



**Alderson  
Broaddus  
UNIVERSITY**

Annual Program Assessment Report

2019 - 2020

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# Alderson Broaddus University

## Program Assessment Summary

2019 - 2020 Academic Year

At the conclusion of each academic year, each program completes a Program Assessment Report. Each program<sup>1</sup> analyzes assessment data and then determines in the “Actions and Decisions” section of each report, what changes, if any, should be implemented based on the data to enhance student achievement of learning outcomes. A summary of the findings of each program assessment report follows. This table identifies the actions that were taken to improve and strengthen student learning and provides a mechanism for monitoring and reporting continuous improvement.

Actions are classified into six (6) categories:

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

<sup>1</sup> The following programs, which were in their first year of implementation, had no program completers. Therefore, no Program Assessment Reports were required: Health Care Management and Integrated Marketing Communication.

<b>Use of Data for Continuous Improvement</b>	<b>Number of Programs</b>
Adjust/Revise Course Content	6
Modify Pedagogy	3
Modify Curriculum	6
Modify Learning Outcomes	1
Modify Assessment Methods	10
Other	8

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: 2019 - 2020

Submitted by whom: Betsy McComas

*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.):
    - A) Students must achieve a score of 80% or higher on the two exams in BUSI-250, Business Ethics.
    - B) Students must achieve a score of 80% or higher on a "business ethical dilemma" group project presentation.
  - b. Assessment Results:
    - A) 81.25% of students earned an 80 percent or higher on the two exams.
    - B) 87.5% of students earned an 80% percent or higher on a "business ethics dilemma" group project presentation.
  - c. Decisions and Actions: No changes 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% on the grading rubric for a comprehensive problem analysis in Business 315 Auditing II.
  - b. Assessment Results: 82% of students earned a 75% or higher on the project.
  - 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 (Rubric, Essay, Panel, Portfolio, etc.): Students much achieve a score of 75% on the grading rubric for the 3 exams in Business 420, Advanced Accounting.
  - b. Assessment Results: 73% of students earned a 75% or higher grade on the exams.
  - 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 most appropriate, and effectively communicate results.
  - a. Methods of Assessment (Rubric, Essay, Panel, Portfolio, etc.):
    - A) Students must achieve a score of 80% or higher on the two exams in BUSI-490, Strategic Management/Business Policy (previously BUSI-550).
    - B) Students must achieve a score of 80% or higher on a Harvard Online Strategic Management Simulation.
    - C) Students must achieve a score of 80% or higher on a Fortune 500 Company Strategy Portfolio.
  - b. Assessment Results:
    - A) 90% of students achieved a score of 80% or higher on the two exams.
    - B) 100% of students achieved a score of 80% or higher on the Harvard Online Strategic Management Simulation.
    - C) 100% of students achieved a score of 80% or higher on a Fortune 500 Company Strategy Portfolio.
  - b. Decisions and Actions: No changes at this time.

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

Name of Program: Biology

Period Covered: Fall 2019 – Spring 2020

Submitted by whom: Biology Faculty

*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 2019. 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) The Senior exam scores ( $\bar{x} = 63.3 \pm 23.8$  (SD)%,  $n = 3$ ) were compared to the freshman exam scores ( $\bar{x} = 26.0 \pm 10.1$  (SD)%,  $n = 76$ ).

**c. Analysis:**

- a) The scores of incoming freshmen suggest that most freshmen were simply guessing at multiple choice answers.
- b) Three of the 10 graduating seniors took the exam. We believe these low numbers reflect a difficulty in communicating frequently with seniors due to the Covid-19 pandemic-related changes to instruction and the fact that the exam is voluntary. In the future, we plan on requiring the students to take the exam as part of their Senior research class.
- c) Our average score for the three graduating senior was slightly 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) We identified 4 of 50 questions that all of the seniors marked incorrectly and 11 of 50 questions that 2/3 of the seniors marked incorrectly. We plan to revisit these questions and their place in our curriculum to determine why students are not scoring well on these topics.

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: 4 biology projects were completed in the Fall and 6 biology in the spring. All of the 10 graduating biology seniors in 2019/2020 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 89% and the average poster score was 88%.
- ii. Student presentations in conferences (student names are not showing):
- Chakasaponin I from tea (*Camellia sinensis*) flower inhibits proliferation and percentage of ALDH+ cells of ovarian cancer stem cells. Senior Research Symposium, Philippi, WV. December 5, 2019.



- Saponins extracted from Baiye No.1 tea (*Camellia sinensis*) flower induce anti-proliferative effect and apoptosis of cisplatin-resistant ovarian cancer cells. Senior Research Symposium, Philippi, WV. December 5, 2019.
- Chakasaponin I from tea (*Camellia sinensis*) induces S cell arrest of cisplatin-resistant ovarian cancer cells. 18<sup>th</sup> WV-INBRE Research Symposium, Huntington, WV. July 30, 2019.
- Chakasaponin I from tea (*Camellia sinensis*) flower inhibits proliferation and percentage of ALDH+ cells of ovarian cancer stem cells. 18<sup>th</sup> WV-INBRE Research Symposium, Huntington, WV. July 30, 2019.
- Saponins extracted from Baiye No.1 tea (*Camellia sinensis*) flower induce anti-proliferative effect and apoptosis of cisplatin-resistant ovarian cancer cells. 18<sup>th</sup> WV-INBRE Research Symposium, Huntington, WV. July 30, 2019.
- Saponins extracted from Baiye No.1 tea (*Camellia sinensis*) flower inhibit ovarian cancer stem cells. 18<sup>th</sup> WV-INBRE Research Symposium, Huntington, WV. July 30, 2019.
- Epigenetic Regulation of the Nuclear Genome in Type 2 Diabetes Mellitus. 18<sup>th</sup> WV-INBRE Research Symposium, Huntington, WV. July 30, 2019.
- Neurocircuitry Mediating the Effects of Nutrition on Reproduction: The KNDy/POMC Connection. 18<sup>th</sup> WV-INBRE Research Symposium, Huntington, WV. July 30, 2019.

iii. Student receiving awards (student names are not included):

- a. One student received ABU's Science, Technology, and Mathematics Research Award in 2020.
- b. One student received ABU's Science, Technology, and Mathematics Academic Award in 2020.
- c. One student was selected to represent the WV INBRE program in Washington D.C.
- d. One student was selected to represent all undergraduate students of the WV INBRE program to present at the WV INBRE Summer Symposium in Marshall University.

- 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 100% 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 2019 that were employed or had achieved acceptance into a post-graduate program one year after their graduation.

- b. **Assessment Results:** We received an 89% response rate. Of those that responded 100% of our graduates were either employed or pursuing a post-graduate degree. Three (18%) students indicated that they were employed in the field and six (35%) indicated that they were employed in another field. Nine (53%) students were enrolled in a graduate program. Post-graduate programs accepting our graduating seniors include:
1. Four students were accepted into the Physician's assistant program at Alderson Broaddus University.
  2. One student was accepted into Doctoral programs at Marshall University.
  3. One student was accepted into the Masters of Anatomy program at Alderson Broaddus University.
  4. One student was accepted into the graduate program at the University of Tennessee.
  5. One student was accepted into the Masters of Secondary Education program at West Virginia University.
  6. One student was accepted into Veterinary School of Medicine at Ohio State University.
- c. **Analysis:** We chose to analyze our graduates from one year ago to allow for the opportunity for graduates to find employment in their field or apply for post-graduate programs. We are satisfied that 53% of our graduates chose to pursue and were accepted into post-graduate programs. We would like to improve the proportion of students employed within their field. We hope to do so by offering more career counselling from within the major.

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

Name of Program: **Business Administration**

Period Covered: **2019-2020**

Submitted by whom: **Austin H. O'Connor**

*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 and guide operations to reduce risk and promote ethical practices.

a. Methods of Assessment:

- A) Students must achieve a score of 80% or higher on the two exams in BUSI 250
- B) Students must achieve a score of 80% or higher on a "business ethical dilemma" group project presentation.

b. Assessment Results:

- A) 81.25% of students earned an 80 percent or higher on the two exams.
- B) 87.5% of students earned an 80 percent or higher on a "business ethical dilemma" group project presentation.

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

2. Student Learning Outcome #2:

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

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

BUSI 345: Marketing Research: The instructor assigned to the course did not provide assessment metrics to evaluate due to COVID 19. Only data used was final grade distribution.

- b. Assessment Results:

100% of the class received a final grade of "A". Had to use final grade distribution during this assessment period due to COVID 19 and the instructor was terminated after his contract ended.

- c. Decisions and Actions: When new instructor is assigned to teach the course there will be better assignment metrics used in order to have more objective data to assess.

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.):

A) Students must achieve a score of 80% or higher on the two exams in BUSI-235, Business Ethics.

B) Students must achieve a score of 80% or higher on a "human resources topic" group project presentation.

b. Assessment Results:

- A) 81.25% of students earned an 80 percent or higher on the two exams.
- B) 87.5% of students earned an 80% percent or higher on a "human resources topic" group project presentation.

