical Education program will make greater strides to emphasize the value of communicating with parents/guardians with a goal of all candidates achieving a status of proficient.

STOT: Physical Education			Critical Thinking		Communication		Ethics	Diversity		Civic Engagement		
instrument range = 1-4			1.1	1.2	8.4	10.1	9.3	2.1	2.2	9.4	10.2	Mean
			Mean by Std =		2.9	2.9	2.6	3.0	2.8	3.1	3.1	2.8
			Std Dev =		0.5	0.5	0.6	0.6	0.5	0.6	0.7	0.4
			N Candidates		4							
Fall 2017			N Assessments		12							



**ALDERSON BROADDUS UNIVERSITY**  
**ASSESSMENT REPORT FOR STUDENT LEARNING OUTCOMES**

Name of Program: Political Science

Period Covered: 2017-2018

Submitted by whom: Dr. Michael P. Bobic

*Definitions:*

*Methods of Assessment* - For each student learning outcome identified, please explain the associated measurement or method of assessment utilized. Those items listed in parentheses are only examples of what might be utilized.

*Assessment Results* – For each student learning outcome identified, please include a summary of the data that has been obtained by the method of assessment utilized. Please indicate whether the proficiency or target was met.

*Decisions and Actions* – Please analyze the assessment results, noting any relevant context, prevailing trends, or concerns the program may have. How were the proficiency targets identified, and what are the program's expectations for the performance of its students? In what way does the program regularly review its assessment results?

Please explain how the assessment results data had informed the program's decisions and actions. Please document the decisions made, actions taken, or future plans that resulted from this review.

1. Student Learning Outcome #1 Articulate verbally and in writing a Christian and public ethic of public service.
  - a. Methods of Assessment (Rubric, Essay, Panel, Portfolio, etc.): Second Exam, State and Local Government; essay submitted in Senior Seminar.
  - b. Assessment Results: Expectation is that 75% of students in the major would receive a passing (80% or better) grade on these two assessments.

POLS 210, Spring 2017 and 2018	POLS 550, Senior Seminar (2017)
Number Achieving Goal	
2017: 86.67 of 30 Students	2017: 100% (Of 4 Students)
2018: 92.5% of 29 Students	2018 (Not Offered)
  - c. Decisions and Actions: Starting in 2019, students will take the ethics course as part of the major. I have added 2 modules in POLS 210 on Christian Ethics in 2018. These modules seem to be well-received.

2. Student Learning Outcome #2: Demonstrate an understanding of Political Structures in the US and abroad

- a. Methods of Assessment (Rubric, Essay, Panel, Portfolio, etc.): grade of 75% or greater on the Second Exam in POLS 190; a grade of 75% or greater on the third exam in POLS 200 and POLS 210.

b. Assessment Results:

POLS 190, Exam 2	POLS 200 Exam 3	:POLS 210 Exam 3
2015: 78% of 55 Achieved Goal	2015: 92% of 59 Achieved Goal	2016: 96% of 6 Achieved Goal
2016: 94% of 71 Achieved Goal	2016: 95% of 45 Achieved Goal	2017: 96% of 29 Achieved Goal
2017: 92% of 51 Achieved Goal	2017: 94% of 34 Achieved Goal	2018: 94% of 19 Achieved Goal

- c. Decisions and Actions: These data continue to oversell our success. Because these are large classes, these exams were given online through Moodle, with three attempts per student. Examining individual attempts, one continues to find an interesting pattern. Most students spent under five minutes completing the exam on the first try, with mean grades between 22% and 31%. The second attempt saw improved grades, and slightly more time spent on the exam. The final attempt generally took students an hour to 90 minutes to complete the exam, and the grades improved substantially. However, these classes are cumulative—terms and definitions learned in POLS 190 are repeated in POLS 200 and POLS 210. An examination of the exam questions testing these definitions from exam to exam demonstrates that students do not retain these definitions from one class to the next. It would appear that, given the chance to take an exam more than once, students pay closer attention to answer patterns rather than retaining information. I propose to 1) reduce the number of repeats of an exam to 2, and I continue to use more interactive exercises in class so students have to know and apply definitions. Hopefully this will increase retention (Bean, 173-174).

3. Student Learning Outcome #3: Demonstrate familiarity with Social Science research methods and questions

- a. Methods of Assessment (Rubric, Essay, Panel, Portfolio, etc.): 85% or greater for the written draft produced in POLS 550 and by a grade of 75% or more on the Methods Exam in SOCI 250, Research Methods.
- b. Assessment Results: Data are available for 2017 only. These courses will be offered again in the Fall of 2018 and Spring of 2019.

