

Alderson Broaddus University



Annual Program Assessment Report

2019 - 2020

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Alderson Broaddus University

Program Assessment Summary

2018-2019 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, using different faculty, program discontinuation, etc.

Use of Data for Continuous Improvement	Number of Programs
Adjust/Revise Course Content	4
Modify Pedagogy	2
Modify Curriculum	4
Modify Learning Outcomes	1
Modify Assessment Methods	5
Other	4

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

ALDERSON BROADDUS UNIVERSITY
ASSESSMENT REPORT FOR STUDENT LEARNING OUTCOMES

Name of Program: Accounting

Period Covered: 2018-19

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

Students must achieve a score of 80 percent on the 3 exams in the BUSI-250 Business Ethics course.

b. Assessment Results: 83% achieved the desired results

c. Decisions and Actions: 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. a. Methods of Assessment (Rubric, Essay, Panel, Portfolio, etc.):

Exams involving case analysis in BUSI 550 Strategic Management/Business Policy.

Students need to achieve an average of 80 percent on the 3 exams

b. Assessment Results:

93.75 of the students achieved the average

c. Decisions and Actions:

No changes at this time

ALDERSON BROADDUS UNIVERSITY
ASSESSMENT REPORT FOR STUDENT LEARNING OUTCOMES

Name of Program: Biology

Period Covered: Fall 2018 – Spring 2019

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: 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 2018. It was also given to graduating seniors within the Biology program. This year, we allowed students to take an online version of the exam at their convenience in the hopes of increasing participation by allowing students to both take the exam when it fit into their schedule as well as to see their score immediately. We offered incentives to increase participation (extra credit for freshmen and a chance at a gift certificate for seniors).
 - b. **Assessment Results:**
 - a) Senior exam scores ($\bar{x} = 28$, $n = 1$) were not significantly higher than freshman exam scores. We were not able to complete a t-test to compare the two groups because of the low number of seniors completing the exam.

c. **Analysis:**

- a) The scores of incoming freshmen suggest that most freshmen were simply guessing at multiple choice answers.
- b) We were not able to complete a t-test to compare the two groups because of the low number of seniors completing the exam.
- c) Our average score for the one graduating senior was 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 two 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 1 of our graduating seniors completed the exam. We were able to make the exam available online as planned in the 2018 assessment. However, the exam is still voluntary. We hope to add additional incentives and possibly require students to take the exam as part of their senior research course.
- e) We hope to reassess the variety of questions currently on the exam during summer 2019. We intend to include more questions relating to ecology as well as graphing and interpretation questions as there is a higher proportion of these questions present on the biology GRE than is currently represented in our exam. Additionally, we have made an attempt to include more ecology within the Biology major curriculum.

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: 7 projects were completed in the Fall and 13 in the spring. All but one of the 21 graduating seniors in 2018/2019 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 87% and the average poster score was 86%.
- ii. Student presentations in conferences (student names are not showing):
 - Trichodermin induces anti-proliferative effect and apoptosis in cisplatin-resistant ovarian cancer cells. 17th WV-INBRE Research Symposium, Morgantown, WV. July 31, 2018.
 - Theasaponin E1 from tea seed induced antiangiogenesis in human ovarian cancer cells. 17th WV-INBRE Research Symposium, Morgantown, WV. July 31, 2018.

- Chakasaponin I from tea flower inhibit the proliferation and angiogenesis of cisplatin-resistant ovarian cancer cells. 17th WV-INBRE Research Symposium, Morgantown, WV. July 31, 2018.
 - Chakasaponin I from tea flower induce anti-proliferative effect and apoptosis of cisplatin-resistant ovarian cancer cells. 17th WV-INBRE Research Symposium, Morgantown, WV. July 31, 2018.
 - Dietary Compound Proanthocyanidins from Chinese bayberry (*Myrica rubra* Sieb. et Zucc.) leaves inhibit angiogenesis and regulate cell cycle of cisplatin-resistant ovarian cancer cells. The 7th Biennial National IDeA Symposium of Biomedical Research Excellence (NISBRE), Washington, DC, June 24-26, 2018.
 - Antibacterial properties of honey: a comparative study on concentration of honey, bacteria Gram stain, and honey bee race. 17th WV-INBRE Research Symposium, Morgantown, WV. July 31, 2018.
 - The influence of estrogen and age on NK3R expression in POMC neurons. 17th WV-INBRE Research Symposium, Morgantown, WV. July 31, 2018.
 - The influence of estrogen and age on NK3R expression in POMC neurons. The Undergraduate Student Research Day at the Capital, Charleston, WV. July 31, 2018.
 - Epigenetic Regulation of the Nuclear Genome in Type 2 Diabetes Mellitus. 17th WV-INBRE Research Symposium, Morgantown, WV. July 31, 2018.
- iii. Student receiving awards (student names are not included):
- a. One student received ABU's Science, Technology, and Mathematics Research Award in 2019.
 - b. One student received ABU's Science, Technology, and Mathematics Academic Award in 2019.
 - c. Two students were selected as WV INBRE featured students.
 - d. One student was selected to represent the WV INBRE program in Washington D.C.
- 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 95.2% 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 2018 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:

1. Two students were accepted into Doctoral programs at Marshall University.
2. One student was accepted into the Physical Therapy Program at West Virginia University.
3. One student was accepted into the Masters of Physical Therapy Program at West Virginia University.
4. One student was accepted into a Pharmacy Program at Auburn School of Pharmacy
5. One student was accepted into the West Virginia School of Osteopathic Medicine.
6. One student was accepted into the Keck Graduate Institute for a premedical, post-bacclaureate program
7. One student was accepted at California University of Pennsylvania in the Medical Applied Behavior Analysis Program.

- d) **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: 2018-19

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 the 3 exams in the BUSI-250 Business Ethics course.

b. Assessment Results: 83% achieved the desired results

c. Decisions and Actions: 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 80 percent or higher on the 3 exams in BUSI 345 Marketing Research.

b. Assessment Results: 82 percent of students earned an 80 percent or higher on the exams

c. Decisions and Actions: No changes at this time

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 3 exams in BUSI 235 Human Resources Management.

b. Assessment Results: 83% of the students achieved the standard

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.):

Exams involving case analysis in BUSI 550 Strategic Management/Business Policy.

Students need to achieve an average of 80 percent on the 3 exams

b. Assessment Results:

93.75 of the students achieved the average

c. Decisions and Actions:

No changes at this time

ALDERSON BROADDUS UNIVERSITY
ASSESSMENT REPORT FOR STUDENT LEARNING OUTCOMES

Name of Program: Chemistry

Period Covered: 2018-2019

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.

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:** A Chemistry Graduate shall understand and master the fundamental concepts and theories in chemistry which include atomic structure, chemical bonding, acids and bases, elements and their periodic properties, and reactivity of inorganic compounds

Assessment Period: Fall 2018

Course: Inorganic Chemistry (CHEM 215)

Total Enrolment in Fall 2018: 2

Number of Chemistry Majors Enrolled and Assessed: 1 (senior)

- 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.

Topics	% of students scoring >80%	% of students scoring between 60-80%	% of students scoring < 60%
Concepts: Principles of atomic structure, chemical bonding, acids & bases	100.0%	0	0
Application of concepts & reactivity in Inorganic Chemistry	100.0%	0	0

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 1, a senior. With a very small sample size, no relevant analysis can be provided for this academic year. The decision taken two years ago to give more home work questions which stressed upon the concepts and applicability appeared to have had helped the student substantially over the past two years .

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 2018 NSCI 461

Course: Senior Research Project

Number of Chemistry Majors Enrolled and Assessed: 0

Assessment Period: Spring 2019

Course: Senior Research Project (NSCI 461)

Number of Chemistry Majors Enrolled and Assessed: 1 (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	100%	0%	0
Presentation	100%	0	0

c.

Analysis: The academic year 2018-2019 had only one student, a senior who majored in Chemistry enrolled in the NSCI 461 course. The student had scored an overall score of >90% or higher in all the three areas described in the course.

d. Decisions and Actions: An exposure to more oral and poster presentations has benefited the student towards a better expression of data and matter whilst working on the aforementioned section, namely "Final Draft". NO CHANGE IS NECESSARY.

With only one student who was no doubt brilliant, no relevant analysis could be provided for this academic year.