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:

- A) Students must achieve a score of 80% or higher on the two exams in BUSI 495.
- B) Students must achieve a score of 80% or higher on a Harvard Online Strategic Management Simulation.
- C) Students must achieve a score of 80% or higher on a Fortune 500 Company Strategy Portfolio.

b. Assessment Results:

- A) 90% of students achieved a score of 80% or higher on the two exams.
- B) 100% of students achieved a score of 80% or higher on the Harvard Online Strategic Management Simulation.
- C) 100% of students achieved a score of 80% or higher on a Fortune 500 Company Strategy Portfolio.

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

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

**Name of Program: Chemistry**

**Period Covered: 2019-2020**

**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 #6: A Chemistry Graduate shall understand and master**

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

**Assessment Period: Fall 2019**

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

**Total Enrolment in Fall 2019: 4**

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

- 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%
Principles & Thermodynamics- concepts and applications	75%	0	25%
Chemical Equilibria and Phase rule	50%	50%	0
Chemical Kinetics- concepts and applications	75%	25%	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 were 4. As of the final grade, the percentage of students exceeding the score of 80 % overall was 75 %. 25 % of the class scored in the range of 70-80%. On the final examination, 50% of the class exceeded the expected score of 90%. 25% scored in the range of 80-90% and 25%, between 70-75%. 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 #2:

A graduate with a Chemistry major shall understand the basic concepts in organic chemistry which include chemical bonding in organic compounds, bond polarity, the concept of acids and bases, stereochemistry, chemical principles and reactivity of organic compounds (alkanes, alkenes, alkynes, halides).

**Assessment Period: Fall 2019**

**Course: Organic Chemistry (I) -CHEM 310**

**Number of Chemistry Majors Enrolled and Assessed: 4 (1 Freshman, 3 Juniors)**

### 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 in the learning outcome #2

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.

### b. Assessment Results:

Topics	% of students scoring >80%	% of students scoring between 70-80%	% of students scoring < 70%
Basic concepts, acids and bases, nomenclature	25	50	25
Stereochemistry	25	50	25
Reactions of alkanes, alkenes, alkynes and alkyl halides	25	0	75

c.

**Analysis:** The academic year 2019-2020 had four students enrolled and assessed for the learning outcome #2. Only one student had scored an aggregate of >90% or higher in all the three areas described in the course; the other three students' performed rather poorly in the section pertaining to



the reactions of organic compounds. Of these three students, two had scored an aggregate of 70% and one, below 70%.

**d. 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.

The one student who had scored over 90% no doubt has been a good student from the beginning of the semester. With the other three students being below average since the beginning of the semester, no relevant analysis can be provided for this academic year.

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

Name of Program: **Computer Science**

Period Covered: **Fall 2019 – Spring 2020**

Submitted by whom: **Adam Anderson**

*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: Students will demonstrate technical proficiency in at least 2 programming languages.

- a. Methods of Assessment (Rubric, Essay, Panel, Portfolio, etc.): Graduates will demonstrate technical proficiency in at least 2 programming languages (Java and Python) by completing both CSCI-110, CSCI-120, and CSCI-210. This is assessed via the final grade in CSCI-210. We expect 80% of the students to achieve a C.
- b. Assessment Results: For CSCI-210, all 5 students received a final grade of C or better. (2 As, 1 B, 2 Cs)
- c. Decisions and Actions: No change or action at this time.

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 students completing CSCI 490 and CSCI 491 with a final grade of a C or better. Algorithmic knowledge will be assessed through 70% of students completing CSCI 330 Data Structures and Algorithms with a final grade of a C or better.
- b. Assessment Results: For CSCI-330 Data Structures and Algorithms, only 7 students were in the course. Of those 7 students, all passed the course (D or better). 5/7 (71%) scored a C or better. In the senior design courses CSCI 490 and CSCI 491, 5 of 5 students earned a C or better.
- c. Decisions and Actions: For CSCI-330 Data Structures and Algorithms, no changes are expected. Because of staff changes, a new approach will be used in CSCI 490 and 491.

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.
- b. Assessment Results: In the 2019-2020 academic year, we offered CSCI 400: Advanced Python.

c. Decisions and Actions: In CSCI 400, we had 11 students. 10/11 (91%) of students scored a C or better on the final exam. Curriculum-wise, this is constantly changing. Next semester, we plan to offer 2 upper-level elective courses (Advance Programming/Problem Solving and MatLab).

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

Name of Program: Criminal Justice

Period Covered: **2019 - 2020**

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 a comprehensive essay.
  - b. Assessment Results: Assessment Exam – Ninety-three percent of students scored a 70% or higher
  - 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 a comprehensive essay.
    - Students will receive an average of 4 out of 5 on their internship evaluations.
  - b. Assessment Results: Assessment Exam:
    - Sixty-two percent of students achieved a 70% or higher.
    - All students completing internships received an average score of 4.5 for this outcome.
  - c. Decisions and Actions: Because this learning outcome was only partially met, changes are needed to improve student ability to evaluate ethical concerns. Additional case studies and discussion are needed to meet this outcome. In application during internship placement, the students clearly demonstrated this learning outcome.
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 a comprehensive paper.
  - b. Assessment Results:
    - Ninety-three percent of students scored a 70% or higher
  - c. Decisions and Actions: Because this learning outcome was met, no changes are necessary at this time.
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 a comprehensive paper
    - Students will receive an average of 4 out of 5 on their internship evaluations.
  - b. Assessment Results:
    - Ninety-three percent of students achieved a 70% or higher.
    - All students completing internships received an average score of 4.5 for this outcome.
  - c. Decisions and Actions: Because this learning outcome was met, no changes are necessary at this time.
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 a comprehensive writing assignment.
  - Students will receive an average of 4 out of 5 on their internship evaluations.
- b. Assessment Results:
  - Eighty-one percent of students earned a 70% or higher.
  - All students completing internships received an average score of 4.5 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 2019 – Spring 2020**

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:** For CSEC 221, 5 students took the course, 2 of them scored above 90%, 2 scored 80%, and 1 scored 60%. For CSEC 341. Five students took the course, 3 scored 90% and 2 scored 80%.
  - c. Decisions and Actions: no actions yet as these courses are taught for the first time and data is based on very few numbers of students. Next semester when more data accumulates, we will be able to decide with clearer vision.
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 2019-Spring 2020

Submitted by whom: Marcie Raol

*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 – Exit Portfolio, InTASC Standard 5

Every student in the program participates in the creation of a portfolio aligned to professional standards, InTASC Standards. Upon completion of the program, the seniors finalize their portfolio in preparation for a senior presentations and future interviews. InTASC Standard 5 states: The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

- b. Assessment Results:

Fall 2019 Average Scores: 1.5 / 2

Spring 2020 Average Scores: 2 / 2

- c. Decisions and Actions: The scores represent our students are able to implement critical thinking components in the classroom. However, this assessment does not directly align with the outcome as it is looking at how the AB student develops critical thinking in the classroom and not specifically at the AB student as a critical thinker. The results are related, but a new measure needs considered. As the department moves to a new accrediting agency, we are evaluating our assessment components and are in the process of revising our key assessments and rubrics. To this end, we will be considering the outcomes described here to develop assessments with stronger alignments.

## 2. Student Learning Outcome #2: Communication

- a. Methods of Assessment: Rubric – Portfolio
- b. Assessment Results: Every student in the program participates in the creation of a portfolio aligned to professional standards, InTASC Standards. Upon completion of the program, the seniors finalize their portfolio in preparation for a senior presentations and future interviews. This portfolio demonstrates graduates ability to communicate their college experience through a detailed portfolio and the artefacts contained within.

Fall 2019 Average Scores: 1.73 / 2

Spring 2020 Average Scores: 1.73 / 2

- c. Decisions and Actions: The portfolio is an excellent example of communication and the overall scores demonstrate our students are able to effectively communicate their experiences. However, the rubric used needs to align more specifically with the

expectations of the outcome. As the department moves to a new accrediting agency, we are evaluating our assessment components and are in the process of revising our key assessments and rubrics. To this end, we will be considering the outcomes described here to develop assessments with stronger alignments.

### 3. Student Learning Outcome #3: Ethics

#### a. Methods of Assessment: Rubric – Exit Portfolio, InTASC Standard 9

Every student in the program participates in the creation of a portfolio aligned to professional standards, InTASC Standards. Upon completion of the program, the seniors finalize their portfolio in preparation for a senior presentations and future interviews. InTASC Standard 9 states: Professional Learning and Ethical Practice—The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

#### b. Assessment Results:

Fall 2019 Average Scores: 1.5 / 2

Spring 2020 Average Scores: 1 / 2

#### c. Decisions and Actions: This is the weakest area demonstrated in the review. While qualitative data not included would demonstrate our students are ethical in their approach, their communication of this is not well demonstrated or assessed with the current rubric. InTASC Standard 9 is an excellent alignment with this outcome. However, the rubric needs to better align with the outcome for it now combines ethics with professional learning, thus blending the assessment criteria with another. As the

department moves to a new accrediting agency, we are evaluating our assessment components and are in the process of revising our key assessments and rubrics. To this end, we will be considering the outcomes described here to develop assessments with stronger alignments.

4. Student Learning Outcome #4: Diversity

a. Methods of Assessment: Rubric – Exit Portfolio, InTASC Standard 2

Every student in the program participates in the creation of a portfolio aligned to professional standards, InTASC Standards. Upon completion of the program, the seniors finalize their portfolio in preparation for a senior presentations and future interviews.