SOCI 250, Research Methods  
Number Achieving Goal  
2017: 87% of 12 Students

POLS 550, Senior Seminar (2017)  
2017: 89% (Of 4 Students)

- c. Decisions and Actions: This was my first time teaching these courses. Students have little familiarity with research methods or research design when they enter the Senior Seminar. We spent much of our time developing outlines and defining acceptable sources. I continue redesigning the writing assignments in all POLS classes, so that students build key research skills from POLS 190 until POLS 550. In POLS 190 and POLS 200, students will draft 2 500 word essays, where the focus is on developing a good answer to a research question. In POLS 210, students will develop a group presentation requiring research on a specific element of State or Local Government. This exercise will

teach students how to work in groups and how to find and evaluate sources. In POLS 320, Comparative Politics, Students will produce a paper of 1500 words (about 5 pages) engaging in research from specified books and journals in order to answer a specific research question. In POLS 330, International Relations, students will develop a 2500 word essay (10 pages) in which students will develop a research question, find three answers with evidence, and present their findings. In POLS 415, American Foreign Policy, students will draft a 3,000 word essay in the form of a position paper in which they will defend or attack a specific foreign policy, based on evidence and historical analysis. By the time they reach Senior Seminar, they should be capable of developing a research question and answering it with appropriate literature, drafting a document of about 5500 words, or between 20 and 23 pages, excluding the bibliography. The development of these assignments continues.

4. Student Learning Outcome #4: discuss political philosophy and its impact on political systems;
  - a. Methods of Assessment (Rubric, Essay, Panel, Portfolio, etc.): 75% or greater on the essay in POLS 320, Comparative Politics and a grade of 80% or greater in the essay in POLS 330, International Relations.
  - b. Assessment Results:

POLS 320: Comparative	POLS 330, International Relations
Number Achieving Goal	
2015: 96% of 7 Students	2017: 88% of 8 Students
2016: 92% of 7 Students	2018 (Not Offered)
2018: 100% of 3 Students	

In 2018, the mean essay grade for POLS 320 was 95.4, with 92% of students achieving the desired outcome. This term there were 3 students in the course.. In 2017, the mean grade for the essay in POLS 330 was 90.5%, with 98% of students achieving the desired outcome.

- c. Decisions and Actions: Since there is only one and one half years' worth of data, no decisions or actions can be taken as of yet. I want to see how students do by Spring of 2019. However, once again, the writing skill of students left much to be desired, which suggests the revisions mentioned above should impact overall writing quality. Students submitted rough drafts and revisions several times throughout the term to achieve these grades. Had they not been required to do this, their grades would have been much lower, with the majority either not passing, or not achieving the target outcome

It is critical to develop pedagogy and assignments early on in a student's career that develop good writing and research habits. I am introducing graduated writing assignments and different levels of research assignments so that students are prepared for the kinds of writing I expect in these classes..

## **BIBLIOGRAPHY**

Bean, J. C. (2011). Engaging ideas: The professor's guide to integrating writing, critical thinking, and active learning in the classroom. John Wiley & Sons.



**ALDERSON BROADDUS UNIVERSITY**  
**ASSESSMENT REPORT FOR STUDENT LEARNING OUTCOMES**

Name of Program: Psychology

Period Covered: 2017-2018 Academic Year

Submitted by whom: Kari Sisk and James Dunbar (full time tenure-track Psychology assistant professors)

*Definitions:*

*Methods of Assessment* - For each student learning outcome identified, please explain the associated measurement or method of assessment utilized. Those items listed in parentheses are only examples of what might be utilized.

*Assessment Results* – For each student learning outcome identified, please include a summary of the data that has been obtained by the method of assessment utilized. Please indicate whether the proficiency or target was met.

*Decisions and Actions* – Please analyze the assessment results, noting any relevant context, prevailing trends, or concerns the program may have. How were the proficiency targets identified, and what are the program's expectations for the performance of its students? In what way does the program regularly review its assessment results?

Please explain how the assessment results data had informed the program's decisions and actions. Please document the decisions made, actions taken, or future plans that resulted from this review.

1. Student Learning Outcome #1: Graduates will demonstrate their understanding of psychological terms and achieve fluency in the language of the discipline; demonstrate their understanding of the major theories and concepts, and the current body of knowledge of the major subfields of psychology; and demonstrate their understanding of the ethical standards of those professions that are based upon a scientific study of behavior.
  - a. **Methods of Assessment (Rubric, Essay, Panel, Portfolio, etc.):** Students' achievement of this goal is assessed using graduating seniors' performance on the Educational Testing Service's Major Field Test in Psychology. There is no national accrediting body for undergraduate psychology programs, and thus no universally accepted exam measuring students' knowledge of psychological concepts. But the ETS Major Field Test is a standardized test that allows us to compare our graduating seniors with those from other colleges in the U.S. Our students took the test that was revised by ETS in 2014 and normative data is derived from a test pool of 13,671 students who took the test between September 2014 and June 2016. Test results are reported as an overall score on the comprehensive exam designed to assess the outcomes identified in Psychology Goal 1, as well as four subtest scores designed to assess students' knowledge in four major content areas of the psychology undergraduate program. Those areas are: S1– Learning, Cognition, Memory; S2–Perception, Sensation, Physiology; S3–Clinical, Abnormal, Personality; and S4: Developmental and Social. This URL links to the ETS

description of their major field tests and then to a description of the psychology exam: <http://www.ets.org/mft/about>

- b. **Assessment Results:** Twelve students, those graduating in May, August, or December 2018, took the exam. The table below shows summary statistics of the *raw scores* for this group of students.