ALDERSON BROADDUS UNIVERSITY
ASSESSMENT REPORT FOR STUDENT LEARNING OUTCOMES

Name of Program: **Computer Science**

Period Covered: **Fall 2018 – Spring 2019**

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-210. This is assessed via completion of 3 of the 5 projects in CSCI-210. We expect 60% of the students to achieve this.
 - b. Assessment Results: For CSCI-210, we had 3 students complete at least 2 of the 5 projects. 2 of the 5 students failed to complete a single project and also failed to attend the majority of the course. If we constrain ourselves to the 4 attending students. 3 of the 4 completed 2 of the 5 projects.
 - c. Decisions and Actions: We need to wait for more data. Overall the students do not seem motivated enough by the threat of failure to complete more projects. Due to the limited students 2 of the 5 have been used as acceptable to move to more advanced courses. The course project should be reworked to better assess the student's readiness for upper level courses.

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 4 students where in the course. Of the 4 students only 2 completed the course (The other 2 attended erratically or not at all). The 2 students who completed the course averaged a 77% on their semester exams and a 75% on their Final Exams. In the senior design courses CSCI 490 and CSCI 491, we had 5 CSCI major students taking the courses. Three students (60%) completed their senior projects successfully and averaged 85% in the course grade. Two students failed the courses due to many reasons. 1st, they were not prepared with enough programming skills. 2nd, they were not showing any real progress in any project idea they came up with or they were suggested to do.
 - c. Decisions and Actions: For CSCI-330 Data Structures and Algorithms, no changes are expected. For CSCI 490 and 491, project selection will be supported by an initial programing and research assignments with advanced skill depth at the beginning of CSCI 490. Students also will be forced to finalize their project selection in CSCI 490. Once a choice is made, the students will not be allowed to alter their project topic in CSCI 491. This will force students to make progress in their projects and stop reinitializing their work multiple times.
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 2018-2019 academic year, we offered CSCI 400: Programming the Functional Way, CSCI 420 Computer Graphics, and CSEC 111: Introduction to Computer Security.
 - b. In CSCI 400, we had 5 students. The class average on the final was 74% with 4 of the 5 (80%) getting a C or better on the final grade. In CSCI 420 Computer Graphics, we had 4 students, 2 of them averaged 80%, 1 scored 60% and 1 failed. These last two students were involved in a cheating incident where they both provided almost identical copies of multiple course homework assignments. They both received zero in these assignments and thus had their score very low in total. In CSEC 111, we had 16 students.

2 of the students failed due to continuous absence. The remaining 14 students (88%) averaged 80% in the final course grade.

- c. Decisions and Actions: According to CSCI 400: Programming the Functional Way, no changes are expected. For CSCI 420 and CSEC 111, also no changes are required.

ALDERSON BROADDUS UNIVERSITY
ASSESSMENT REPORT FOR STUDENT LEARNING OUTCOMES

Name of Program: Criminal Justice

Period Covered: **2018 - 2019**

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 73%.
 - 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 70%.
 - All students completing internships received an average score of 4.4 for this outcome.
 - c. Decisions and Actions: Because this learning outcome was met, no changes are necessary at this time. 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 76%.
 - All students completing internships received an average score of 4.4 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 REPORT FOR STUDENT LEARNING OUTCOMES

Name of Program: **Cyber Security**

Period Covered: **Fall 2018 – Spring 2019**

Submitted by whom: **Atef Shalan**

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: Apply computer security methods, to protect against simulated network attacks and malicious activities.
 - a. Methods of Assessment (Rubric, Essay, Panel, Portfolio, etc.): Proficiency will be assessed through 60% of students complete the foundational computer security courses: CSEC 221, CSEC 341, CSEC 231, and CSEC 351 with at least 70% final grades.
 - b. Assessment Results: not available, none of these courses was offered in the past academic year.
 - c. Decisions and Actions: no actions yet.
2. Student Learning Outcome #2: Analyze security process and system vulnerabilities to identify and evaluate cyber threats and risks.
 - a. Methods of Assessment (Rubric, Essay, Panel, Portfolio, etc.): Graduates will demonstrate technical proficiency in the ethical hacking and security operation technology courses: CSEC 431 and CSEC 451. 60% of students score at least 70% in the final grades in those classes.

- b. Assessment Results: not available, none of these courses was offered in the past academic year.
 - c. Decisions and Actions: no actions yet.
- 3. Student Learning Outcome #3: Design and develop security mechanisms and produce secure software systems and internet solutions.
 - a. Methods of Assessment (Rubric, Essay, Panel, Portfolio, etc.): Graduates will complete an in-depth and advanced cyber security project as part of the senior design course sequence.
 - b. Assessment Results: not available, none of these courses was offered in the past academic year.
 - c. Decisions and Actions: no actions yet.
- 4. Student Learning Outcome #4: Implement advanced cyber security techniques in the fields of digital forensics, health care informatics, or cyber security management.
 - a. Methods of Assessment (Rubric, Essay, Panel, Portfolio, etc.): Graduates will be required to select at least 1 senior level elective course covering advanced topic in cyber security or concentrating on cyber security of a specific domain. Proficiency will be assessed through 60% of students scoring at least a 70% in the senior level elective courses.
 - b. Assessment Results: not available, none of these courses was offered in the past academic year.
 - c. Decisions and Actions: no actions yet.

ALDERSON BROADDUS UNIVERSITY
ASSESSMENT REPORT FOR STUDENT LEARNING OUTCOMES

Name of Program: Elementary Education

Period Covered: Fall 2018 – Spring 2019

Submitted by whom: Erin Brumbaugh

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: Critical Thinking

- a. Methods of Assessment (Rubric, Essay, Panel, Portfolio, etc.): Rubric - STOT
- b. Assessment Results: The instrument is used 2 times during the semester (once by each mentor teacher). Scores are calculated on a 4-point scale with half points included. For the fall of 2018 the 2 students scored an average/mean of 3.35 and for the spring 2019 the 4 students scored an average/mean of 3.2. A score of 2 is considered as meeting benchmark. So, our elementary education students exceeded the benchmark.

- c. Decisions and Actions: While the scores are good, we are not happy with the instrument. It is LONG and the mentor teachers do not like working with it. We are currently looking for another instrument to use.

2. Student Learning Outcome #2: Communication

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

- b. Assessment Results:

Elementary Education	
Entry Mean %	0.9
Exit Mean %	1.9
Growth	97.6%
N Completers	6

- c. Decisions and Actions: While our students showed growth from the beginning of their program to the end as can be seen above with a rate of 97.6%, the department is not happy with the instrument and the results we have been getting. We have revised the interview questions and process hoping to show more qualitative growth once in our program.

3. Student Learning Outcome #3: Ethics

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

- b. Assessment Results: The instrument is used 2 times during the semester (once by each mentor teacher). Scores are calculated on a 4-point scale with half points included. For the fall of 2018 the 2 students scored an average/mean of 3.35 and for the spring 2019 the 4 students scored an average/mean of 3.2. A score of 2 is considered as meeting benchmark. So, our elementary education students exceeded the benchmark.

- c. Decisions and Actions: While the scores are good, we are not happy with the instrument. It is LONG and the mentor teachers do not like working with it. We are currently looking for another instrument to use.

4. Student Learning Outcome #4: Diversity

- a. Methods of Assessment (Rubric, Essay, Panel, Portfolio, etc.): Rubric STOT
- b. Assessment Results: The instrument is used 2 times during the semester (once by each mentor teacher). Scores are calculated on a 4-point scale with half points included. For the fall of 2018 the 2 students scored an average/mean of 3.35 and for the spring 2019 the 4 students scored an average/mean of 3.2. A score of 2 is considered as meeting benchmark. So, our elementary education students exceeded the benchmark.
- c. Decisions and Actions: While the scores are good, we are not happy with the instrument. It is LONG and the mentor teachers do not like working with it. We are currently looking for another instrument to use.

5. Student Learning Outcome #5: Civic Engagement

- a. Methods of Assessment (Rubric, Essay, Panel, Portfolio, etc.): Rubric Exit interview
- b. Assessment Results:

Elementary Education	
Entry Mean %	0.9
Exit Mean %	1.9
Growth	97.6%
N Completers	6

- c. Decisions and Actions: While our students showed growth from the beginning of their program to the end as can be seen above with a rate of 97.6%, the department is not happy with the instrument and the results we have been getting. We have revised the interview questions and process hoping to show more qualitative growth once in our program.