InTASC Standard 2 states: The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards

b. Assessment Results:

Fall 2019 Average Scores: 2 / 2

Spring 2020 Average Scores: 2 / 2

c. Decisions and Actions: This assessment demonstrates our student's excellent consideration of the implication of diversity within the classroom setting. As the department moves to a new accrediting agency, we are evaluating our assessment components and are in the process of revising our key assessments and rubrics. To this end, we will be considering the outcomes described here to develop assessments with stronger alignments.

5. Student Learning Outcome #5: Civic Engagement

- a. Methods of Assessment: Rubric - Dispositions
- b. Assessment Results: Our students are involved with the school setting for numerous hours throughout their experiences in the program. The assessment of our students through the eyes of their mentor teachers in the field demonstrate their engagement with the community.

A score of a 2 is acceptable on this rubric.

Fall 2019 Average Scores: 2.87 / 3

Spring 2020 Average Scores: 2.67 / 3

- c. Decisions and Actions: This rubric score shows that our students value and actively participate in their school settings and are continually positive representatives of AB in our community through their engagement.

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

Name of Program: Environmental Science

Period Covered: 2019-2020

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-335 Exams and final project grade.
  - b. Assessment Results: The exams in ENVS-335 are designed to test student knowledge of theoretical aspects of Environmental Science. The composite average for these exams for the 2019-2020 academic year was 74.8%. We consider an average of 70% or higher to be an indicator of success. The final project of ENVS-335 is designed to test practical,

hand-on aspects of Environmental Science. Students averaged an 87.2% on their final projects. We consider an average of 70% or higher to be an indicator of success.

- c. Decisions and Actions: Exam and final project averages were 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 preceding 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 2019-2020 academic year. 100% of students successfully completed the course.
- c. Decisions and Actions: We used a decision threshold of 70% completion. 100% of ENVS students in NSCI-461 completed the course. No further action will be taken 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 score for ENVS-340 was an 80.9%, and the average of the final exam scores for ENVS-350 was 86.4% for the 2019-2020 academic year. 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: 2019-2020

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 out of 25 = 96%.
  - 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 325 out of 350 = 93% on the rubric associated with EXSC 420. 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.): Written Project
  - b. Assessment Results: The average score for the project was 70 out of 80 = 87.5%.
  - 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 86%. Due to the COVID-19 pandemic, the oral practical examinations for the upper extremity was completed through video demonstration with an average score of 88.3%.
  - c. Decisions and Actions: Return to traditional oral practical examinations once social distance orders are eliminated.

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: Due to the closure of both the university and many healthcare facilities as a result of the COVID-19 pandemic the case study requirement was not completed. Instead, students were able to demonstrate mastery of this outcome through an assignment associated with EXSC 370. The rehabilitation assignment is graded using a rubric worth 60 total points, the average score was 57 out of 60 = 95%
  - c. Decisions and Actions: The program has decided to continue the case study requirement during the internship course once the institution and healthcare facilities reopen.

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

Name of Program: Interdisciplinary Studies

Period Covered: 2019-2020

Submitted by whom: Jim 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: Students develop critical thinking skills that would allow them to see the intellectual connections between disciplinary fields in their area of concentration.
  - a. Methods of Assessment (Rubric, Essay, Panel, Portfolio, etc.): Students will achieve an aggregate score on 3.5 or higher on a critical thinking rubric with the final required paper dealing with their own programmatic experiences.
  - b. Assessment Results: Was not assessed in 2019-2020.
  - c. Decisions and Actions:

2. Student Learning Outcome #2: Students develop an awareness of diverse peoples, cultures, and ideas through interdisciplinary learning.
  - a. Methods of Assessment (Rubric, Essay, Panel, Portfolio, etc.): Students will achieve an aggregate score on 3.5 or higher on the diversity rubric with the final required paper dealing with their own programmatic experiences.
  - b. Assessment Results: One student earned an aggregate of 3.75 and the other an aggregate of 3.6
  - c. Decisions and Actions: None
  
3. Student Learning Outcome #3: Students develop linkages between their interdisciplinary intellectual inquiries and their own ethical positions in terms of contemporary challenges facing individuals, communities, and societies.
  - a. Methods of Assessment (Rubric, Essay, Panel, Portfolio, etc.): Students will achieve an aggregate score on 3.5 or higher on the ethics rubric with the final required paper dealing with their own programmatic experiences.
  - b. Assessment Results: Both students earned a 5 on the rubric.
  - c. Decisions and Actions:

PROGRAM RECOMMENDATION: Since there is no systematic method to assess all students in the IDS program, it is recommended that a 1 credit capstone course be required of all IDS majors. These students would complete the three assignments in the final 8 weeks of their program. In addition, as IDS tends to be across colleges, it is recommended that Extended Learning become the home area for IDS, as it makes managing the program easier.

Assessment Report for Program Student Learning Outcomes.

Name of Program: Journalism & Professional Writing

Period Covered: 2019-2020

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:* Writing assignments in COMM 175 (Media Writing) and journalism practicum (qualitative evaluation of Battler Columns articles).

*b. Assessment Results:*

Student	Mean Score on Writing Assignments
01	86%
02	91%
03	62%
04	79%
05	61%
06	79%
07	82%
08	64%
09	40%
10	86%
11	94%
12	81%

- Sixty-six percent of the class achieved an aggregate score of 75% or greater on the writing assignments in COMM 175. Three of the four who did not meet this threshold did not complete all of the writing assignments, and the issue arose as the class transitioned from face-to-face to an online format.

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

c. *Decisions and Actions:* The pattern of results indicates that issues arose as the class transitioned to an online format. Prior to that, the revisions made to the course as a result of the previous assessment were proving very successful.

*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:* Scores on writing and information gathering assignments in Journ 200. Qualitative assessment of articles for Battler Columns

b. *Assessment Results:*

Student Identifier	Info Gathering	Basic News Story	Feature Story	Feature Profile Story	Beat Story
Student #1	82%	60%	88%	79%	Did not complete
Student #2	85%	60%	76%	73%	85%
Student #3	100	92%	88%	96%	95%
Student #4	65%	84%	76%	93%	85%

c. *Decisions and Actions:* On the whole, students demonstrate an adequate knowledge of key elements of journalism as displayed in their writing scores on assignments in Journ 200. Some of the low scores on these assignments are due to writing issues, not necessarily knowledge of journalism issues. A more accurate assessment of this outcome might be qualitative assessment of discussion of issues during class. Qualitatively, students understand journalism to a degree, but the application to the real world remains fuzzy. At the course level, more emphasis has to be made on the application of theoretical principles.

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1. 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. Methods of Assessment (Rubric, Essay, Panel, Portfolio, etc.): the student will attain an aggregate score of 75% or greater on all exams in COMM 355

b. Assessment Results:

Student	Quiz 1	Quiz 2	Quiz 3	Quiz 4	Quiz 5	Final Exam
01	85%	80%	100%	100%	100%	84%
02	92%	88%	33%	85%	100%	88%
03	62%	42%	100%	100%	80%	72%
04	92%	86%	100%	100%	80%	94%
05	82%	72%	100%	100%	80%	76%
06	46%	68%	100%	100%	100%	76%
07	92%	92%	100%	100%	100%	100%
08	88%	95%	100%	85%	100%	80%

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. The exams were an effective assessment method, although in future I will be changing some of the content of the exams.

*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*: (Course not taught during assessment period. Data here is from previous report)

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**

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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	82%	No
Student #2	82%	No
Student #3	Did not complete course%	No
Student #4	Did not complete course %	No

*c. Decisions and Actions:* Exam scores are about where they should be for the project. However, no journalism students participated in this class during this assessment period.

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

Name of Program: Legal Studies

Period Covered: 2019-2020

Submitted by whom: John Hicks and James Dorsey

*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 (Essay)
  - b. Assessment Results: One of two graduates completed the exit examination questions. The student successfully completed the exam question related to this learning outcome.
  - c. Decisions and Actions: For future evaluations, will administer exam on campus in order to ensure compliance. The student who completed the assessment appears to be adequately prepared in this learning outcome.
  
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.): Exams (Multiple Choice)
  - b. Assessment Results: Both graduates took 4 exams in CJUS 450 related to criminal courts and procedures. Their results are as follows:

	Graduate 1	Graduate 2
Exam 1	95	100
Exam 2	82	85
Exam 3	92	88
Exam 4	90	88

- c. Decisions and Actions: Both graduates appear to be adequately prepared in this learning outcome.
  
3. Student Learning Outcome #3: Graduate 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.): Exit Exam Questions (Essay)
  - b) Assessment Results: One of two graduates completed the exit examination questions. The student successfully completed the exam question related to this learning outcome.
  - c) Decisions and Actions: For future evaluations, will administer exam on campus in order to ensure compliance. The student who completed the assessment appears to be adequately prepared in this learning outcome.
  
4. Student Learning Outcome #4: Graduates will formulate and support arguments using primary and secondary research.
  - a. Methods of Assessment (Rubric, Essay, Panel, Portfolio, etc.): Legal Memorandum Assessment (writing assignment)
  - b. Assessment Results: Both graduates successfully completed and achieved passing grades on their legal memorandums as their final project for LEGL 350.
  - c. Decisions and Actions: Both graduates appear to be adequately prepared in this learning outcome.