Test Results	Range of Raw Scores	Mean of Raw Scores	Median of Raw Scores	Standard Deviation of Raw Scores	# Students Above 50th Percentile
Overall Score Raw score range from 120-200 with the Average Score Range of 145-167	126-155	142.33	142.5	9.60	0
S1: Learning, Cognition, Memory Raw score range from 20-100 with the Average Score Range of 43-66	27-53	41.75	43	7.48	1
S2: Perception, Sensation, Physiology Raw score range from 20-100 with the Average Score Range of 44-68	28-48	40.33	41	6.46	0
S3: Clinical, Abnormal, Personality Raw score range from 20-100 with the Average Score Range of 45-68	32-77	48.75	47	11.70	4
S4: Developmental and Social Raw score range from 20-100 with the Average Score Range of 45-68	23-57	42.58	41	10.98	3

These statistics are fairly consistent with those of the past few years and paint an unfavorable picture of the content knowledge of ABU psychology seniors compared to students at other institutions. The mean and median percentiles scores overall and for each of the different content areas were below the 50th percentile; however, comparably to the previous years there does show improvement. The mean of the raw scores was 142.33 which is very close to the average score range of 145-167. These results indicate also a much lower variance, as reflected in rather low standard deviations. The twelve students all performed fairly evenly. We do continue to see that the areas in which our students perform best are in the Abnormal and Developmental/Social areas. However, median scores for the group are increasing towards the average score range in all four areas.

- c. **Decisions and Actions:** There are several possible explanations for the generally poor performance of the majority of these students on the psychology major field test:
- The test is given at the end of the semester when students have the pressure of finishing coursework and preparing for finals. There are no consequences for poor performance on this exam, and students have no practice opportunities for this exam unlike students who will take a licensure exam linked to their majors. So there is little incentive for students to review psychological concepts before the exam or even to take this exam as seriously as they do those in courses for which their final grade is tied to the exam score. Some students completed the

exam much more quickly than a really serious effort warranted. The ETS exam is a valuable tool to assess our students' knowledge of psychology, but changes need to be made in when the test is scheduled and steps need to be taken to ensure that students take the test seriously.

- ii. The Major Field Test assesses knowledge of a broad range of psychological concepts, but our students would have learned many of those concepts only in the survey course, which they took as freshmen students. Our current curriculum is a very cursory one—only 12 psychology courses are required of the major, including the survey course which must be directed towards non-majors given the high demand for the course. The subtest scores indicate knowledge of the conceptual areas of undergraduate psychology that are considered important by the American Psychological Association. Yet for those subtests, we offer specific courses only in the areas of learning, physiology, abnormal, developmental, and social and only the learning, abnormal, and developmental courses are required of all majors. So students very likely encountered some questions concerning concepts that they had either never learned about or had learned about perhaps three years before taking the exam.
- iii. While many of the institutions that administer the Psychology Major Field Test are similar to ours (i.e., Wheeling Jesuit University), a great many of the institutions are much larger and offer a more varied curriculum to their students. While it is useful to be able to compare our students to other undergraduate psychology majors in the U.S. (especially since they will be competing with students from other universities for admission to graduate programs), it would be helpful if percentile figures were available for institutions like ours alone.
- iv. Our students seem to consistently score the lowest on the Perception, Sensation, Physiology scale. We do offer a physiology psychology course, but it is not a required course for our major. The course is also only offered every other fall semester (which was not offered the fall of this academic year) so for the few students who took the course, it had been over a full academic year since any of that information was learned.

With the retirement of a long-term faculty member during this academic year, and the hiring of a new full-time tenure track position faculty member in August 2017, a review of the psychology curriculum did not take place to allow for the adjustment. It does seem absolutely necessary that a review be made during the 2018-2019 academic year. This review should address curriculum changes in light of the changing demographics of psychology students at the university and the need to provide internship experiences for students in addition to clarifying the future direction of the program. Dr. James Dunbar and Mrs. Kari Sisk advised 50 psychology majors in the 2017-18 academic year making psychology is the second most popular major in the College of Humanities and Social Sciences. Since psychology is considered a general liberal arts degree rather than a professional one, students choose the major for a variety of reasons. Several courses in the psychology program are required for the Criminal Justice program, and also support the Political Science, Communications, and the new Religion and Philosophy major. The psychology courses are growing in size, as most courses reach maximum enrollment requiring some overloading in the courses. A final addition to the psychology program this year was the addition of a Psych 340- Cyberpsychology course to the course curriculum. This course was introduced and taught as an Honors course in the Fall 2017 semester. It was met with high interest (students who

were not in the Honors program were inquiring on the course). The course was designed around the time that the University was introducing the new Cybersecurity program at ABU, demonstrating a need for some more modern courses in the psychology discipline.