ALDERSON BROADDUS UNIVERSITY
ASSESSMENT REPORT FOR STUDENT LEARNING OUTCOMES

Name of Program: Environmental Science

Period Covered: 2018-2019

Submitted by whom: Matthew McKinney

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: Comprehend and apply theoretical and practical aspects of professional Environmental Science disciplines.
 - a. Methods of Assessment (Rubric, Essay, Panel, Portfolio, etc.): ENVS-465 Exams and final project grade.
 - b. Assessment Results: The first two exams of ENVS-465 are designed to test student knowledge of theoretical aspects of Environmental Science. Student averages on these exams for the 2018-2019 academic year were 77.5% and 84.1%, respectively. We consider averages of 70% or better to be indicators of success. The final project in ENVS-465 is designed to test practical aspects of Environmental Science. Students average a

score of 88.7% on their final projects. We consider an average of 70% or better to be an indicator of success.

- c. Decisions and Actions: Both exams and the final project showed averages above the 70% decision threshold. No changes are currently planned.

2. Student Learning Outcome #2: Design and conduct research appropriate to their chosen field.

- a. Methods of Assessment (Rubric, Essay, Panel, Portfolio, etc.): Successful completion of NSCI-461.
- b. Assessment Results: NSCI-461 is the capstone course for the environmental science program (and some other programs). It requires students to perform their own original research projects. These projects have been developed by the students and their mentors over two preceeding courses (NSCI-361 and NSCI-362). Following conclusion of student research, students are required to give an oral and poster presentation on their research. To assess success we looked at all students who took NSCI-461 in the 2018-2019 academic year. 100% of students successfully completed the course.
- c. Decisions and Actions: Given succesful completion of the senior research project and its required presentations, no action is needed at this time.

3. Student Learning Outcome #3: Demonstrate awareness to cultural and historical aspects of environmental issues and application of appropriate laws and regulations.

- a. Methods of Assessment (Rubric, Essay, Panel, Portfolio, etc.): Final Exams for ENVS-340 and ENVS-350.
- b. Assessment Results: Final exams in ENVS-340 and ENVS-350 are designed to test student understanding of environmental laws and regulations, as well as the historical

and cultural underpinnings of the environmental movement. The average of final exam scores for ENVS-340 was an 89%, and the average of the final exam scores for ENVS-350 was a 85%. We considered the PSLO met if the exam averages were both above 70%.

- c. Decisions and Actions: The decision threshold of 70% was met. No changes will be made at this time.

ALDERSON BROADDUS UNIVERSITY
ASSESSMENT REPORT FOR STUDENT LEARNING OUTCOMES

Name of Program: Exercise Science

Period Covered: 2018-2019

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 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 24.5 out of 25 = 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 average of 236 out of 250 = 94.5% 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 85 out of 100 = 85% while the average score on the presentation was 55.8 out of 60 = 93%.
 - 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 97%. Avg. Oral Practical results for the upper extremity was 90.12%
 - 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 44.5 out of 50 = 89%
- 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.

Assessment Report for Program Student Learning Outcomes.

Name of Program: Journalism & Professional Writing

Period Covered: 2017-2018

Submitted by: John Davies

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: (data for Comm 175 from 2016-2018 – course not taught during this assessment period)

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. Battler Columns won second place in the National Student Press Association contest.
-

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:

Name: Article: Article Grading Rubric	<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.
	RELATIVE ASSESSMENT				
News Value: The article content is newsworthy.	1	2	3	4	5
Accuracy: The article is free of factual errors (including spelling), unattributed assertions, etc.	1	2	3	4	5
Quality of Reporting: The article shows evidence of research / information gathering, covers both sides of issues, etc.	1	2	3	4	5
Writing: The writing displays clarity and brevity.	1	2	3	4	5
Style: The article follows AP style guidelines.	1	2	3	4	5
Other:	1	2	3	4	5
Other:	1	2	3	4	5

FINAL ASSESSMENT: A+ A A- B+ B B- C+ C C- D F

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	4.1	82%	89%	7%
Student #2	Did not complete	Did not complete	85%	N/A
Student #3	3.9	77%	85%	8%
Student #4	3.7	73%	100%	27%
Student #5	3.7	73%	100%	27%
Student #6	5.0	100%	100%	0%
Student #7	Did not complete	Did not complete	Did not complete	N/A
Student #8	4.6	92%	100%	8%
Student #9	4.4	88%	100%	12%

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, an additional writing assignment will be added to the course. It would also help if students would take the COMM 175 Media Writing Course before this one.

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: (data for Comm 175 from 2016-2018 – course not taught during this assessment period)

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:*

Student Identifier		Final Project
Student #1		100%
Student #2		90%

c. *Decisions and Actions:* Both students showed mastery of this outcome. No change

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

Client:

Northern Lake Outdoor Gear

Product / Service:

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	88%	No
Student #2	93%	No

Student #3	40%	Yes
Student #4	88%	No
Student #5	83%	No
Student #6	94%	No
Student #7	93%	No
Student #8	85%	No
Student #9	80%	No
Student #10	80%	No
Student #11	65%	No
Student #12	93%	No
Student #13	70%	No
Student #14	83%	No
Student #15	65%	No
Student #16	90%	No

c. *Decisions and Actions:* Exam scores are about where they should be for the project. However, only 1 journalism student participated in this class during this assessment period (and the student failed the project and the course), which makes it difficult to assess the program with these data.

ALDERSON BROADDUS UNIVERSITY
ASSESSMENT REPORT FOR STUDENT LEARNING OUTCOMES

Name of Program: Legal Studies

Period Covered: 2018-19

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 single graduate has yet to complete the exit examination as of 6/1/19. Therefore, no results are available.
- c. Decisions and Actions: This report is to be modified once the student completes the exit examination.

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 single graduate has yet to complete the exit examination as of 6/1/19. Therefore, no results are available.

c. Decisions and Actions: This report is to be modified once the student completes the exit examination.

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 single graduate has yet to complete the exit examination essay questions as of 6/1/19. Therefore, no results are available.

c. Decisions and Actions: This report is to be modified once the student completes the exit examination.

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 score for the single student was 90%, well above the 70% mark.

c. Decisions and Actions: This student appears to be adequately prepared in this regard.

ALDERSON BROADDUS UNIVERSITY
ASSESSMENT REPORT FOR STUDENT LEARNING OUTCOMES

Name of Program: Marketing

Period Covered: 2018-19

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 the 3 exams in the BUSI-250 Business Ethics course.

b. Assessment Results: 83% achieved the desired results

c. Decisions and Actions: No specific changes will occur at this time.

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 80 percent or higher on the 3 exams in BUSI 345 Marketing Research.

- b. Assessment Results: 82 percent of students earned an 80 percent or higher on the exams
- c. Decisions and Actions: No changes at this time

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 80 percent or higher on both the exams and comprehensive marketing plan final in BUSI 435 Marketing Management.
- b. 100 percent of students earned a 80 percent or higher on both the exam and the plan and presentation.
- c. Decisions and actions:
No changes at this time.

Student Learning Outcome #4:

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

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

Exams involving case analysis in BUSI 550 Strategic Management/Business Policy.

Students need to achieve an average of 80 percent on the 3 exams

b. Assessment Results:

93.75 of the students achieved the average

c. Decisions and Actions:

No changes at this time

ALDERSON BROADDUS UNIVERSITY
ASSESSMENT REPORT FOR STUDENT LEARNING OUTCOMES

Name of Program: Mass Communication, General Track

Period Covered: Fall 2018-Spring 2019

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	7	5	28.5%
Student02	3	1	66.7%
Student03	3	2	33.3%
Student04	5	2	50.0%
Student05	9	7	22.2%
Student06	6	5	16.7%
Student07	6	4	33.3%
Student08	8	4	50.0%
Student09	4	3	25.0%

Assessment Results: **Aggregate Percentage: 36.1% reduction**

Percentage of students attaining 30% reduction in errors: 55.5%.

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: This class was not taught during this academic year.
 - a. Decisions and Actions:
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: This class was not taught in 2018-19.
 - c. Decisions and Actions:
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: This class was not taught in 2018-2019.
5. Decisions and Actions:
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: 14 out 16 students attained 85% on this
 - 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 (75%) or greater on a 200-point assignment in COMM155.**
 - b. Assessment Results: **The new faculty utilized a test as the method of assessment. The students' results are as follows:**

Student 1 = 78%

Student 2 = 76%
Student 3 = 64%
Student 4 = 80%
Student 5 = 60%
Student 6 = 74%
Student 7 = 90%
Student 8 = 96%
Student 9 = 98%
Student 10 = 80%

80% of the students achieved the minimum requirement of 75%.

c. Decisions and Actions: This outcome will be changed by the instructor.