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

Name of Program: **Marketing**

Period Covered: **2019-2020**

Submitted by whom: **Dr. Drew Ciccarello**

*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 and guide operations to reduce risk and promote ethical practices.

a. Methods of Assessment:

- A) Students must achieve a score of 80% or higher on the two exams in BUSI 250
- B) Students must achieve a score of 80% or higher on a "business ethical dilemma" group project presentation.

b. Assessment Results:

- A) 81.25% of students earned an 80 percent or higher on the two exams.
- B) 87.5% of students earned an 80 percent or higher on a "business ethical dilemma" group project presentation.

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

2. Student Learning Outcome #2:

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

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

BUSI 345: Marketing Research: The instructor assigned to the course did not provide assessment metrics to evaluate due to COVID 19. Only data used was final grade distribution.

b. Assessment Results:

100% of the class received a final grade of "A". Had to use final grade distribution during this assessment period due to COVID 19 and the instructor was terminated after his contract ended.

c. Decisions and Actions: When new instructor is assigned to teach the course there will be better assignment metrics used in order to have more objective data to assess.

3. Student Learning Outcome #3:

Apply marketing knowledge and skills to meet organizational goals through analytic and managerial techniques.

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

A) Students must achieve a score of 80% or higher on the two exams in BUSI-235, Business Ethics.

B) Students must achieve a score of 80% or higher on a "human resources topic" group project presentation.



- b. Assessment Results:  
BUSI 435: Marketing Research: The instructor assigned to the course did not provide assessment metrics to evaluate due to COVID 19. Only data used was final grade distribution.
- c. Assessment Results:  
100% of the class received a final grade of “A”. Had to use final grade distribution during this assessment period due to COVID 19 and the instructor was terminated after his contract ended.
- d. Decisions and Actions: When new instructor is assigned to teach the course there will be better assignment metrics used in order to have more objective data to assess.

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:

- A) Students must achieve a score of 80% or higher on the two exams in BUSI 495.
- B) Students must achieve a score of 80% or higher on a Harvard Online Strategic Management Simulation.
- C) Students must achieve a score of 80% or higher on a Fortune 500 Company Strategy Portfolio.

b. Assessment Results:

A) 90% of students achieved a score of 80% or higher on the two exams.

B) 100% of students achieved a score of 80% or higher on the Harvard Online Strategic Management Simulation.

C) 100% of students achieved a score of 80% or higher on a Fortune 500 Company Strategy Portfolio.

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

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

Name of Program:       Mass Communication, Digital Media Track

Period Covered: Fall 2019-Spring 2020

Submitted by whom: Dr. Joni M. Gray

*Definitions:*

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

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

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

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

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

a.   Methods of Assessment (Rubric, Essay, Panel, Portfolio, etc.): Students will attain a score of 114 out of 150 for the final project in MDIA255.

b.   Assessment Results:     Final project average was 87.6%.

13 of 15 students achieved the 114/150.

c.   Decisions and actions: Professor Anderson did not report the need to adjust/change the final project.

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 80 or greater on 100-point final assignment in MDIA135.
- b. Assessment Results:

Student Identifier	Assignment:Photo Story
Student 1	91
Student 2	93
Student 3	86
Student 4	97
Student 5	92
Student 6	91
Student 7	98
Student 8	84
Student 9	90
Student 10	88
Student 11	77
Student 12	90
Student 13	97
Student 14	84
Student 15	79
Student 16	81
Student 17	77
Student 18	74
AVERAGE:	87.17

- c. Decisions and Actions: The class,in general, scored better than the 80% minimum for the assignment, although two students slightly missed the target score, with one falling below 75%. This assignment will be used again, as students connected well and enjoyed sharing their photo stories.

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. Results: This class was not taught in 2019-2020, nor in 2018-2019.
  - c. Decisions and Actions: This course has not been taught for two years. The course can not be located in the last two editions of the Undergraduate Catalog and it is currently not part of the requirements for the Mass Communication Major. In 2020-2021, Faculty will determine a new course to provide data of students meeting this program learning outcome.
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: This course was not taught in 2019-2020
  - 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. 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 for each project in MDIA 370.

- b. Assessment Results: This course was reported as “taught” by Professor Fortney—he noted there were 2 students who took this course; efforts to obtain data for this SLO via email went unanswered.
- c. Decisions and actions: Previously, the program assessor noted “Recommend a new faculty member to teach in the future.” Collaborating with the faculty member who teaches MDIA 370 and clarifying the SLO and the data needed prior to the end of the semester could prove helpful in both obtaining data and in the faculty member meeting program expectations.

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

Name of Program: Mass Communication, General Track

Period Covered: Fall 2019-Spring 2020

Submitted by whom: Dr. Joni M. Gray

*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 COMM 220 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.**

- b. Assessment Results: **As a new faculty, I was not familiar with this specific program outcome and did not complete a pre/post assessment for each student (10 students**

total) enrolled in COMM 220 this academic year. However, we did complete Rip 'N Read assignments where students audio recorded their voices and shared these recordings in a discussion forum soliciting feedback from classmates and the instructor. While I could go back in and count errors to simulate a pre/post assessment recordings, I see this as a bit disingenuous and some data would be missing. (All of my grades/gradebook for COMM 220 in Moodle were not restored after the December 2019 Moodle meltdown). Also, these assignments were focused on participation/completion and demonstrating improvement. I can report the following for students completing the Rip N Read assignments (8 out of 10): an increase in confidence, improvement in fluency, and a general reduction in errors. (2 students did not complete the Rip 'n Read assessments).

- c. Decisions and Actions: **Return to the Pre/Post Test Assessment; secure a specific rubric from previous faculty focused on error counting.**

- 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 COMM 355.**



b.

Assessment Results:

Student	Quiz 1	Quiz 2	Quiz 3	Quiz 4	Quiz 5	Final Exam
01	85%	80%	100%	100%	100%	84%
02	92%	88%	33%	85%	100%	88%
03	62%	42%	100%	100%	80%	72%
04	92%	86%	100%	100%	80%	94%
05	82%	72%	100%	100%	80%	76%
06	46%	68%	100%	100%	100%	76%
07	92%	92%	100%	100%	100%	100%
08	88%	95%	100%	85%	100%	80%

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. The exams were an effective assessment method, although in future I (Dr. Davies) will be changing some of the content of the exams.

**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: For Comm 370, I used letter grades not a rubric:

Student	Group Project	Final Project
1	A	A
2	A	A
3	B	C

- c. Decisions and Actions: Faculty noted no changes necessary. \*This course delivery was during Spring 2020 and the COVID-19 pandemic. Delivery switched mid-semester from F2F to online.

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 2019-2020, nor in 2018-2019.
- c. Decisions and Actions: This course has not been taught for two years. The course can not be located in the last two editions of the Undergraduate Catalog and it is currently not part of the requirements for the Mass Communication Major. In 2020-2021, Faculty will determine a new course to provide data of students meeting this program learning outcome.

5. 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.**

- 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: This course was not offered in 2019-2020.
- c. Decisions and Actions: N/A

6. Student Learning Outcome #6: **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.): **The student will attain a score of 277 (75%) or greater as a final grade in COMM155.**

b. Assessment Results: Final grade breakdown is as follows:

	Course total (Percentage)	Course total (Letter)
Student 1	50.70 %	F
Student 2	98.73 %	A
Student 3	81.83 %	B
Student 4	105.92 %	A
Student 5	81.69 %	B
Student 6	43.94 %	F
Student 7	40.28 %	F
Student 8	94.37 %	A
Student 9	103.94 %	A
Student 10	78.31 %	C

**70% of the students achieved the minimum requirement of 75%; 40% achieved 90% +, 20% achieving 80% +.**

c. **Decisions and Actions:** The assignment used to assess this outcome will be changed by the instructor; the delivery method of this course changed mid-semester due to COVID-

19.

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

Name of Program: Mathematics

Period Covered: 2019-2020

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 no students completed the Mathematics Program in 2020**

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: N/A.
  - 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: N/A.

- 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: N/A.

- c. Decisions and Actions: No action was taken.

## ALDERSON BROADDUS UNIVERSITY ASSESSMENT REPORT FOR STUDENT LEARNING OUTCOMES

Name of Program: Music Education

Period Covered: 2019-2020

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.

1. Methods of Assessment (Rubric, Essay, Panel, Portfolio, etc.): Acceptable work sample for Student Teaching.
2. Assessment Results: Three Year Average involving 5 graduating seniors 100%
3. 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
2. Assessment Results: Three year average involving 3 Course completers 96.3%
3. 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.

1. Methods of Assessment (Rubric, Essay, Panel, Portfolio, etc.): Passing the PLT (Principals of Learning and Teaching) Praxis Exam.
2. Assessment Results: 19 years 100% pass rate.
3. 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.

1. 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.
2. Assessment Results: 100% pass rate on recital hearings for all Music Education majors.
3. 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.