2. Student Learning Outcome #2: Psychology Program Goal 2: Behaviors related to psychological research

Goal 2a: Critiquing existing research

Goal 2b: Designing, conducting, and reporting the results of research

- a. **Methods of Assessment (Rubric, Essay, Panel, Portfolio, etc.):** Goal 2a was assessed through class assignments in two courses: Psyc 301: Psychology of Learning and Psyc 360: Research Methods. The class average for the Psyc 301 was 95.5%, while the mean for the Psyc 360 critiques was 87.5%. These assignments required students to critique past research by evaluating the results and applying the theories theoretically, and reproducing the effect reported in the research. Students also provided in-depth critiques of published research and analyze theoretical reports. Students do well understanding the theories and breaking them down into basic terms. Students are able to identify the active nature of the research and provide real time assessments. While all students seem to have an understanding of the mythological aspect of research a vast majority have a difficult time analyzing the results section of published research and creating an accurate description of the psychological theories used in the research. Future courses may want to provide additional instruction in the areas of theory and statistical results. The use of real research proved to be of greater use.
  - i. Goal 2b was assessed through the activities of Psyc 550: Senior Seminar. (A course that is taught only once every two years and thus includes both juniors and seniors). This course is the third course of the research sequence in psychology: Psyc 260 Statistics, Psyc 360: Research Methods, and Psyc 550. In this course students choose a research topic, conduct a review of the literature once that research topic is approved, design an empirical study to investigate a hypothesis related to that topic, seek approval for that research from the ABU Institutional Review Board, conduct the research project after IRB approval, analyze the results of that research using appropriate statistical techniques, then report the results of their research by preparing a paper suitable for publication in a psychology journal, presenting their research to the class, and submitting an APA style research report to the instructor. The grading guidelines for all aspects of this project are found in the Appendix. The following table shows summary statistics for the 19 students who completed research projects, and the values refer to the points identified in the grading rubric.
- b. **Assessment Results:** The following table shows summary statistics for the 19 students who completed research projects, and the values refer to the points identified in the grading rubric.

Research Component	Range	Mean	Median	SD
Research Proposal (100)	0	100	100	0
Conducting Research (500)	355-500	486	480	38
Research Presentation (100)	85-100	96	92	3

APA Style Research Report (100)	85-100	92	90	4
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(Maximum possible point values are denoted in parentheses)

These statistics indicate that most of our majors are learning to conduct, analyze, and present the results of their research in a manner that is suitable for those who may go to graduate school. All students developed a suitable proposal and conducted their research appropriately. All but two presented the results of their research in graphic, oral, and written formats in an average, above average, or exceptional manner. Of those who did not meet the standard one did not attend the course after the fourth week. Writing an APA style research report seems to be the aspect of research that is most problematic for our students, and this showed the most variability among students of all the different components of the seminar project. To a large extent, this is due to the variability in students' writing abilities and can best be improved by assigning more APA style reports in other psychology courses in which this is appropriate so that students have more writing practice. In addition, requiring students to purchase an APA manual may assist with many of the fundamental issues found in the students writing.

- c. **Decisions and Actions:** In terms of specifics of the APA style report, our students need to improve their writing of the introduction and discussion sections of the research report.
3. **Student Learning Outcome #3: Behaviors related to the Profession of Psychology**  
Students earning a bachelor's degree in psychology will, through participation in field placements demonstrate their knowledge of social service systems and the delivery of social services; demonstrate an understanding and sensitivity for the emotions and experiences of clients / patients; demonstrate an ability to interview, collect, and document basic intake data; observe and practice the ethical standards of the profession; and demonstrate beginning intervention skills.
  - a. **Methods of Assessment (Rubric, Essay, Panel, Portfolio, etc.):** This goal was identified when Alderson-Broadbudds University offered a Family Studies degree and most family studies majors also majored in psychology to meet the requirements for the temporary social work license in West Virginia. That major has since been discontinued, but many psychology majors should meet this goal since they desire a career in social services. The field placement was required for the family studies major, but was always optional for the psychology major since the psychology major is a springboard to a variety of different professional programs. However, this is a program goal for those psychology majors who seek employment immediately after graduation from ABU or who will pursue a graduate degree in social services. We currently have no course in the psychology curriculum that directly addresses this goal as we did in the family studies major. Consequently, this goal was not assessed as part of this report. This year we had one student successfully complete an internship through the Crisis Text Line. Many of our students have expressed a desire for internships but due to our geographic location and the schedule of the dynamics of students currently at Alderson Broadbudds University, it is a challenge to place many students. Societal restrictions in the area of mental health have also tightened up with restricts opportunities for many students. Mrs. Sisk currently advises the student psychology organization which has addressed some aspects of this goal. The organization is open to all ABU students who have any interest

in Psychology and was started in 2011. This past year we had 12 active members, but membership number has ranged from 10-15 students over the past 5 years. This organization this year completed a few service projects including: 1. Members attending the WV Caring Children's Grief Camp in Morgantown, WV. 2. A fundraiser for the Wounded Warriors Projects 3. A trip to the local nursing home during the holiday season to deliver Christmas cards. 4. Hosted a speaker on Self-Injury Awareness and completed a fundraiser for To Write Love On Her Arms Organization. The organization also had several social events including a historical tour of the Trans-Allegheny Asylum, a trip to the Escape Room, and hosted pizza and movie nights to watch a psychologically related movie and share an open discussion.

- b. **Assessment Results:** See above discussion
- c. **Decisions and Actions:** Needs to be addressed as to ways to support this goal or to change or delete this program outcome.

**ALDERSON BROADDUS UNIVERSITY**  
**ASSESSMENT REPORT FOR STUDENT LEARNING OUTCOMES**

Name of Program: Public Relations

Period Covered: 2017-2018

Submitted by whom: Dr. John Davies

*Definitions:*

*Methods of Assessment* - For each student learning outcome identified, please explain the associated measurement or method of assessment utilized. Those items listed in parentheses are only examples of what might be utilized.