ALDERSON BROADDUS UNIVERSITY
ASSESSMENT REPORT FOR STUDENT LEARNING OUTCOMES

Name of Program: Mass Communication, Digital Media Track

Period Covered: Fall 2018-Spring 2019

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.**

Assessment Results: This class was not taught in this year.

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.**

b. Assessment Results:

Student Identifier	Score
Student01	141
Student02	150
Student03	150
Student04	150
Student05	150
Student06	150
Student07	150
Student08	150
Student09	91
Student10	147
Student11	150
Student12	150
Student13	150
Student14	150
Student15	150
Student16	150
Student14	150
Student15	150
Student16	140
Course Aggregate Average	145.5

- c. 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 he submitted an incomplete assignment late. No actions taken.**
- 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: This course was not taught this semester.
 - c. Decisions and Actions: None
- 4. Student Learning Outcome #4: **The student will create a blog with a minimum of six pages that is promoted with a minimum of three social media channels.**
 - a. Methods of Assessment (Rubric, Essay, Panel, Portfolio, etc.): **Rubric. Students will attain a percentage of 85% for the final project in COMM350.**
 - b. Assessment Results: 14 out 16 students attained 85% on this
 - c. Decisions and Actions: None taken.
- 5. Student Learning Outcome #5: The student will create original digital projects in Adobe Photoshop, InDesign, and Illustrator.
 - a. The student will attain an aggregate score of 4.00 or greater on a 5.00 rubric for each project in MDIA 370.
 - b. The Faculty Member failed to do these projects and assess what was done.
 - c. Recommend a new faculty member to teach in the future.

ALDERSON BROADDUS UNIVERSITY
ASSESSMENT REPORT FOR STUDENT LEARNING OUTCOMES

Name of Program: Mathematics

Period Covered: 2018-2019

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 2019

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, Differential Equations, Modern Algebra and Math Capstone.
 - 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 B.
- 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 at this time.
- c. Decisions and Actions: No action was taken.

ALDERSON BROADDUS UNIVERSITY
ASSESSMENT REPORT FOR STUDENT LEARNING OUTCOMES

Name of Program: Music Education

Period Covered: 2018-2019

Submitted by whom: Lewis R. Hall

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.

Student Learning Outcome #1: Function as effective teachers of music by incorporating effective and current teaching methods and learning theories for instruction at all levels of music certification.

- a. Methods of Assessment (Rubric, Essay, Panel, Portfolio, etc.): Acceptable work sample for Student Teaching.
- b. Assessment Results: Three Year Average involving 10 graduating seniors 100%
- c. Decisions and Actions: Because the outcome is met, no changes are needed.

Student Learning Outcome #2: planning and delivering instruction successfully to diverse students in a variety of musical settings.

- a. Methods of Assessment (Rubric, Essay, Panel, Portfolio, etc.): General Music Methods Unit Plan

- b. Assessment Results: Three year average involving 5 Course completers 94.6%
- c. Decisions and Actions: Because the outcome is met, no changes are needed.

Student Learning Outcome #3: applying effective strategies for preparation and pedagogy based on theories of instructional strategy.

- a. Methods of Assessment (Rubric, Essay, Panel, Portfolio, etc.): Passing the PLT (Principals of Learning and Teaching) Praxis Exam.
- b. Assessment Results: 19 years 100% pass rate.
- c. Decisions and Actions: Because the outcome is met, no changes are needed.

Student Learning Outcome #4: perform music literature in their major area of emphasis at an appropriate professional level, showing technical competence and musical understanding by performing as soloists and as ensemble musicians.

- a. Methods of Assessment (Rubric, Essay, Panel, Portfolio, etc.): Successful completion of public solo and ensemble performance (demonstrating technical competence and appropriate musical interpretation) in recitals and/or concerts.
- b. Assessment Results: 100% pass rate on recital hearings for all Music Education majors.
- c. Decisions and Actions: Because the outcome is met, no changes are needed.

Student Learning Outcome #5: incorporate knowledge of the theory, history, and literature of music in their functioning as practitioners of music.

- a. Methods of Assessment (Rubric, Essay, Panel, Portfolio, etc.): Passing scores on Praxis II content specialty exams prior to certification
- b. Assessment Results: 19 years 100% pass rate.
- c. Decisions and Actions: Because the outcome is met, no changes are needed.

Student Learning Outcome #6: exhibit with requisite proficiency the following foundational skills required in the profession of music.

- a. Methods of Assessment (Rubric, Essay, Panel, Portfolio, etc.):
 - i. MUSICIANSHIP: Achievement of "Professional Status" by the end of six semesters of work completed
 - ii. INSTRUMENTAL AND VOCAL SKILL: Completion of required MUAP 230 and MUAP 240 (Symphonic Band and University Chorale (or equivalent))

iii. ACCURATE AND PRACTICAL CRITIQUE OF MUSIC LITERATURE AND MUSIC PERFORMANCE: Completion of the ensemble performance critique in the senior methods courses (MUED 325)

b. Assessment Results: 100% pass rate

c. Decisions and Actions: Because the outcome is met, no changes are needed.

ALDERSON BROADDUS UNIVERSITY
ASSESSMENT REPORT FOR STUDENT LEARNING OUTCOMES

Name of Program: Natural Resource Management

Period Covered: Fall 2018 – Spring 2019

Submitted by whom: 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 2018 or Spring 2019.

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 2018 or Spring 2019.

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 2018 or Spring 2019.

ALDERSON BROADDUS UNIVERSITY
ASSESSMENT REPORT FOR STUDENT LEARNING OUTCOMES

Name of Program: **Nursing**

Period Covered: **2018-2019**

Submitted by whom: **Kim White, PhD, 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: Generate critical thinking necessary to provide quality patient care.

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

Course: NRSB 220.01: Care of the Patient Across the Lifespan: Teaching Project: Develop teaching/learning plans: Health Fair. Appropriate topic for University students, Develop Poster and Provide education and handouts to college students during health fair.

Course: NRSB 270.95: Pharmacology: Computer-based NLEX-style examinations with criteria for success a score of 78% or higher.

Course: NRSB 460.01: Care of Patient with Complex Health Issues II: Case Studies x2 (Urden)

Course: NRSB 470.01 Community as Client: Vulnerable Populations Essay

Course: NRS 480.95: NCLEX Part II: HESI Exit 2 Exam: Category: QSEN: Safety: Culture of Safety and Safety Monitoring. Overall AB Benchmark for HESI scores is 900.

b. Assessment Results:

Course: Course: NRS 220: Care of the Patient Across the Lifespan: Groups of 4 students. All groups successfully completed teaching project.

Course: NRS 270.95: Pharmacology: 13/19 students successfully achieved a passing summative grade average in the course.

Course: NRS 460.01: Care of Patient with Complex Health Issues II: Case Studies class grade average:

- Burns: 87.3
- SIRS: 93

Course: NRS 470.01 Community as Client: Students successful in exploring a specific vulnerable population and use community assessment skills to describe and analyze both the impact of the community on the vulnerable population and the vulnerable population impact on a specific community

Course: NRS 480.95: NCLEX Part II: Class mean Score of 888.

c. Decisions and Actions:

Course: Course: NRS 220: Care of the Patient Across the Lifespan: Continue using Health Fair Teaching project in course.

Course: NRS 270.95: Pharmacology: This course content is very heavy with each exam consisting of 9-15 chapters. Recommendation to split course content between two semesters or incorporate some of content into other nursing courses.

Course: NRS 460.01: Care of Patient with Complex Health Issues II: Continue use of case studies in this course.

Course: NRS 470.01 Community as Client: Continue use of written 3-4 page essay as assessment method.

Course: NRS 480.95: NCLEX Part II: Continue to use the HESI Exit 2 to analyze student outcomes. HESI/NCLEX Improvement Planning with entire nursing faculty yearly to address areas of needed improvement.

2. Student Learning Outcome #2: Professionally communicate/collaborate with members of the interprofessional team, the patient and families to provide and improve patient care.