1. Methods of Assessment (Rubric, Essay, Panel, Portfolio, etc.): Passing scores on Praxis II content specialty exams prior to certification
2. Assessment Results: 19 years 100% pass rate.
3. 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))


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

2. Assessment Results: 100% pass rate
3. 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 2019 – Spring 2020

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 two graduates in the NARM program during Due to the limitations posed by the Covid-19 pandemic, we did not administer a comprehensive final examination during the last semester. Instead, we assessed the average GPA of the graduates in NARM ecology courses, GIS courses and policy courses taken over the duration of their academic career with the expectation of an average of 3.0 or greater. The students had the following average GPA;

- Wildlife Ecology and Management – 4.0
- Forest Ecology and Management – 3.5
- Introduction to GIS – 3.5
- Environmental Policy and Regulation – 4.0
- Applied Environmental Regulation 4.0

**c. Analysis:** We are pleased that our first two graduates of the program met and exceeded our expectations. In future years, we hope to be able to administer a comprehensive examination. We anticipate a portion of this examination to be given orally in an “interview-style” format.

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:** Both students graduating this semester met and exceeded our expectations. In addition to earning an A in their Senior Research Project class, BOTH students were awarded Ledford scholarships for research to complete professional-level research during TWO summers. The following posters were presented at the annual Ledford Summit.

- Northern Saw-Whet Owl (*Aegolius acadicus*) Nest Box Preferences in the Highlands of West Virginia
- The Effects of Incidental Methane Emissions from Conventional Natural Gas Wells on Prey Availability and Foraging Activity of Bats in West Virginia
- Comparison of Bat Detection Methods in the Monongahela National Forest

Additionally, both of these students had poster abstracts accepted at the Northeast Fish and Wildlife Association conference in spring 2020. However, that conference was cancelled due to Covid-19

**c. Analysis:** We are beyond pleased with the performance of these two graduates and hope to use their examples as a model for professional level experience moving forward. This requires finding funding to continue to provide these types of experiences.

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 two graduates in the NARM program during. Due to the limitations posed by the Covid-19 pandemic, we did not administer a comprehensive final examination during the last semester. Instead, we assessed the average GPA of the graduates in business and management courses taken over the duration of their academic career with the expectation of an average of 3.0 or greater. The students had the following average GPA;

- Microeconomics – 2.5
- Introduction to Accounting – 2.0
- Introduction to Management – 3.0

c. **Analysis** – Our graduates did not perform as well in their business courses as they did in the sciences. We feel this may reflect a poor linkage to the purpose of the business and management courses in the curriculum. We plan to articulate the purpose of these courses more clearly in the future as well as to provide examples of the use of these skills within the chosen field. We feel that this will motivate students to perform better in these courses.

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

Name of Program: **School of Nursing**

Period Covered: **2019-2020**

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.

<b><i>End of Program Student Learning Outcome</i></b>	<b><i>Course</i></b>	<b><i>Methods of Assessment</i></b>	<b><i>Assessment Results</i></b>	<b><i>Decisions and Actions</i></b>
# 6 Synthesize information technology to communicate, manage knowledge, mitigate error and support decision-making	NRSG 210.01	Online activity (Pickett Library Research assignment) by David Hoxie librarian. Orientation to the library and learn how to look up research articles in online databases. All students were required to get a passing score of 80% or greater on the online activity (Pickett Library).	All students scoring greater than 89.4% on the online activity.	Continued use of assessment.
# 7 Assimilate professional, ethical and legal guidelines in practice as a baccalaureate-prepared professional nurse.	NRSG 220.01	Clinical Daily Journals – students discuss what professional standard they used during clinical. A rubric is given on a point scale on how thoughtful their clinical reflection is.	Clinical Journal- 14/15 student where successful; the one student didn't take the time to do thoughtful response which lowered their grade	Continued use of assessment.
# 5 Exemplify leadership in a variety of healthcare settings for diverse patient populations.	NRSG 250.01	Head-to-Toe Assessment. Rubric - points come off in increments of 5 – so a minimum score of 80% is required to pass (this is 40% of the Formative grade)	15/15 students (100%) were able to pass the Head-to-Toe Assessment – with the lowest score being 90%	Continued use of assessment. Rubric needs updated.
# 5 Exemplify leadership in a variety of healthcare settings for diverse patient populations.	NRSG 250.95	Head-to-Toe Assessment. Rubric - points come off in increments of 5 – so a minimum score of 80% is required to pass (this is 40% of the Formative grade)	10/11 students (91%) were able to pass the Head-to-Toe Assessment – with the lowest score being 85%	Continued use of assessment. Rubric needs updated.
# 6 Synthesize information technology to communicate, manage knowledge, mitigate error and support decision-making	NRSG 260.01	Interactive Clinical Scenarios graded on a 0-100% scale. 78% minimal requirement for success.	84% of all interactive clinical case scenarios were completed at the minimal ELA.	Continued use of interactive case studies.

# 6 Synthesize information technology to communicate, manage knowledge, mitigate error and support decision-making	NRSG 260.95	Interactive Clinical Scenarios graded on a 0-100% scale. 78% minimal requirement for success.	100% of all interactive clinical case scenarios were completed at the minimal ELA.	Continued use of interactive case studies.
# 6 Synthesize information technology to communicate, manage knowledge, mitigate error and support decision-making	NRSG 270.01	PrepU (adaptive quizzing) assignments that correlate with content being covered in class. Must complete to a mastery level 6	81% of students successful in meeting ELA of mastery level of 6	Continue to use adaptive quizzing.
# 6 Synthesize information technology to communicate, manage knowledge, mitigate error and support decision-making	NRSG 270.95	PrepU (adaptive quizzing) assignments that correlate with content being covered in class. Must complete to a mastery level 5	13 out of 14 students were successful in meeting mastery level of 5.	Continued use of assessment. Increase mastery level.
# 7 Assimilate professional, ethical and legal guidelines in practice as a baccalaureate-prepared professional nurse.	NRSG 280.01	Role Play with various surgical scenarios/isolation precautions. Teacher assessment of student's ability to verbalize who can sign consents and receive information during surgical procedures. Pass/Fail	100% of students were able to verbalize legal guidelines for consent during role play scenarios	Continued use of Role Play
# 5 Exemplify leadership in a variety of healthcare settings for diverse patient populations.	NRSG 280.95	Detailed written care plan graded via rubric. ELA 78% passing score.	13/13 students successfully completed 2 written care plans for patient cared for during clinical rotation.	Continue use of written care plans integrated into formative assessments for clinical.
# 7 Assimilate professional, ethical and legal guidelines in practice as a baccalaureate-prepared	NRSG 310.01	Online research ethics course. Automatic grading through the online ethics research course. Students submitted certificates to Moodle drop box.	100% of the students received a passing grade of 78% or greater on the online ethical course.	Continued use of assessment.

professional nurse.				
# 5 Exemplify leadership in a variety of healthcare settings for diverse patient populations.	NRSG 310.95	Research Poster Presentation. Rubric grading with ELA of 78% or higher.	100% met ELA with Research poster grades: 3 students achieved 96%. 5 students achieved 86%. 4 students achieved 78%.	Continued use of assessment.
# 6 Synthesize information technology to communicate, manage knowledge, mitigate error and support decision-making	NRSG 330.01	Development of a verbal care plan and participate in discussion using information gathered from the EHR and research (graded via rubric)	Student grades were satisfactory and all participated in discussions during verbal care plans	Continued use of assessment.
# 7 Assimilate professional, ethical and legal guidelines in practice as a baccalaureate-prepared professional nurse.	NRSG 340.01	Participate in Pre and Post SIMS scenarios discussion. Role playing during scenarios. Discussion focused on ethical and potential legal concerns. Assessed by clinical SIMS instructor.	14 of 14 students passed evaluation by instructor	Continued use of assessment.
5.Exemplify leadership in a variety of healthcare settings for diverse patient populations.	NRSG 340.95	Develop Care Plan for a patient status post Stroke. Assessed on a 0-100% grading scale.	10/11 STUDENTS WERE SUCCESSFUL IN achieving a grade of greater than 80%	Continued use of assessment.
5.Exemplify leadership in a variety of healthcare settings for diverse patient populations.	NRSG 370.01	High Fidelity Simulations: Closed Head Injury and DKA. ELA: Attendance, participation and passing score of 78% or higher on pre-simulation questions.	13/13 or 100% of students actively participated in both simulations and scored 90% or higher on the pre-simulation questions.	Continued use of assessment.
# 5 Exemplify leadership in a variety of healthcare settings for diverse patient populations.	NRSG 370.95	Safety Medical Errors Paper. All assessment methods were graded with a necessary 78% to pass the class	100% of students met the ELA.	Continued use of assessment.
# 6 Synthesize information technology to	NRSG 380.01	Students had to identify various arrhythmias on monitor during clinical	13/13 students were able to successfully identify at least one	Continue use of assessment.