*Assessment Results* – For each student learning outcome identified, please include a summary of the data that has been obtained by the method of assessment utilized. Please indicate whether the proficiency or target was met.

*Decisions and Actions* – Please analyze the assessment results, noting any relevant context, prevailing trends, or concerns the program may have. How were the proficiency targets identified, and what are the program's expectations for the performance of its students? In what way does the program regularly review its assessment results?

Please explain how the assessment results data had informed the program's decisions and actions. Please document the decisions made, actions taken, or future plans that resulted from this review.

*Program Student Learning Outcome #1:* The student will demonstrate knowledge of various mass media, legal, and ethical concerns, such as libel, slander, intellectual property, performance rights, first amendment rights, protection of sources, and various FCC regulations.

a. *Method of Assessment:* the student will attain an aggregate score of 75% or greater on all exams in COMM 355.

b. *Assessment Results:*

Student	Quiz 1	Quiz 2	Quiz 3	Quiz 4	Quiz 5	Final Exam
01	100%	100%	100%	100%	100%	100%
02	96%	94%	100%	98%	94%	100%
03	92%	88%	84%	88%	72%	98%
04	74%	92%	90%	92%	60%	93%
05	70%	68%	90%	58%	66%	88%
06	74%	62%	84%	72%	70%	88%
07	70%	76%	80%	76%	76%	88%

08	60%	80%	88%	72%	64%	72%
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c. *Decisions and Actions*: One student fell below the 75% threshold on the final. Generally, speaking the students achieved 75% or greater on most of the exams. By the eye test, the the quizzes predicted scores on the final exam, however the final probably needs to be revised slightly.

*Program Student Learning Outcome #2*: The student will be able to write clearly and accurately, demonstrate proficiency in grammar and style, and prepare messages for different audiences, media, and platforms.

a. *Method of Assessment*: Students will achieve an aggregate score of 75% or above on writing assignments in COMM 175 and journalism practicum (JOURN 160/165) (qualitative evaluation of Battler Columns articles).

b. *Assessment Results*:

Student	Mean Score on Writing Assignments
01	79%
02	85%
03	62%
04	75%
05	85%
06	79%
07	78%
08	98%
09	85%
10	96%
11	70%
12	88%
13	86%
14	72%
15	88%
16	Withdrawn

- Eighty percent of the class achieved an aggregate score of 75% or greater on the writing assignments in COMM 175. Two of the three who did not meet this threshold did not complete all of the writing assignments.



- Qualitative evaluation of Battler Columns showed that senior students were applying appropriate style and writing conventions to articles.

c. *Decisions and Actions:* The majority of the class surpassed the 75% threshold. Students could improve scores by more opportunities to revise writing. The next time I teach the class I will incorporate more opportunities for peer review and revision.

*Student Learning Outcome #3:* The student will demonstrate knowledge of the theory and practice of the public relations field, including range of tasks, responsibilities, jobs, tactics and skills practiced in the field; history of the field; ethical issues; and the public relations process (research, planning, communication, and evaluation).

a. *Method of Assessment:* Mid-term and final in COMM 185 (Principles of Public Relations).

b. *Assessment Results:*

Student Identifier	Mid term	Final
Student #1	88%	76%
Student #2	88%	77%
Student #3	88%	87%
Student #4	88%	89%
Student #5	78%	72%
Student #6	65%	71%
Student #7	88%	79%
Student #8	88%	81%
Student #9	88%	84%
Student #10	95%	98%
Student #11	88%	77%
Student #12	88%	89%
Student #13	90%	90%

c. *Decisions and Actions:* Final exam scores are about where they should be for this outcome. Nevertheless, methods for improving on these results will continue to be explored. Informal, qualitative assessment shows that students' understanding of some concepts was limited. I will focus on these areas in future iterations of this course.

*Student Learning Outcome #4:* Students will have the skills to critically evaluate news stories; edit written material created for various audiences for grammar, style, and content; and design a basic layout for a newspaper or news website.

*a. Method of Assessment:* Final design project in JOURN 210 in which students edit and design the layout for a 4-page newspaper.

*b. Assessment Results:* JOURN 210 not offered in this reporting period

*c. Decisions and Actions:* Evaluate next reporting period

*Student Learning Outcome #5:* Students will demonstrate knowledge of key elements of journalism, including accuracy, verification, writing for an audience, independence, and public service.

*a. Methods of Assessment:* Comparison of philosophical / theoretical understanding of key principles and application of those principles to a practical, written test. This is accomplished by comparing scores on (a) Essay on Personal Code of Conduct and (b) Final project (writing 3 news articles) in JOURN 200 - assessed by a rubric:

<b>Name:</b>  <b>Article:</b>  <b>Article Grading Rubric</b>	<i>Unacceptable</i> The article does not meet the expected criteria.	<i>Unsatisfactory</i> The article meets the expected criteria at least once.	<i>Satisfactory</i> The article meets the expected criteria some of the time.	<i>Good</i> The article meets the expected criteria most of the time.	<i>Excellent</i> The article consistently meets the expected criteria.
	<b>RELATIVE ASSESSMENT</b>				
<b>News Value:</b> The article content is newsworthy.	1	2	3	4	5
<b>Accuracy:</b> The article is free of factual errors (including spelling), unattributed assertions, etc.	1	2	3	4	5
<b>Quality of Reporting:</b> The article shows evidence of research / information gathering, covers both sides of issues, etc.	1	2	3	4	5
<b>Writing:</b> The writing displays clarity and brevity.	1	2	3	4	5
<b>Style:</b> The article follows AP style guidelines.	1	2	3	4	5