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

Course: NRSNG 250.95 Health Assessment: Head to Toe Assessment graded via rubric based on timeliness, organization, accuracy, technique, sequence, and documentation.

Course: NRSNG 280.95: Care of the Adult I: Clinical written care plan assessed via a rubric.

Course: NRSNG 310.10 Nursing Research: Poster Presentation graded via Rubric

Course: NRSNG 420.01 Community Mental Health: Clinical Journal post clinical of co-leading therapeutic groups at a day treatment center. Graded with a rubric.

Course: NRSNG 430.95: NCLEX Part I: HESI Exit Exam: QSEN: Teamwork and Collaboration: Member of a Team Score. There were 114 questions tagged to this QSEN Competency.

- b. Assessment Results:

Course: NRSNG 250.95 Health Assessment: Scores ranged from 82.5 – 100%

Course: NRSNG 280.95: Care of the Adult I: 12/12 Students completed both written care plans. The average for both written care plans was 96.7% (A). Grades ranged from 81% to 100. This is used as a learning tool and improvement is expected with level advancement.

Course: NRSNG 310.10 Nursing Research: Class average on poster presentations = 93.57%

Course: NRSNG 420.01 Community Mental Health: 21/21 students scored 90% or higher on journal.

Course: NRSNG 430.95: NCLEX Part I: Benchmark is a score of 900. HESI Recommends 850 with a 825 Acceptable. 3/9 Scored above Benchmark of 900. 4/9 at HESI Recommendation of 850 or above; 1/9 at acceptable range and 1/9 below. Scores ranged from 700-982 with a Mean of 874 for category

- c. Decisions and Actions:

Course: NRSNG 250.95 Health Assessment: There were common areas of omission. However, compared to the previous year, assessments were more complete. Will adjust outline and provide more one to one time during skills lab.

Course: NRSB 280.95: Care of the Adult I: Will continue to use this clinical care plan as a learning and informational tool.

Course: NRSB 310.10 Nursing Research: Continue use of assessment method.

Course: NRSB 420.01 Community Mental Health: Continue to use this method of assessment.

Course: NRSB 430.95: NCLEX Part I: Continue using the HESI Exit 1 to assess student and course outcomes.

ALDERSON BROADDUS UNIVERSITY
ASSESSMENT REPORT FOR STUDENT LEARNING OUTCOMES

Name of Program: Petroleum Management

Period Covered: 2018-2019

Submitted by whom: Matthew McKinney

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.): This program has produced only a single graduate, making PSLO assessment challenging. We chose to use the GPA of the student in courses relevant to this PSLO as a marker of success. Courses considered for this GPA calculation were ENVS-210, ENVS-340, ENVS-350, ENVS-335, ENVS-356, ENVS-420, and ENVS-430. The student graduated with three C's, three B's, and one A in these courses. The total GPA for the student in these courses was a 2.66. The decision threshold for this PSLO was a GPA of 2.7 or higher.

- b. Assessment Results: The calculated GPA for courses relevant to this PSLO was below the threshold value.
 - c. Decisions and Actions: It is difficult to make inferences about the success of the program due to its low enrollment. Though the student's GPA was below the threshold set, it was very close to the threshold (2.66 vs. 2.7). It is our opinion that continued support for this program may not be merited. If the program continues to be supported, additional data will allow us to make more informed decisions. No changes will be made at this time.
- 2. Student Learning Outcome #2: Graduates will gain experience in applying the program knowledge in an environmental science and/or business internship within the petroleum industry.
 - a. Methods of Assessment (Rubric, Essay, Panel, Portfolio, etc.): We used the successful completion of an internship as a measure of success for this PSLO.
 - b. Assessment Results: The one student completing this major was able to successfully complete an internship in the petroleum industry.
 - c. Decisions and Actions: No action to be taken at this time.
- 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.): To assess this PSLO we used the GPA for the student in relevant courses (BUSI-140, 160, 235, and 275) and compared it to a decision threshold GPA of 2.7.
 - b. Assessment Results: The student GPA in courses relevant to this PSLO was a 3.0, indicating success at the 2.7 GPA threshold.

- c. Decisions and Actions: No action will be taken at this time, but as more students enroll in the course and additional information can be gathered we anticipate changes will be made.

ALDERSON BROADDUS UNIVERSITY
ASSESSMENT RECORD FOR STUDENT LEARNING OUTCOMES

Name of Program: Physical Education

Period Covered:2018-2019

Submitted by: JD Long

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.

Outcome #1 Critical Thinking: The informed teacher candidate understands the content area and subject matter, facts, which leads to meaningful learning experiences.

- a. Assessment method: Courses in the PE discipline that assess this outcome are PHED 253, PHED 220 and EDU 313. Listed below are the key assessments for those courses.
EDU 313 Teach a Mini Lesson, Lesson Planning for that teaching, video tape analysis.

PHED 253 The teacher candidate will prepare a teaching unit and present to the class

PHED 220 Lesson Plan, Mini Lesson with research in content

- b. Assessment Results:
PHED 253, all 8 PHED majors presented and scored 80% or better.
EDU 313, my one student preparing for his internship in the Spring did prepare a lesson plan with age appropriate content and skills and did deliver that lesson above the 80%, the VBLA score was an 8 out of 10 on the scoring rubric.

PHED 220, all 8 of the PHED students completed the preparation of the age appropriate content within a written lesson plan and led to positive learning experiences. All 8 scoring rubrics did achieve the 80% pass rate.

- c. Decisions and Actions: The 313 course will be expanded to 2 lesson plans and 2 mini teaching model. I am satisfied with the PHED 220 course as it did help the candidate with preparing age appropriate activities/content in the classroom. The PHED 253 course students did all pass the 80% level but the real change I need to make is to extend the lecture of explanation of a full unit plan so the teacher candidate will understand the full purpose of the plan.

Outcome # 2 Communication: The teacher candidate uses effective verbal, non-verbal and media communication in relations with students, colleagues, parents, administrators, and other education stakeholders.

- a. Assessment method: Courses in the PE program that assess communication are: EDU 313, EDU 485.

Listed below are the key assessments for those courses

EDU 313 Videotaping of Mini Lesson

EDU 485 Lesson Presentation, letter to parents, stakeholders

- b. Assessment Results: My one teacher candidate in the 313/485 course successfully completed his mandatory assignment for communication skills by sending a letter to all parents/administrators to inform them of his presence in the classroom and to let them know of his plans to teach certain units during his stay. He also completed his videotaping of specific lessons and the rubric score (4.5 avg.) showed that he successfully communicates with students.
- c. Decisions and Actions: In the Fall I plan to make it very clear of due dates for completion of all the above assessments. My next 2 teacher candidates need a more structured calendar for completion.

Outcome # 3 Ethics: The teacher candidate applies ethical standards, legal responsibilities, and a values structure to decision making actions in the classroom.

- a. Assessment method: Courses in the PE and EDU program that assess this outcome are as follows:

EDU 313, EDU 485 listed below are the key assessments for those courses.

EDU 313 Collaboration with mentor teacher, evaluated by supervisor

EDU 485 STOT evaluation

- b. Assessment Results: The teacher candidate did a remarkable job with collaboration with the mentor teacher in the area of ethics, legal responsibly and basic decision making with students. This is a topic we do not take lightly when it comes to being in the public schools. The STOT scores confirmed valuable discussions with the topic and scores were above average on the rubric from the mentor teacher. (4,5)
- c. Decisions and Actions: No additional plans are being made to change anything with placement or changes in the mentor teachers we work with.

Outcome # 4 Diversity: The teacher candidate recognizes individual differences in students, is sensitive regarding diversity within the classroom and in the community, shows respect for all talents of all learners and works to help all people develop as confident learners.

- a. Assessment method: Courses in the PE and EDU program that assess this outcome are as follows:
EDU 485,490,495 Listed below are the key assessments for those courses.

EDU 485 Intern evaluation, TPA

EDU 495 Intern evaluation, TPA, STOT

EDU 490 Intern evaluation, TPA
- b. Assessment Results: All the diversity presentations in both courses completely cover many situations involving diversity in the classroom. The teacher candidate scored above average in all areas evaluated by the mentor teacher. STOT scores were above average with single (4) above average score on the rubric completed by the mentor teacher.
- c. Decisions and Actions: Once again the importance of stressing diversity trained has been on the EDU checklist to maintain our focus with our teacher candidates.