communicate, manage knowledge, mitigate error and support decision-making		rotations. Success assessed via teacher.	arrythmia on a cardiac monitor during clinical.	
# 6 Synthesize information technology to communicate, manage knowledge, mitigate error and support decision-making	NRSG 380.95	Students had to identify various arrhythmias on monitor during clinical rotations. Success assessed via teacher.	13/13 students were able to successfully identify at least one arrhythmia on a cardiac monitor during clinical.	Continue use of assessment.
# 5 Exemplify leadership in a variety of healthcare settings for diverse patient populations.	NRSG 410.01	High fidelity Simulation in the areas of Angina Cardiac Arrest, Acute Respiratory, and Alcohol Withdraw Syndrome. Attendance and completion of pre-simulation questions with a grade of 78% or higher.	16/16 = 100% of the students attended all 3 and participated in the high-fidelity simulations and scored 100% on pre questions.	Continued use of assessment.
# 6 Synthesize information technology to communicate, manage knowledge, mitigate error and support decision-making	NRSG 410.95	HESI Case Studies. Students are expected to pass the HESI Case Studies with a combined passing score of 78%. (HIV/TB, Chronic Pancreatitis, Bioterrorism, and Natural Disaster)	6/7 = 85.7% passed with a 94.75% or greater.  1 student received a failing grade.	Continued use of assessment.
# 6 Synthesize information technology to communicate, manage knowledge, mitigate error and support decision-making	NRSG 420.01	Interactive Case Scenarios available via FA Davis support resources (with textbook) are graded within the FA Davis Gradebook. The expected level of success is 78%. Students able to repeat ICS for best score.	A total of 4 ICSs was assigned and completed. Not all students were able to reach 80%. Scores ranged from 0-100% and were recorded within the "Assignments" Formative points. 85% of ICS scored above 80%.	Recommend continued assignment of ICSs, but with a reduction in number of Case Studies assigned. I think the number of Case Studies and ICSs overwhelmed the students somewhat.
# 5 Exemplify leadership in a variety of	NRSG 420.95	Develop and implement Community	Students divided by home location into 2 groups. 7/7 students	Continued use of assessment.



healthcare settings for diverse patient populations.		Mental Health Project Rubric utilized. Possible points: 100. Minimum points earned to be successful: 78%	successfully completed their project/presentations. 100% of students scored 90% or above.	
# 7 Assimilate professional, ethical and legal guidelines in practice as a baccalaureate-prepared professional nurse.	NRSG 430.01	NCLEX Detailed Test Plan Quiz (Grade 0-100%)	16/16 or 100% students received maximum grade of 100%	Continued use of assessment.
# 6 Synthesize information technology to communicate, manage knowledge, mitigate error and support decision-making	NRSG 430.95	Student working on NCLEX preparation materials based upon individual results of PassPoint testing and HESI testing results.	100% students working on individualized plan.	Plan to make a specific assignment in which student must be formally assessed for completion of NCLEX preparation binder with required information.
# 5 Exemplify leadership in a variety of healthcare settings for diverse patient populations.	NRSG 450.01	QSEN Paper: Rubric used to score with ELA set at 90% or higher.	16/16 students successfully met ELA.	Continued use of project.
# 7 Assimilate professional, ethical and legal guidelines in practice as a baccalaureate-prepared professional nurse.	NRSG 450.95	Attendance/Participation at the WVNA Nursing Summit in February 2020 with ELA of 100% students exhibiting professionalism throughout the event.	ELA met with 100% of students maintaining professionalism.	Continue attendance to WVNA Summit
# 6 Synthesize information technology to communicate, manage knowledge, mitigate error and	NRSG 460.01	HESI Case Studies with ELA of combined passing score of 80% or higher.	100% of students met ELA.	Continue use of case studies. Plan to switch to ATI in fall 2020.

support decision-making				
# 6 Synthesize information technology to communicate, manage knowledge, mitigate error and support decision-making	NRSG 460.95	HESI Case Studies with ELA of combined passing score of 80% or higher.	100% of students met ELA.	Continue use of case studies. Plan to switch to ATI in fall 2020.
# 6 Synthesize information technology to communicate, manage knowledge, mitigate error and support decision-making	NRSG 470.01	Active Participation in class discussion via Zoom and peer discussion boards. ELA Pass.	ELA met with all students participating throughout the course.	Continue use.
# 6 Synthesize information technology to communicate, manage knowledge, mitigate error and support decision-making	NRSG 470.95	Active Participation in class discussion via Zoom and peer discussion boards. ELA Pass.	ELA met with all students participating throughout the course.	Continue use.
# 5 Exemplify leadership in a variety of healthcare settings for diverse patient populations.	NRSG 480.01	Teaching Project based on individual areas of needed improvement identified in Exit 2 exam. Rubric used by both instructor and peers. ELA of 80%.	100% of students met ELA with scores ranging from 91.67-100%	Continued use of assessment.
# 5 Exemplify leadership in a variety of healthcare settings for diverse patient populations.	NRSG 480.95	Teaching Project based on individual areas of needed improvement identified in Exit 2 exam. Rubric used by both instructor and peers. ELA of 80%.	100% of students met ELA with scores ranging from 95.83-100%	Continued use of assessment.

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

Name of Program: Petroleum Management

Period Covered: 2019-2020

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: 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.):
  - b. Assessment Results:
  - c. Decisions and Actions: The Petroleum Management major was discontinued in fall 2019.

There were no students enrolled in 2019-2020 therefore there is no data to report. This will be the final assessment for student learning outcomes for the discontinued program.

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.):
  - b. Assessment Results:
  - c. Decisions and Actions: The Petroleum Management major was discontinued in fall 2019. There were no students enrolled in 2019-2020 therefore there is no data to report. This will be the final assessment for student learning outcomes for the discontinued program.
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.):
  - b. Assessment Results:
  - c. Decisions and Actions: The Petroleum Management major was discontinued in fall 2019. There were no students enrolled in 2019-2020 therefore there is no data to report. This will be the final assessment for student learning outcomes for the discontinued program.

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

Name of Program: Physical Education

Period Covered:2019-2020

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 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 4 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 4 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 two teacher candidates 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 noticeably 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 candidates applied 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 AB supervisor evaluation
- b. Assessment Results: The teacher candidates did a remarkable job with collaboration with the mentor teacher in 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 ABCOT 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, ABCOT

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 candidates scored above average in all areas evaluated by the mentor teacher. ABCOT 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. ABCOT

- 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 2020-2021

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

Name of Program: Political Science

Period Covered: Academic Year 2019-2020

Submitted by whom: Dean, College of Humanities and Social Sciences: Kari Sisk (no current full time faculty in the program for the entire academic year).

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.):
- b. Assessment Results: There were no graduates in the program for 2019-2020 and thus no data to report.
- c. Decisions and Actions: Program was eliminated in Fall 2019; final graduates of the program will anticipate graduation in May 2021.

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

- a. Methods of Assessment (Rubric, Essay, Panel, Portfolio, etc.):
- b. Assessment Results: There were no graduates in the program for 2019-2020 and thus no data to report.
- c. Decisions and Actions: Program was eliminated in Fall 2019; final graduates of the program will anticipate graduation in May 2021.

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

- a. Methods of Assessment (Rubric, Essay, Panel, Portfolio, etc.):
- b. Assessment Results: There were no graduates in the program for 2019-2020 and thus no data to report.



- c. Decisions and Actions: Program was eliminated in Fall 2019; final graduates of the program will anticipate graduation in May 2021.

Student Learning Outcome #4: discuss political philosophy and its impact on political systems

- a. Methods of Assessment (Rubric, Essay, Panel, Portfolio, etc.):
- b. Assessment Results: There were no graduates in the program for 2019-2020 and thus no data to report.
- c. Decisions and Actions: Program was eliminated in Fall 2019; final graduates of the program will anticipate graduation in May 2021.

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

Name of Program: Professional Leadership

Period Covered: June 2019-May 2020

Submitted by whom: Jim 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: Describe management, authority, and power and their roles in meeting the needs of an organization.
  - a. Methods of Assessment (Rubric, Essay, Panel, Portfolio, etc.): Take home exam in LEAD 310 – score of 75%
  - b. Assessment Results: Average score for the class was 97.50. All met the benchmark.
  - c. Decisions and Actions: No change.
  
2. Student Learning Outcome #2: Create a practical, personal definition and philosophy of leadership.

- a. Methods of Assessment (Rubric, Essay, Panel, Portfolio, etc.): Reflection paper in LEAD315 – minimum of 80%
  - b. Assessment Results: Course average of 95.4. All met the benchmark.
  - c. Decisions and Actions: No change.
- 3. Student Learning Outcome #3: Examine the interpersonal relationship between two fictional characters that belong to the same organization.
  - a. Methods of Assessment (Rubric, Essay, Panel, Portfolio, etc.): Student will achieve a minimum of 80% on the relationship paper (take home exam) in LEAD 320.
  - b. Assessment Results: Average score was 93.4. One student failed to make the benchmark.
  - c. Decisions and Actions: No action.
- 4. Student Learning Outcome #4: Articulate skills necessary to be an effective team leader and member.
  - a. Methods of Assessment (Rubric, Essay, Panel, Portfolio, etc.): Student will achieve a minimum total score of 160 on the eight discussion questions in LEAD 336.
  - b. Assessment Results: Did not assess in 2019-2020
  - c. Decisions and Actions:
- 5. Student Learning Outcome #5: Assess an organization based on various aspects of leadership.
  - a. Methods of Assessment (Rubric, Essay, Panel, Portfolio, etc.): Student will achieve a minimum score of 80% on the capstone project in LEAD 416.
  - b. Assessment Results: Did not assess in 2019-2020

- c. Decisions and Actions:
- 6. Student Learning Outcome #6: Assemble a complete leadership portfolio.
  - a. Methods of Assessment (Rubric, Essay, Panel, Portfolio, etc.): Student will achieve a minimum score of 85% on his/her complete leadership portfolio in LEAD 416.  
  