Other:	1	2	3	4	5
Other:	1	2	3	4	5
<b>FINAL ASSESSMENT:</b> <b>A+   A   A-   B+   B   B-   C+   C   C-   D   F</b>					

*b. Assessment Results:*

Student Identifier	Mean Score for 3 articles on Rubric	Final Grade for Project (b)	Code of Conduct Assignment (a)	Discrepancy between Theory and Practice  (b) – (a)
Student #1	4.45	89%	95%	1%
Student #2	3.15	63%	90%	27%
Student #3	4.4	88%	100%	12%
Student #4	3.4	68%	90%	22%
Student #5	3.15	63%	90%	27%
Student #6	3.8	76%	90%	14%
Student #7	4.35	87%	100%	13%

*c. Decisions and Actions:* Comparing the mean scores for the two assignments in this assessment indicates that (1) most students have a good understanding of the philosophy and theory of journalism, but (2) struggle in their application of it. Ideally, no discrepancy will exist between scores on the code of conduct assignment and scores on the final project. (In reality, some discrepancy is almost surely inevitable as this is a lower-level course and many students will not have the background, motivations, experience, etc. to achieve a high-level of proficiency in writing at this point in their academic careers.)

To correct for this discrepancy, I will give more emphasis to reporting and writing skills in this course the next time I teach it. It would also help if the students would take the COMM 175 Media Writing Course before this one. However, as I inherited the program this did not happen with most of these students. This issue should correct itself at the next assessment.

Finally, this outcome is more appropriate for the Journalism and Professional Writing Program. Therefore, revise Outcome #5. (see below)

\*\*\*\*\*

*\*Proposed Student Learning Outcome:* Students will be able to create and implement a campaign, including research, planning, communication, and evaluation to solve a communication problem.

*a. Method of Assessment:* Scores in Final of COMM 340 and a to be determined campaigns class

*b. Assessment Results:* COMM 340 not offered in 2018

*c. Decision and Actions:* (1) Propose the addition of a communication campaign class to the Public Relations Program. (2) Propose replacing ENGL 245 Grant Writing Practicum with a Media Writing Practicum

**Alderson Broaddus University**  
**Assessment Record for Student Learning Outcomes**

**Name of Program:** Secondary Education: Mathematics

**Period Covered:** 2017-18

**Method of Assessment:** - This domain was assessed using items from the Student Teacher Observation Tool (STOT) during candidates' clinical experience. The STOT was adopted--with expressed permission from North Dakota Association of Colleges for Teacher Education (NDACTE); it is an authentic, criterion-based assessment tool that has proven validity and inter-rater reliability. The evaluation is conducted by the candidates' cooperating teacher and uses a scale ranging from 1 (underdeveloped), 2 (emerging), 3 (proficient), and 4 (distinguished). The candidates are evaluated in each of their clinical placements (in most cases two), this gives a minimum of two ratings for each domain measured by the STOT. The scores are reported as number of candidates, mean, range, and standard deviation for each completing cohort.

**Critical Thinking**

- Outcome 1.1: Supports student learning through developmentally appropriate instruction
- Outcome 1.2: Accounts for students' prior knowledge

Candidates must have a firm grasp on the context (culture, school environment, and student) in order to connect with students and teach effectively. Our EPP measures critical thinking through authentic "teacher decisions" that arrive during clinical experience. For the 2017-2018 academic year there were no candidates in fall or spring complete cohorts.

## **Communication**

- Outcome 8.4: Uses effective communication skills to convey information to students
- Outcome 10.1: Collaborates with colleagues to improve student performance

Good communication skills are critical to connecting and transferring information effectively. Our EPP measures communication skills by how well teacher candidates communicate with students, and with colleagues. For the 2017-2018 academic year there were no candidates in fall or spring completer cohorts.

## **Ethics**

- Outcome 9.3: Upholds legal responsibilities as a professional educator

Professional ethics are foundational in the teaching field; few professional careers are held as accountable as public education. Our EPP measures professional ethics at multiple points in a candidate's career, but for this report we are reporting data from STOT Outcome 9.3: *Upholds legal responsibilities as a professional educator*. For the 2017-2018 academic year there were no candidates in fall or spring completer cohorts.

## **Diversity**

- Outcome 2.1: Uses knowledge of students' socioeconomic, cultural and ethnic differences to meet learning needs
- Outcome 2.2: Exhibits fairness and belief that all students can learn

Our EPP measures candidates' attention to and response to diversity through design of instruction, and classroom environment. For the 2017-2018 academic year there were no candidates in fall completer cohort. For the 2017-2018 academic year there were no candidates in fall or spring completer cohorts.

### Civic Engagement

- Outcome 9.4: Demonstrates commitment to the profession
- Outcome 10.2: Collaborates with parent/guardian/advocate to improve student performance

Our EPP considers candidates' clinical experience in public schools--as a whole--an indicator of civic engagement, however for ISLO reporting purposes, we focus on STOT outcomes 9.4: *Demonstrates commitment to the profession*, and 10.2: *Collaborates with parent/guardian/advocate to improve student performance*. For the 2017-2018 academic year there were no candidates in fall or spring completer cohorts..