Outcome #5 Civic Engagement: The teacher candidate engages with students, parents, colleagues, and other school personnel to support student learning.

- a. Assessment method: Courses and clinical experience listings where engagement is assessed are listed below:
EDU 313, 485. Listed below are the key assessments for civil engagement.

EDU 313 Collaboration with mentor teacher

EDU 485 Letter to groups, collaboration with mentor teacher. STOT
- b. Assessment Results: The one teacher candidate collaborated positively with his mentor teacher and understands what is expected when he begins his internship in that classroom. The candidate scored a 5 on the scoring rubric which is exceptional. In the internship placement for all 3 mentors the candidate scored above average (4.3 mean) on the 5-point scale to successfully achieve his goal for civil engagement.
- c. Decisions and Actions: No changes for 2019-2020

ALDERSON BROADDUS UNIVERSITY
ASSESSMENT REPORT FOR STUDENT LEARNING OUTCOMES

Name of Program: Political Science

Period Covered: 2018-2019

Submitted by whom: Dr. Andrea Bucklew and Dr. James 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: Articulate verbally and in writing a Christian and public ethic of public service.
 - a. Methods of Assessment (Rubric, Essay, Panel, Portfolio, etc.): Exams and written assignments in POLS 210 State & Local Government
 - b. Assessment Results: Students scored an average of 73% on these assessments which is less than the goals of 80%
 - c. Decisions and Actions: This data will be reviewed during the summer of 2019 as curriculum modifications to the major are considered and implemented.
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.): a grade of 75% or greater on the third exam in POLS 200.

- b. Assessment Results: 88% of students achieved the desired score.
 - c. Decisions and Actions: This data will be reviewed during the summer of 2019 as curriculum modifications to the major are considered and implemented.
- 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 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)
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 - c. Decisions and Actions: This data will be reviewed during the summer of 2019 as curriculum modifications to the major are considered and implemented.
- 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 research project in POLS 220, International Studies.
 - b. Assessment Results: 89% of students achieved the desired outcome.
 - c. Decisions and Actions: This data will be reviewed during the summer of 2019 as curriculum modifications to the major are considered and implemented.

Final Note: Political science program will be undergoing a thorough review during the summer of 2019. It is anticipated that significant curriculum revisions will occur.

ALDERSON BROADDUS UNIVERSITY

ASSESSMENT REPORT FOR STUDENT LEARNING OUTCOMES

Name of Program: Psychology

Period Covered: 2018-2019 Academic Year

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

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 or August 2019, 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	130-152	140	142.5	8	0
S1: Learning, Cognition, Memory Raw score range from 20-100 with the Average Score Range of 43-66	34-63	47	43	9	1
S2: Perception, Sensation, Physiology Raw score range from 20-100 with the Average Score Range of 44-68	31-48	39	41	6	0
S3: Clinical, Abnormal, Personality Raw score range from 20-100 with the Average Score Range of 45-68	26-68	44	47	13	2
S4: Developmental and Social Raw score range from 20-100 with the Average Score Range of 45-68	35-50	42	41	7	0

These statistics are fairly consistent with those of the past few years and paint an unfavorable picture of the content knowledge of AB 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 140.00 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 eight 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:
 - i. 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.
 - 1. This will be addressed this upcoming year by adding a small graded part of this examination score to the student's grade in either Psych Seminar course or Psych internship course. We are hoping that by adding the exam score as a graded component that students will take some opportunity to review for the exam and to complete the exam to their best and fullest ability.
 - 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.
 - 1. While it may not be a significant change, the Psychology program approved a different check sheet for the major at the end of the 2019 academic year (please see the end of this report form for the complete proposal for all changes to the program that were approved by the faculty assembly in April 2019.) One of those changes was requiring an additional 3-hour Psych course to the required curriculum; therefore, students will be taking a total of 39 required hours in the Psychology field.
 - 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, and 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.

1. We have changed the Physiological course to hopefully attract more students to complete this optional course but so that they at least have a basic understanding of the physiology material.

At the end of the 2018-2019 academic year, the psychology program changed several pieces of their major. The review and approval of new curriculum changes better reflects the changing demographics of psychology students at the University. It is believed that these changes clarify the future direction of the program but will continue to be evaluated for necessary changes. Dr. James Dunbar and Mrs. Kari Sisk advised 49 psychology majors in the 2018-19 academic year. In addition to majors, this academic year there were 19 students who had declared Psychology as a minor. 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 Nursing, Political Science, Communications, Religion and Philosophy major, and add courses added to the curriculum in the Education, Sports Management, and Exercise Science major. The psychology courses are growing in size, as most courses reach maximum enrollment requiring some overloading in the courses. No new courses were taught this academic year; however, a new required course in Human Sexuality was added to the curriculum. Note: Please see the end of this proposal for the full Psychology program proposal for all changes.

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 the following course: Psyc 301: Psychology of Learning. The class average for the Psyc 301 was 95.11%. These assignments required students to critically evaluate past research by providing a critique of the procedures and applying the theoretical aspects by reproducing the research under altered conditions. Then reproducing the effects reported in the research. Students also developed new theories as a way of providing alternative explanations concerning the results of published research and 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 students gradually show increases in understanding the mythological aspect of research and experimentation, a slight majority also demonstrated difficulties providing an accurate analysis of the relationship between the research results and the theory utilized in published 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 is assessed through the activities of Psyc 550: Senior Seminar; however, that course was not taught this academic year. Therefore, Goal 2b was not assessed during the 2018-19 academic year since their assessment is done via course assignments conducted in two courses required of all majors: Psychology 360: Research Methods and Psychology 550: Senior Seminar. This goal was assessed and recommendations made in the 2017-18 report. Achievement of these goals will be assessed again as part of the 2019-20 program assessment.
- b. **Assessment Results:**
- 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, and their understanding of the literature review section.

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.

Methods of Assessment (Rubric, Essay, Panel, Portfolio, etc.): This goal was identified when Alderson Broaddus 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 ABU Counseling Center, which we hope to continue that connection to allow an opportunity for one of our very own majors to work with our counselor. 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 Broaddus 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. We are further planning to assist students and explore opportunities to allow for more internship opportunities. Students have also been encouraged to explore ideas and areas of internship during the summer months while they are home. 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 10 active members, but membership number has ranged from 10-15 students over the past 6 years. This organization this year completed a few service projects including: 1. A fundraiser for the Wounded Warriors Projects; 2. Guest speaker for PTSD; 3. A trip to the local nursing home during the holiday season to deliver Christmas cards. 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.

Assessment Results: See above discussion

Decisions and Actions: This goal was recently removed from future Psychology program outcomes. The program underwent a large change in curriculum that was passed by the faculty assembly on April 22, 2019. A third goal for the Psychology program was added to better fit the direction of the program at this time.

Assessment Report for Program Student Learning Outcomes.

Name of Program: Public Relations

Period Covered: 2018-2019

Submitted by: John Davies

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:* (data from 2016-2018 – course not taught during this assessment period)

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.

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:* (data for Comm 175 from 2016-2018 – course not taught during this assessment period)

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. Battler Columns won second place in the National Student Press Association contest.

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:* (data from 2016-2018 – course not taught during this assessment period)

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:*

Student Identifier		Final Project
Student #1		100%
Student #2		90%

c. *Decisions and Actions:* Both students demonstrated mastery of the outcome. Although this outcome may be applicable to PR students, it is more appropriate for the Journalism and Professional Writing Program. Therefore, revise this outcome:

Proposed Learning Outcome #4: Students will be able to prepare and present a case study of a public relations problem

a. Method of Assessment – final project in Comm 340

Student Learning Outcome #5: 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 490 campaigns class

b. Assessment Results: COMM 490 is a new course - not offered in this reporting period. in 2018

c. Decision and Actions: Evaluate next reporting period

ALDERSON BROADDUS UNIVERSITY
ASSESSMENT REPORT FOR STUDENT LEARNING OUTCOMES

Name of Program: Religion and Philosophy

Period Covered: 2018-2019

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: Students will develop their own theological perspective.
 - a. Methods of Assessment (Rubric, Essay, Panel, Portfolio, etc.): Eighty percent of the students will achieve a minimum score of 85 on the theological perspective paper.
 - b. Assessment Results: Not applicable this year.
 - c. Decisions and Actions: No actions taken at this time.