Assessment Results: Did not assess in 2019-2020
  - b. Decisions and Actions:

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

Name of Program: Psychology

Period Covered: 2019-2020 Academic Year

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

*Definitions:*

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

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

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

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

Assessment of Student Learning

**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.

1. **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>

2. **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	127-168	140	137.5	10.63	1
S1: Learning, Cognition, Memory Raw score range from 20-100 with the Average Score Range of 43-66	31-59	39.8	38.5	8.22	1
S2: Perception, Sensation, Physiology Raw score range from 20-100 with the Average Score Range of 44-68	32-69	44.8	41	11.17	2
S3: Clinical, Abnormal, Personality Raw score range from 20-100 with the Average Score Range of 45-68	25-75	46.2	44.5	13.51	2
S4: Developmental and Social Raw score range from 20-100 with the Average Score Range of 45-68	28-74	40.3	36.5	12.44	1

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 percentile 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 of the students performed fairly evenly with one student scoring extremely low in all areas. 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.

3. **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. Thus, 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. In addition, the time period prior to this particular test was plagued with a worldwide epidemic that affected our students at a critical point during their education which covered many aspects of the ETS exam. Finally, the format of the test was given in a manner that was new and not well prepared for, which may have also caused an issue for students. At least three of the students experienced technological difficulties while taking the test.
  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 13 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. As a result it is highly likely some students encountered questions concerning concepts that they had either never learned or had learned about perhaps three years prior to taking the exam.
  2. 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. 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. However, some of these changes were not made at a time that allowed the students

who most recently took the ETS exam to take advantage of them.

- i. 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.
- ii.
- iii. 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.
  - A. 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.
  - B. We have developed a cognitive psychology course to address the other aspects in which our students score low. This course will be offered for the first time during the Fall 2020 term.

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. Since psychology is considered a general liberal arts degree rather than a professional one, students choose the major for a variety of reasons. Several courses in the psychology program are required for the Criminal Justice program, and also support the Political Science, Communications, 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.

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



1. **Methods of Assessment (Rubric, Essay, Panel, Portfolio, etc.):** Goal 2a was assessed through class assignments in the course: Psyc 301: Behavior Modification, and grading rubrics for the courses Psyc 360 and 495.

2. **Assessment Results:**

The class average for the Psyc 301 was 87.26%. These assignments required students to critique past research by evaluating the results and applying the theories theoretically, and reproducing the effect reported in the research. Students also provided in-depth critiques of published research and analyze theoretical reports. Students do well understanding the theories and breaking them down into basic terms. Students are able to identify the active nature of the research and provide real time assessments. While all students seem to have an understanding of the mythological aspect of research a vast majority appear to continue to have a difficult time analyzing the results section of published research and creating an accurate description of the psychological theories used in the research. Future courses may want to provide additional instruction in the areas of theory and statistical results. The use of real research proved to be of greater use.

The overall class average for Psyc 360 was 86.03%. The assignments required students to apply their knowledge of theory and methodology to critique research while developing the preliminary outline for their own research. Students in this course continue to have some difficulty in understanding the results section of scholarly research. The overall class average for Psyc 495 was 96.56%. During this course students were able design, conduct and report research. Students in this course were able to pull from research from multiple disciplines and apply them to their research. This shows that they are able to understand the research process as a whole. While some students have displayed phenomenal writing ability, many continue to have difficulties writing in APA format.

3. **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. This will be addressed by implementing a grading policy that each takes into account APA style for each writing assignment.

**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.

1. **Methods of Assessment (Rubric, Essay, Panel, Portfolio, etc.):** This goal was identified when Alderson-Broadbent University offered a Family Studies degree and most family studies

majors also majored in psychology to meet the requirements for the temporary social work license in West Virginia. That major has since been discontinued, but many psychology majors should meet this goal since they desire a career in social services. The field placement was required for the family studies major, but was always optional for the psychology major since the psychology major is a springboard to a variety of different professional programs. However, this is a program goal for those psychology majors who seek employment immediately after graduation from ABU or who will pursue a graduate degree in social services. We currently have no course in the psychology curriculum that directly addresses this goal as we did in the family studies major. Consequently, this goal was not assessed as part of this report. This year we had one student successfully complete an internship through the Crisis Text Line. Many of our students have expressed a desire for internships but due to our geographic location and the schedule of the dynamics of students currently at Alderson 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. Mrs. Sisk currently advises the student psychology organization which has addressed some aspects of this goal. The organization is open to all ABU students who have any interest in Psychology and was started in 2011. This past year we had 12 active members, but membership number has ranged from 10-15 students over the past 5 years. This organization this year completed a few service projects including: 1. Members attending the WV Caring Children's Grief Camp in Morgantown, WV. 2. A fundraiser for the Wounded Warriors Projects 3. A trip to the local nursing home during the holiday season to deliver Christmas cards. 4. Hosted a speaker on Self-Injury Awareness and completed a fundraiser for To Write Love On Her Arms Organization. The organization also had several social events including a historical tour of the Trans-Allegheny Asylum, a trip to the Escape Room, and hosted pizza and movie nights to watch a psychologically related movie and share an open discussion.

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

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

Name of Program: Public Relations

Period Covered: 2019-2020

Submitted by whom: John Davies

*Definitions:*

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

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

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

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

1. 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. Methods of Assessment (Rubric, Essay, Panel, Portfolio, etc.): the student will attain an aggregate score of 75% or greater on all exams in COMM 355
  - b. Assessment Results:

Student	Quiz 1	Quiz 2	Quiz 3	Quiz 4	Quiz 5	Final Exam
01	85%	80%	100%	100%	100%	84%
02	92%	88%	33%	85%	100%	88%
03	62%	42%	100%	100%	80%	72%
04	92%	86%	100%	100%	80%	94%

05	82%	72%	100%	100%	80%	76%
06	46%	68%	100%	100%	100%	76%
07	92%	92%	100%	100%	100%	100%
08	88%	95%	100%	85%	100%	80%

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. The exams were an effective assessment method, although in future I will be changing some of the content of the exams.

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. Methods of Assessment (Rubric, Essay, Panel, Portfolio, etc.): Students will achieve an aggregate score of 75% or above on writing assignments in COMM 175 and journalism practicum (JOURN 160/165) (qualitative evaluation of Battler Columns articles)

b. Assessment Results:

Student	Mean Score on Writing Assignments
01	86%
02	91%
03	62%
04	79%
05	61%
06	79%
07	82%
08	64%
09	40%
10	86%
11	94%
12	81%

- Sixty-six percent of the class achieved an aggregate score of 75% or greater on the writing assignments in COMM 175. Three of the four who did not meet this threshold did not complete

all of the writing assignments, and the issue arose as the class transitioned from face-to-face to an online format.

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

c. Decisions and Actions: The pattern of results indicates that issues arose as the class transitioned to an online format. Prior to that, the revisions made to the course as a result of the previous assessment were proving very successful.

3. 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. Methods of Assessment (Rubric, Essay, Panel, Portfolio, etc.): Mid-term and final in COMM 185 (Principles of Public Relations).

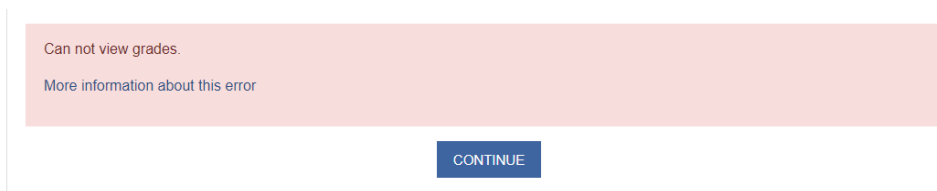
b. Assessment Results:

Student Identifier	Mid term	Final
Student #1	78%	83%
Student #2	85%	70%
Student #3	75%	63%
Student #4	80%	75%
Student #5	95%	85%
Student #6	80%	80%

c. Decisions and Actions: Final exam scores are about where they should be for this outcome, with one student as the exception. I will continue to tweak the assessment and the content of the course.

4. 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. Methods of Assessment (Rubric, Essay, Panel, Portfolio, etc.): Students will be able to prepare and present a case study of a public relations problem.
- b. Assessment Results:
- c. Moodle's gradebook disappeared for this course for some reason??? Nevertheless, 100% of the students passed the final project. Qualitative assessment of this outcome suggests this evaluation was extremely effective and well-liked by the students.



- d. [reset user tour on this page](#) Decisions and  
Actions: No major changes to the assessment method or outcome.

5. 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. Methods of Assessment (Rubric, Essay, Panel, Portfolio, etc.): Final project in Comm 490
- b. Assessment Results:

Student Identifier	Final Grade on Comm 490 Project
Student #1	A
Student #2	A
Student #3	A
Student #4	A
Student #5	A

c. Decisions and Actions: The project is a good indicator of the status of the program since it is the capstone assignment. Qualitatively, I can tell that some students have not internalized concepts, but others are excellent and apply previous learning to the project. Because, the class is interdisciplinary, not all students have the advantage of the previous PR courses and therefore do not have the same experiences to draw upon, but as a group project this was a successful effort and all students were able to contribute regardless of their background. In future, I will retain this outcome and assessment method, but I will tweak how I teach this specific course.

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

Name of Program: Religion and Philosophy

Period Covered: 2019-2020

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: 100% of the students achieved this student learning outcome.
  - 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: Not applicable this year.



- 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 the 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.

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

Name of Program: Secondary Math Education

Period Covered: Academic year 2019-2020

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.