STOT: Secondary Education: Social Studies		Critical Thinking		Communication		Ethics	Diversity		Civic Engagement		
instrument range = 1-4		1.1	1.2	8.4	10.1	9.3	2.1	2.2	9.4	10.2	Mean
Fall 2017		Mean by Std =	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
		Std Dev =	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	N Candidates	0									
	N Assessments	0									
	Pass Rate	N/A									
Spring 2018		Mean by Std =	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
		Std Dev =	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	N Candidates =	0									
	N Assessments =	0									
	Pass Rate	N/A									





**Alderson Broaddus University**  
**Assessment Record for Student Learning Outcomes**

**Name of Program:** Secondary Education: Social Studies

**Period Covered:** 2017-18

**Method of Assessment:** - This domain was assessed using items from the Student Teacher Observation Tool (STOT) during candidates' clinical experience. The STOT was adopted--with expressed permission from North Dakota Association of Colleges for Teacher Education (NDACTE); it is an authentic, criterion-based assessment tool that has proven validity and inter-rater reliability. The evaluation is conducted by the candidates' cooperating teacher and uses a scale ranging from 1 (underdeveloped), 2 (emerging), 3 (proficient), and 4 (distinguished). The candidates are evaluated in each of their clinical placements (in most cases two), this gives a minimum of two ratings for each domain measured by the STOT. The scores are reported as number of candidates, mean, range, and standard deviation for each completing cohort.

**Critical Thinking**

- Outcome 1.1: Supports student learning through developmentally appropriate instruction
- Outcome 1.2: Accounts for students' prior knowledge

Candidates must have a firm grasp on the context (culture, school environment, and student) in order to connect with students and teach effectively. Our EPP measures critical thinking through authentic "teacher decisions" that arrive during clinical experience. For the 2017-2018 academic year there were no candidates in fall completer cohort. For Spring 2018, there were two candidates. For outcome 1.1: *Supports student learning through developmentally appropriate instruction*, cohort mean score was 3.3 of 4, with a

standard deviation of 0.7, and for outcome 1.2: *Accounts for students' prior knowledge*, cohort mean score was 3.3 of 4 with a standard deviation of 0.4. For EPP outcomes, these scores reflect proficiency with critical thinking.

### **Communication**

- Outcome 8.4: Uses effective communication skills to convey information to students
- Outcome 10.1: Collaborates with colleagues to improve student performance

Good communication skills are critical to connecting and transferring information effectively. Our EPP measures communication skills by how well teacher candidates communicate with students, and with colleagues. For the 2017-2018 academic year there were no candidates in fall complete cohort. For Spring 2018, there were two candidates. For outcome 8.4: *Uses effective communication skills to convey information to students*, cohort mean score was 3.2 of 4, with a standard deviation of 0.5, and for outcome 10.1: *Collaborates with colleagues to improve student performance*, cohort mean score was 3.0 of 4 with a standard deviation of 0.6. For EPP outcomes, these scores reflect proficiency with communication skills.

### **Ethics**

- Outcome 9.3: Upholds legal responsibilities as a professional educator

Professional ethics are foundational in the teaching field; few professional careers are held as accountable as public education. Our EPP measures professional ethics at multiple points in a candidate's career, but for this report we are reporting data from STOT Outcome 9.3: *Upholds legal responsibilities as a professional educator*. For the 2017-2018 academic year there were no candidates in fall complete cohort. For Spring 2018, there were two candidates: cohort mean score for Outcome 9.3 was 3.3 of 4, with a standard deviation of 0.4. For EPP outcomes, these scores reflect proficiency with professional ethics and responsibility.

## Diversity

- Outcome 2.1: Uses knowledge of students' socioeconomic, cultural and ethnic differences to meet learning needs
- Outcome 2.2: Exhibits fairness and belief that all students can learn

Our EPP measures candidates' attention to and response to diversity through design of instruction, and classroom environment. For the 2017-2018 academic year there were no candidates in fall completer cohort. For Spring 2018, there were two candidates. For outcome 2.1: *Uses knowledge of students' socioeconomic, cultural and ethnic differences to meet learning needs*, cohort mean score was 3.0 of 4, with a standard deviation of 0.8, and for outcome 2.2: *Exhibits fairness and belief that all students can learn*, cohort mean score was 3.2 of 4 with a standard deviation of 0.7. Regarding Outcome 2.1, our EPP is working to integrate more educational opportunities for candidates to increase awareness of cultural differences and how they impact instructional effectiveness. For EPP outcomes, these scores reflect proficiency regarding diversity.

## Civic Engagement

- Outcome 9.4: Demonstrates commitment to the profession
- Outcome 10.2: Collaborates with parent/guardian/advocate to improve student performance

Our EPP considers candidates' clinical experience in public schools--as a whole--an indicator of civic engagement, however for ISLO reporting purposes, we focus on STOT outcomes 9.4, and 10.2. For the 2017-2018 academic year there were no candidates in fall completer cohort. For Spring 2018, there were two candidates. For outcome 9.4: *Demonstrates commitment to the profession*, cohort mean score was 3.2 of 4 (proficient), with a standard deviation of 0.5, and for outcome 10.2: *Collaborates with parent/guardian/advocate to improve student performance*, cohort mean score was 2.9 of 4 (emerging) with a standard deviation of

0.4. Regarding Outcome 10.2, we recognize a need for improvement, and will work with upper-level professional methods course to ensure candidates understand the value in parental communication, and have tools to do so.