2. Student Learning Outcome #2: Students will be able to apply inductive and deductive reasoning.
 - a. Methods of Assessment (Rubric, Essay, Panel, Portfolio, etc.): Seventy percent of the students will score a minimum aggregate score of 320 on four classroom exams.
 - b. Assessment Results: There were only three majors in this class, two were an A and one a C which resulted in 67% falling slightly short of the 70% goal.

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

- 3. Student Learning Outcome #3: Students will evaluate ethical dilemmas.
 - a. Methods of Assessment (Rubric, Essay, Panel, Portfolio, etc.): Seventy percent of students will achieve a minimum score of 80% on the case study assignment.
 - b. Assessment Results: 100% of the students achieved this student learning outcome.
 - c. Decisions and Actions: No actions taken at this time.

- 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: Secondary Education Mathematics

Period Covered: Fall 2018 – Spring 2019

Submitted by whom: Erin Brumbaugh

NOTE: Because there were no graduating students enrolled in this major for the academic year, no assessment data was gathered.

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.

Student Learning Outcome #1: Critical Thinking – The informed beginning teacher understands the content area subject matter and synthesize knowledge , facts, and understanding from a variety of disciplines in planning and providing meaningful learning experiences.

- a. Methods of Assessment (Rubric, Essay, Panel, Portfolio, etc.): Critical thinking will be assessed using the tools in place in EDUC 500 and 550, including the Performance Assessment Instrument, evaluations from cooperating host teachers, and the exit interview.
- b. Assessment Results: None
- c. Decisions and Actions: None

Student Learning Outcome #2: Communication – The informed beginning teacher uses effective verbal, non-verbal and media communications in relations with students, colleagues, parents, administrators and other education stakeholders.

- a. Methods of Assessment (Rubric, Essay, Panel, Portfolio, etc.): Communication will be assessed using the tools in place in EDUC 500 and EDUC 550, including the Performance Assessment Instrument, evaluations from host teachers, and the exit interview.
- b. Assessment Results: None
- c. Decisions and Actions: None

Student Learning Outcome #3: Ethics - The sensitive teacher applies ethical standards, legal responsibilities and a values structure to decision-making and action in the classroom.

- a. Methods of Assessment (Rubric, Essay, Panel, Portfolio, etc.): Ethics will be assessed using the tools in place in EDUC 500 and 550, including including the Performance Assessment Instrument, evaluations from host teachers, and the exit interview.
- b. Assessment Results: None
- c. Decisions and Actions: None

Student Learning Outcome #4: Diversity - The informed teacher recognizes individual difference, is sensitive regarding diversity within the classroom and in the community, shows respect for the varied talents of all learners, and works to help all people develop as confident learners.

- a. Methods of Assessment (Rubric, Essay, Panel, Portfolio, etc.): An acceptable understanding of diversity will be assessed using the tools in place in EDUC 500 and EDUC 550, including the Performance Assessment Instrument, evaluations from host teachers, and the exit interview.
- b. Assessment Results: None
- c. Decisions and Actions: None

Student Learning Outcome #5: Civic Engagement - The effective teacher engages with students, parents, colleagues, and other school and community stakeholders to support student learning.

- a. Methods of Assessment (Rubric, Essay, Panel, Portfolio, etc.): Civic engagement will be assessed using the tools in place in EDUC 500 and EDUC 550 including the Performance Assessment Instrument, evaluations from host teachers, and the exit interview.
- b. Assessment Results: None
- c. Decisions and Actions: None

** Due to declining enrollments, this program may be placed in dormancy at the conclusion of this academic year. The College of Education is conducting a thorough review of the program, curriculum, learning outcomes, etc. during this time period before deciding whether or not to reactivate the program.

ALDERSON BROADDUS UNIVERSITY
ASSESSMENT REPORT FOR STUDENT LEARNING OUTCOMES

Name of Program: Secondary Education Social Studies

Period Covered: Fall 2018 – Spring 2019

Submitted by whom: Erin Brumbaugh

NOTE: Because there were no graduating students enrolled in this major for the academic year, no assessment data was gathered.

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.

Student Learning Outcome #1: Critical Thinking – The informed beginning teacher understands the content area subject matter and synthesize knowledge, facts, and understanding from a variety of disciplines in planning and providing meaningful learning experiences.

- a. Methods of Assessment (Rubric, Essay, Panel, Portfolio, etc.): Critical thinking will be assessed using the tools in place in EDUC 500 and 550, including the Performance Assessment Instrument, evaluations from cooperating host teachers, and the exit interviews.
- b. Assessment Results: None
- c. Decisions and Actions: None

Student Learning Outcome #2: Communication – The informed beginning teacher uses effective verbal, non-verbal and media communications in relations with students, colleagues, parents, administrators and other education stakeholders.

- a. Methods of Assessment (Rubric, Essay, Panel, Portfolio, etc.): Communication will be assessed using the tools in place in EDUC 500 and EDUC 550, including the Performance Assessment Instrument, evaluations from host teachers, and the exit interview.
- b. Assessment Results: None
- c. Decisions and Actions: None

Student Learning Outcome #3: Ethics - The sensitive teacher applies ethical standards, legal responsibilities and a values structure to decision-making and action in the classroom.

- a. Methods of Assessment (Rubric, Essay, Panel, Portfolio, etc.): Ethics will be assessed using the tools in place in EDUC 500 and 550, including the Performance Assessment Instrument, evaluations from host teachers, and the exit interview.
- b. Assessment Results: None
- c. Decisions and Actions: None

Student Learning Outcome #4: Diversity - The informed teacher recognizes individual difference, is sensitive regarding diversity within the classroom and in the community, shows respect for the varied talents of all learners, and works to help all people develop as confident learners.

- a. Methods of Assessment (Rubric, Essay, Panel, Portfolio, etc.): An acceptable understanding of diversity will be assessed using the tools in place in EDUC 500 and EDUC 550, including the Performance Assessment Instrument, evaluations from host teachers, and the exit interview.
- b. Assessment Results: None
- c. Decisions and Actions: None

Student Learning Outcome #5: Civic Engagement - The effective teacher engages with students, parents, colleagues, and other school and community stakeholders to support student learning.

- a. Methods of Assessment (Rubric, Essay, Panel, Portfolio, etc.): Civic engagement will be assessed using the tools in place in EDUC 500 and EDUC 550 including the Performance Assessment Instrument, evaluations from host teachers, and the exit interview.
- b. Assessment Results: None
- c. Decisions and Actions: None

**There are many students who should be entering the TEP within the next year, so data should be forthcoming for next years' assessment report.

ALDERSON BROADDUS UNIVERSITY
ASSESSMENT REPORT FOR STUDENT LEARNING OUTCOMES

Name of Program: Sport Management

Period Covered: 2018-19 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-260).
 - a. Methods of Assessment: Measured through a comprehensive group marketing plan completed in SPMT-260. Students must achieve an 80% (B) on the Marketing Plan, which includes both a paper and a presentation portion.
 - b. Assessment Results: 25 out of 32 (78%) achieved an 80% or better on the Marketing Plan.

- c. Decisions and Actions: This was the second year the Marketing Plan was used as the method of assessment. Results continue to indicate the need to revisit the guidelines and instructions to improve the quality of both the paper and presentation

Student Learning Outcome #2: Analyze and evaluate legal issues and liability in sport (SPMT-305).

- a. Methods of Assessment: Measured through the completion and presentation of 5 case studies in SPMT-305. 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: 23 out of 26 (89 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: This course is being moved from second semester freshman course to second semester junior in an effort to create a more successful experience for the students due to the complexity of the material.

Student Learning Outcome #3: - Prepare and analyze a budget and finance management plan (SPMT-140)

- 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.
- b. Assessment Results: 28 out of 28 (100%) achieved at least an 80% on this simulation.
- c. Decisions and Actions: Three different methods have been attempted over the course of three years of assessment with this simulation, with each of which have displayed flaws.

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: 13 out of 13 (100 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 (SPMT-485).

- 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-485, 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: 16 out the 20 (80 percent)—some repeated internship both semesters to fulfill the 12 credit requirement by taking six credits per semester—enrollees in SPMT-485 showed some improvement from the midterm to final evaluation, and all 20 demonstrated some positive learning experiences from their internship.

- c. Decisions and Actions: The interns continue to need better preparation leading into their internship. We have added a new course SPMT-355 Leadership in Sport to help with this along with making adjustments to the curriculum in SPMT-320.