*Because we had no students completing this program, there is no data to report.  
We should have a graduate in the spring of 2021, though.*

1. Student Learning Outcome #1:

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

2. Student Learning Outcome #2:

- a. Methods of Assessment (Rubric, Essay, Panel, Portfolio, etc.):
  - b. Assessment Results:
  - c. Decisions and Actions:
3. Student Learning Outcome #3:
- a. Methods of Assessment (Rubric, Essay, Panel, Portfolio, etc.):
  - b. Assessment Results:
  - c. Decisions and Actions:
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 Social Studies

Period Covered: Fall 2019 – Spring 2020

Submitted by whom: Phil Bowers

**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: 2019-20 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: 19 out of 19 (100%) achieved an 80% or better on the Marketing Plan.
  - c. Decisions and Actions: Marketing Plan was graded standards were lowered due to COVID-19.

Student Learning Outcome #2: - Prepare and analyze a budget and finance management plan (SPMT-130)

- a. Method of Assessments: Measured through 4 virtual simulations in SPMT-130 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: 58 out of 58 (100%) achieved at least an 80% on the simulations.
- c. Decisions and Actions: Will be adding additional simulations in the future.

Student Learning Outcome #3: - Demonstrate the skills imperative to running any athletic facility, including maintenance and renovations

- a. Methods of Assessment: SPMT-240 Measured through a comprehensive end of semester project which requires the student to plan for a new facility on the AB campus from finding a location all the way to having the facility fully operational. Students must achieve an 80% on the Facility Planning project
- b. Assessment Results: 21 out of 21 (100 percent) achieved at least a B on Facility Development Project in SPMT-240.
- c. Decisions and Actions: No Change at this time.

Student Learning Outcome #4: - Execute the characteristics consistent with leadership in sport organizations

- a. Method of Assessments: The method of assessment for this outcome in SPMT-485 is the internship evaluation completed by the site supervisor.
- b. Assessment Results: 28 of 28 interns earned an 80% or better on the leadership section of the internship evaluations.
- c. Decisions and Actions: Spring internships (17 of the 28 total) were cut short due to COVID-19.



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: 6 out the 28 (21.4 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 28 demonstrated some positive learning experiences from their internship.
- c. Decisions and Actions: 17 of the 28 internships were cut short due to COVID-19 so no changes will be made moving into next year.

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

Name of Program: Masters of Science in Anatomy

Period Covered: May 2019 – May 2020

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. In ANAT 720, 100% of the graduates achieved a score of 70% or higher in the course. In ANAT 740, 75% of the graduates achieved a score of 70% or higher in the course. 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 81.7%. 100% of students that completed their capstone evaluation achieved an 80%

or higher. One student was given an incomplete on their capstone evaluation due to not meeting all the other graduation requirements.

- c. Decisions and Actions: Current assessment is based on only a cohort of four students. At this time, there is no evidence to support changing assessment. However, additional data from subsequent cohorts must be considered. Additional prerequisite requirements have been instituted for enrollment in ANAT 640 to ensure adequate preparation to serve as a teaching assistant in ANAT 390.
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, 75% of the graduates achieved a score of 70% or higher in the course. 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 83.3%. 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 that completed their capstone evaluation achieved an 80% or higher. One student was given an incomplete on their capstone evaluation due to not meeting all the other graduation requirements.
  - c. Decisions and Actions: Current assessment is based on only a cohort of four students. At this time, there is no evidence to support changing assessment. However, additional data from subsequent cohorts must be considered. Additional prerequisite requirements have been instituted for enrollment in ANAT 640 to ensure adequate preparation to serve as a teaching assistant in ANAT 390.
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 that completed their capstone evaluation achieved an 80% or higher. One student was given an incomplete on their capstone evaluation due to not meeting all the other graduation requirements.
    - c. Decisions and Actions: Current assessment is based on only a cohort of four students. At this time, there is no evidence to support changing assessment. However, additional data from subsequent cohorts must be considered. Additional prerequisite requirements have been instituted for enrollment in ANAT 640 to ensure adequate preparation to serve as a teaching assistant in ANAT 390.
- 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 that completed their capstone evaluation achieved an 80% or higher. One student was given an incomplete on their capstone evaluation due to not meeting all the other graduation requirements.
  - c. Decisions and Actions: Current assessment is based on only a cohort of four students. At this time, there is no evidence to support changing assessment. However, additional data from subsequent cohorts must be considered. Additional prerequisite requirements have been instituted for enrollment in ANAT 640 to ensure adequate preparation to serve as a teaching assistant in ANAT 390.
- 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 that completed their capstone evaluation achieved an 80% or higher. One student was given an incomplete on their capstone evaluation due to not meeting all the other graduation requirements.

- c. Decisions and Actions: Current assessment is based on only a cohort of four students. 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 excepted 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. 100% of students that completed their capstone evaluation achieved an 80% or higher. One student was given an incomplete on their capstone evaluation due to not meeting all the other graduation requirements.
  - c. Decisions and Actions: Current assessment is based on only a cohort of four students. . At this time, there is no evidence to support changing assessment. However, additional data from 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 a cohort of four students. At this time, there is no evidence to support changing assessment. However, additional

data from 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.

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

Name of Program: Masters in Education - Teacher Leader

Period Covered: August, 2019 graduate cohort

Submitted by whom: Dr. 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: The teacher leader is proficient with current technologies and exudes confidence in using the technologies to help the learning community approach achievement data in meaningful ways.
  - a. Methods of Assessment (Rubric, Essay, Panel, Portfolio, etc.): Students will develop a TPACK (Technological, Pedagogical and Content Knowledge) within their area of content expertise.
  - b. Assessment Results: None. Course was taught by a faculty member who is no longer employed by the university. Data could not be recovered.

- c. Decisions and Actions: Since we have no data from this assessment, we determined that we could not say that the students met the program outcome. The faculty member who taught this course is no longer employed by the college. A new person was hired and was instructed to use Moodle to collect and assess the TPACK assignment. These actions should prevent this from occurring again to provide us with much needed program data and information.
- 2. Student Learning Outcome #2: The teacher leader demonstrates by example his/her skills in problem solving, innovation, communication, and management within and among education, professional, and business communities.
  - a. Methods of Assessment (Rubric, Essay, Panel, Portfolio, etc.): Design a 1-day professional development workshop for colleagues.
  - b. Assessment Results: All 4 students earned passing scores (2-100s, 1-90, and 1-80) based on the rubric.
  - c. Decisions and Actions: It was decided at our assessment meeting with all TL faculty, that this assignment would be revised to include “and present” in the assessment. Not all of the students designed and presented their 1-day workshop, but for those who did, the instructor believed that the learning that took place was invaluable. So, all will be required to not only design the workshop, but to present it as well.
- 3. Student Learning Outcome #3: The teacher leader is a proficient researcher of professional literature, and is able to analyze and evaluate research findings in relation to methodologies and interventions that increase student achievement and school effectiveness.



- a. Methods of Assessment (Rubric, Essay, Panel, Portfolio, etc.): Design and implementation of an action-research plan.
  - b. Assessment Results: 3 of the 4 students passed (2- 100s, 1- 95) and 1 student earned a C (75).
  - c. Decisions and Actions: None at this time. We will have the same person teaching Research 1 and 2, so hopefully some consistency in instructors will help the students. It is interesting to note that the same student that has scored low in other courses continued to score low in this one as well.
4. Student Learning Outcome #4: The teacher leader facilitates knowledge of curriculum, instruction, and effective learning culture to students and teachers in the classroom, the school, and the school system.
- a. Methods of Assessment (Rubric, Essay, Panel, Portfolio, etc.):
    - 740 – Design of a curriculum map. Holistic scoring using the specific assignment descriptors and guidelines as elements for scoring.
    - 760 - Design a comprehensive classroom or school-wide management plan. Holistic scoring using the specific assignment descriptors and guidelines as elements for scoring.
  - b. Assessment Results: 740 - 3 students earned an A and 1 student earned a C (100% and 65%). 760 - 3 students earned an A and 1 student earned a C (100% and 65%).
  - c. Decisions and Actions: 740 - The instructor has chosen to change the assessment to: design an assessment of an existing curriculum map, since most counties and schools have done the mapping work previously.

760 – The instructor has suggested that additional support be provided to teachers just completing their undergraduate degrees and lacking any teaching experience outside of their student teaching.

5. Student Learning Outcome #5: The teacher leader is distinguished as one who is a leader and collaborator with all community stakeholders.

- a. Methods of Assessment (Rubric, Essay, Panel, Portfolio, etc.): Portfolio development and defense presentation
- b. Assessment Results: 3 students earned an A and 1 student earned a C (100%, 99%, 98% and 73%).
- c. Decisions and Actions: Continue with the assessment as written.

The completion of this assessment report generated much discussion concerning the rigor of the program, the Admissions requirements of the program, and the support needed for students who are entering this program fresh out of their undergraduate programs with no classroom experience other than their clinical experience, as well as those students who have been hired as assistant coaches since they are not subbing in the schools and this presents another list of issues that faculty must address. We have decided that all students who are admitted into the program be supported once they are admitted whether they are in the public schools or in the 'coaching' classroom.

At this point, with incomplete data on 1 of the program outcomes, we have made some small changes and anticipate making more, as we gather more complete and consistent data.