STOT : Secondary Education: Social Studies			Critical Thinking		Communication		Ethics	Diversity		Civic Engagement		
instrument range = 1-4			1.1	1.2	8.4	10.1	9.3	2.1	2.2	9.4	10.2	Mean
Fall 2017		Mean by Std =	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
		Std Dev =	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	N Candidates	0										
	N Assessments	0										
	Pass Rate	N/A										
Spring 2018		Mean by Std =	3.3	3.3	3.2	3.0	3.3	3.0	3.2	3.2	2.9	3.2
		Std Dev =	0.7	0.4	0.5	0.6	0.4	0.8	0.7	0.5	0.4	0.6
	N Candidates =	2										
	N Assessments =	6										
	Pass Rate	100%										

**ALDERSON BROADDUS UNIVERSITY**  
**ASSESSMENT REPORT FOR STUDENT LEARNING OUTCOMES**

Name of Program: Sport Management

Period Covered: 2017-18 Academic Year

Submitted by whom: Philip T. Fetty

*Definitions:*

*Methods of Assessment* - For each student learning outcome identified, please explain the associated measurement or method of assessment utilized. Those items listed in parentheses are only examples of what might be utilized.

*Assessment Results* – For each student learning outcome identified, please include a summary of the data that has been obtained by the method of assessment utilized. Please indicate whether the proficiency or target was met.

*Decisions and Actions* – Please analyze the assessment results, noting any relevant context, prevailing trends, or concerns the program may have. How were the proficiency targets identified, and what are the program's expectations for the performance of its students? In what way does the program regularly review its assessment results?

Please explain how the assessment results data had informed the program's decisions and actions. Please document the decisions made, actions taken, or future plans that resulted from this review.

1. Student Learning Outcome #1: Prepare public relations, marketing, and advertising campaigns relating to sport management (SPMT-330).
  - a. Methods of Assessment: Measured through a comprehensive group marketing plan completed in SPMT-330. Students must achieve an 80% (B) on the Marketing Plan, which includes both a paper and a presentation portion.
  - b. Assessment Results: 9 out of 18 (50%) achieved an 80% or better on the Marketing Plan.
  - c. Decisions and Actions: This was the first year the Marketing Plan was used as the method of assessment, the initial result indicates the need to revisit the guidelines and

instructions to improve the quality of both the paper and presentation as part of the Marketing Plan.

**Student Learning Outcome #2: Analyze and evaluate legal issues and liability in sport (SPMT-255).**

- a. Methods of Assessment: Measured through the completion and presentation of 5 case studies in SPMT-255. The measure of success for this outcome is the successful completion of 4 of the 5 case studies with correct answers demonstrating an understanding of the legal impact on sport.
- b. Assessment Results: 25 out of 34 (74 percent) successfully completed 80% of the case studies and demonstrated an understanding of the impact law and ethics have on sport.
- c. Decisions and Actions: Based on the results, there are no planned changes at this time

**Student Learning Outcome #3: - Prepare and analyze a budget and finance management plan**

- a. Method of Assessments: Measured through a virtual simulation project in SPMT-340 in which students were paired up and asked to draft players and set prices for an NFL organization. Students need an 80% (B) on the Budget simulation project to meet this objective. Assessment Results: 80% (16-20) of the student interns successfully completed their portfolio at a level they will be able to use as a resource to assist them in getting a job.
- b. Assessment Results: 16 out of 18 (89%) achieved at least an 80% on this simulation.
- c. Decisions and Actions: Two different methods have been attempted over the course of two years of assessment with this simulation, with both displaying flaws. Currently, other options are being explored to find a simulation which increases our student learning.

Student Learning Outcome #4: Identify major governing bodies in sport, stating their authority, function, and organizational structure (SPMT-320).

- a. Methods of Assessment: The method of assessment for this objective is Exam #2 which covers seven chapters in SPMT-320. Students are considered to have met this outcome by making an 80% (B) on the exam.
- b. Assessment Results: 17 out of 19 (89 percent) achieved at least a B on Exam #2 in SPMT-320.
- c. Decisions and Actions: No Change at this time.

Student Learning Outcome #5: Planning event management techniques through service-learning initiatives and field experiences.

- a. Methods of Assessment (Rubric, Essay, Panel, Portfolio, etc.): The methods of assessment for this objective is the portfolio submitted by each Sport Management intern at the conclusion of his or her time in SPMT-500, along with a comparison between the midterm and final evaluation. The method for assessing the portfolio is studying the interns' experience from the internship as a whole.
- b. Assessment Results: 28 out the 32 (88 percent)—some repeated internship both semesters to fulfill the 12 credit requirement by taking six credits per semester—enrollees in SPMT-500 showed some improvement from the midterm to final evaluation, and all 32 demonstrated some positive learning experiences from their internship.
- c. Decisions and Actions: The interns need to be better prepared leading into their internship. Proposed will be addressed in the next section.