ALDERSON BROADDUS UNIVERSITY
ASSESSMENT REPORT FOR STUDENT LEARNING OUTCOMES

Name of Program: Masters of Science in Anatomy

Period Covered: May 2018 – May 2019

Submitted by whom: Kristen Winter

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 graduate will have the expertise to instruct and train undergraduate, graduate, and health science students in the areas of gross anatomy, histology / cell anatomy, neuroanatomy and pathophysiology.
 - a. *Methods of Assessment* (Rubric, Essay, Panel, Portfolio, etc.): Graduates will demonstrate their knowledge in the areas of gross anatomy, histology/cell anatomy, neuroanatomy and pathophysiology in preparation of undergraduate, graduate, and health science student instructions by achieving a score of 70% or higher in the following courses: ANAT 700, ANAT 720, ANAT 740, and ANAT 800. Additionally, students will show their expertise through the successful completion of their capstone evaluation by achieving a score of 80% or higher.
 - b. *Assessment Results*: In ANAT 700, 100% of the graduates achieved a score of 70% or higher in the course. The average final grade for the graduating students in ANAT 700 was 89.3%. In ANAT 720, 100% of the graduates achieved a score of 70% or higher in the course. The average final grade for the graduating students in ANAT 720 was 86.5%. In ANAT 740, 100% of the graduates achieved a score of 70% or higher in the course. The average final grade for the graduating students in ANAT 740 was 94.4%. In ANAT 800,

100% of the graduates achieved a score of 70% or higher in the course. The average final grade for the graduating students in ANAT 800 was 93.6%. 100% of students achieved an 80% or higher on their capstone evaluation.

- c. Decisions and Actions: Current assessment is based on only three graduates in the first graduating class of Spring 2019. At this time, there is no evidence to support changing assessment. However, additional data from subsequent cohorts must be considered.
2. Student Learning Outcome #2: The graduate will develop a working knowledge of biochemistry, genetics, and scientific research.
 - a. Methods of Assessment (Rubric, Essay, Panel, Portfolio, etc.): Graduates will demonstrate their knowledge in the areas of biochemistry and genetics by achieving a score of 70% or better in the following courses: ANAT 760 and ANAT 780. Graduates will show their working knowledge of scientific research by achieving a score of 70% or higher in the following courses: ANAT 500, ANAT 520, and ANAT 540. Additionally, students will show their knowledge of the subject areas through the successful completion of their capstone evaluation by achieving a score of 80% or higher.
 - b. Assessment Results: In ANAT 760, 100% of the graduates achieved a score of 70% or higher in the course. The average final grade for the graduating students in ANAT 760 was 91.1%. In ANAT 780, 100% of the graduates achieved a score of 70% or higher in the course. The average final grade for the graduating students in ANAT 780 was 96.4%. In ANAT 500, 100% of the graduates achieved a score of 70% or higher in the course. In ANAT 520, 100% of the graduates achieved a score of 70% or higher in the course. In ANAT 540, 100% of the graduates achieved a score of 70% or higher in the course. 100% of students achieved an 80% or higher on their capstone evaluation.
 - c. Decisions and Actions: Current assessment is based on only three graduates in the first graduating class of Spring 2019. At this time, there is no evidence to support changing assessment. However, additional data from subsequent cohorts must be considered.
3. Student Learning Outcome #3: The graduate will be able to manage and educate in gross anatomy, pathophysiology, neuroanatomy, and histology classroom.
 - a. Methods of Assessment (Rubric, Essay, Panel, Portfolio, etc.): Graduates will demonstrate their ability to manage and educate in the in gross anatomy, pathophysiology, neuroanatomy, and histology classroom by achieving a score of 70% or higher in the following courses: ANAT 600, ANAT 620, and ANAT 640. Additionally, they will confirm these skills through the successful completion of their capstone evaluation with a score of 80% or higher.
 - b. Assessment Results: In ANAT 600, 100% of the graduates achieved a 70% or higher. In ANAT 620, 100% of the graduates achieved a 70% or higher. In ANAT 640, 100% of the graduates achieved a 70% or higher. 100% of students achieved an 80% or higher on their capstone evaluation.

- c. Decisions and Actions: Current assessment is based on only three graduates in the first graduating class of Spring 2019. At this time, there is no evidence to support changing assessment. However, additional data from subsequent cohorts must be considered.
- 4. Student Learning Outcome #4: The graduate will be able to manage and educate in gross anatomy, pathophysiology, neuroanatomy, and histology laboratories.
 - a. Methods of Assessment (Rubric, Essay, Panel, Portfolio, etc.): Graduates will demonstrate their ability to manage and educate in the in gross anatomy, pathophysiology, neuroanatomy, and histology laboratories by achieving a score of 70% or higher in the following courses: ANAT 600, ANAT 620, and ANAT 640. Additionally, they will confirm these skills through the successful completion of their capstone evaluation with a score of 80% or higher.
 - b. Assessment Results: In ANAT 600, 100% of the graduates achieved a 70% or higher. In ANAT 620, 100% of the graduates achieved a 70% or higher. In ANAT 640, 100% of the graduates achieved a 70% or higher. 100% of students achieved an 80% or higher on their capstone evaluation.
 - c. Decisions and Actions: Current assessment is based on only three graduates in the first graduating class of Spring 2019. At this time, there is no evidence to support changing assessment. However, additional data from subsequent cohorts must be considered.
- 5. Student Learning Outcome #5: The graduate will be able to conduct research in the clinical and educational setting.
 - a. Methods of Assessment (Rubric, Essay, Panel, Portfolio, etc.): The graduates will demonstrate that they have acquired the knowledge required to conduct research in the clinical and educational setting by achieving a score of 70% or higher in the following courses: ANAT 500, ANAT 520, and ANAT 540. Additionally, they will confirm these skills through the successful completion of their capstone evaluation with a score of 80% or higher.
 - b. Assessment Results: In ANAT 500, 100% of the graduates achieved a 70% or higher. In ANAT 520, 100% of the graduates achieved a 70% or higher. In ANAT 540, 100% of the graduates achieved a 70% or higher. 100% of students achieved an 80% or higher on their capstone evaluation.
 - c. Decisions and Actions: Current assessment is based on only three graduates in the first graduating class of Spring 2019. At this time, there is no evidence to support changing assessment. However, additional data from subsequent cohorts must be considered.
- 6. Student Learning Outcome #6: The graduate will demonstrate a level of professionalism expected to succeed in the educational, professional, and research setting.

- a. Methods of Assessment (Rubric, Essay, Panel, Portfolio, etc.): A teaching observation rubric will be used by the preceptor to evaluate the students during lecture and laboratory sessions. The rubric will evaluate the students in four domains including: planning and preparation, creating an environment, teaching for learning, and professionalism. Graduates will demonstrate success by achieving a score of 35 or higher out of 50 on the teaching observation rubric. Additionally, the graduate will demonstrate success in these areas by the successful completion of their capstone evaluation with a score of 80% or higher.
 - b. Assessment Results: 100% of graduates were achieved a score of 35 or higher out of 50 on their teaching observation rubric with the average score being 49 out of 50. Additionally, 100% of students achieved an 80% or higher on their capstone evaluation.
 - c. Decisions and Actions: Current assessment is based on only three graduates in the first graduating class of Spring 2019. At this time, there is no evidence to support changing assessment. However, additional data form subsequent cohorts must be considered. Plan to incorporate self-evaluation, peer evaluation, and student evaluation into the assessment of this student learning outcome to allow for a more comprehensive evaluation of the graduates success in the academic setting.
7. Student Learning Outcome #7: The graduate will practice compassion and care regarding to human remains and the Human Gift Registry.
- a. Methods of Assessment (Rubric, Essay, Panel, Portfolio, etc.): The graduates' ability to practice compassion and care regarding human remains and the Human Gift Registry will be evaluated by the following methods: prosections, F2F interaction, and self-reflection.
 - b. Assessment Results: 100% of graduates completed assigned prosections, assisted in the care, preparation, and transfer of cadavers from the WVU Human Gift Registry.
 - c. Decisions and Actions: Current assessment is based on only three graduates in the first graduating class of Spring 2019. At this time, there is no evidence to support changing assessment. However, additional data form subsequent cohorts must be considered. Plan to incorporate self-evaluation, peer evaluation, and student evaluation into the assessment of this student learning outcome to allow for a more comprehensive evaluation of the graduates success in the academic setting.