

## Annual Program Assessment Report

2020 – 2021

## TABLE OF CONTENTS

<b>PROGRAM ASSESSMENT SUMMARY REPORT</b>	<b>4</b>
--	----------

---

<b>PROGRAM ASSESSMENT REPORTS</b>	<b>5</b>
-----------------------------------	----------

---

### UNDERGRADUATE PROGRAMS:

• ACCOUNTING	5
• BIOLOGY	7
• BUSINESS ADMINISTRATION	10
• CHEMISTRY	13
• COMPUTER SCIENCE	17
• CRIMINAL JUSTICE	20
• CRIMINAL JUSTICE (Extended Learning)	23
• CYBERSECURITY	25
• ENVIRONMENTAL SCIENCE	27
• EXERCISE SCIENCE	29
• HEALTH CARE MANAGEMENT	32
• INTERDISCIPLINARY STUDIES	34
• JOURNALISM & PROFESSIONAL WRITING	36
• LEGAL STUDIES	43
• MARKETING	46
• MASS COMMUNICATION – DIGITAL MEDIA	49
• MASS COMMUNICATION – GENERAL	54
• NATURAL RESOURCE MANAGEMENT	60
• NURSING	62
• PHYSICAL EDUCATION	65
• PROFESSIONAL LEADERSHIP	68
• PUBLIC RELATIONS	70
• RELIGION & PHILOSOPHY	75
• SECONDARY EDUCATION – SOCIAL STUDIES	77
• SPORT MANAGEMENT	82

Alderson Broaddus University

Program Assessment Summary

2020 – 2021 Academic Year

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

Actions are classified into six (6) categories:

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

<b>Use of Data for Continuous Improvement</b>	<b>Number of Programs</b>
Adjust/Revise Course Content	1
Modify Pedagogy	2
Modify Curriculum	2
Modify Learning Outcomes	2
Modify Assessment Methods	7
Other	2

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

Name of Program: Accounting

Period Covered: 2020 - 2021

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 70% or higher on journal case reviews.
  - b. Assessment Results:
    - A) 81.25% of students earned an 80% or higher on the two exams.
    - B) 92% of students earned a 70% percent or higher.
  - 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: This course was not taught during the 2020-2021 academic year so no assessment was done.
  - 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: This course was not taught during the 2020-2021 academic year so no assessment was done.
  - 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.
    - B) Students must achieve a score of 90% or higher on a Harvard Online Strategic Management Simulation.
    - C) Students must achieve a score of 90% 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 90% or higher on the Harvard Online Strategic Management Simulation.
    - C) 100% of students achieved a score of 90% 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 2020 – Spring 2021

Submitted by whom: Charlie Chen, Matthew McKinney, & Kristi Grassi

*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 average score for incoming freshman in BIOL-210 was 34.7% (n = 30).
- b) The average score for outgoing seniors in NSCI-362 was 65.3% (n = 3).
- c) A one-tailed Mann-Whitney U Test was performed to compare exam scores between incoming freshman and outgoing seniors. The test indicated no difference in average scores of the two groups ( $U = 3$ ,  $p = 0.25$ ). This result may be attributed to the low number of senior exam scores making it difficult to detect differences in the groups. Additionally, a single outlier (42%) dramatically lowered the average score of outgoing seniors.
- d) To ensure more robust analysis is available in the future, completion of the standardized test will be required of *all* incoming freshman and *all* outgoing seniors.
- e) Four questions (14, 32, 33, and 37) were missed by all outgoing seniors. These questions will be revisited.
- f) A new essay style question will be added to the exam to assess student writing ability.
- g) Previous exam questions will be updated to reflect current Biology GRE and MCAT questions.

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 searching 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 10 biology in the spring. All of the 14 graduating biology seniors in 2020/2021 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 83.5% and the average poster score was 82.5%.
- ii. Student presentations in conferences:
  - In the past years, some of our biology students were selected to present their research in various conferences and symposiums, in this year, all of presentations were cancelled due to the COVID-19 concerns.
- iii. Student receiving awards or recognitions (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 published a paper in a peer-reviewed scientific journal, "Applied Sciences", titled "Polyphenols Extracted from Chinese Hickory (*Carya cathayensis*) Promote Apoptosis and Inhibit Proliferation through the p53-Dependent Intrinsic and HIF-1 $\alpha$ -VEGF Pathways in Ovarian Cancer Cells".

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 publication in peer-reviewed scientific journals and/or 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 surveyed our graduating senior class this year for their career goal and had achieved acceptance into a post-graduate program.
- b. **Assessment Results:** Of all our graduating seniors, two (22%) will take a year off to prepare for the graduate school. Seven (78%) students indicated that they were accepted in a graduate program. Post-graduate programs accepting our graduating seniors include:
  1. Three student was accepted into the Masters of Anatomy program at Alderson Broaddus University.
  2. One student was accepted into the Masters of Health Sciences program at West Virginia University.
  3. One student was accepted into Veterinary School of Medicine at Lincoln Memorial University.
  4. One student was accepted into Doctoral Program of Pharmacy at West Virginia University.
  5. One student was accepted into Doctoral Medical School Program at West Virginia School of Osteopathic Medicine.
- c. **Analysis:** We are satisfied that all (100%) our graduates that applied for the graduate school are accepted into post-graduate programs. Two of our graduates indicated to apply for the graduate school next year. Besides, 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: **2020-2021**

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% of students earned an 80 percent or higher on the two exams.
- B) 84% 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.):

Students must achieve a score of 75% or higher on final project in BUSI 345: Marketing Research

- b. Assessment Results:

80% of the students received a 75% or higher on the final research project in BUSI 345.

- c. Decisions and Actions: A new instructor was hired during the spring 2021 semester; he is beginning to gather the data and will continue to use this project for a least 3 to 5 years to see any trends throughout the years to come. No changes at this time.

3. Student Learning Outcome #3:

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

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

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) 82% of students earned an 80 percent or higher on the two exams.
- B) 88% 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) 95% 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: 2020-2021**

**Submitted by whom: Sobha Priyadarshini Gorugantula**

*Definitions:*

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

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

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

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

1. **Student Learning Outcome #1:** A Chemistry Graduate shall understand and master the fundamental concepts and theories in chemistry which include atomic structure, chemical bonding, acids and bases, elements and their periodic properties, and reactivity of inorganic compounds

**Assessment Period: Fall 2020**

**Course: Inorganic Chemistry (CHEM 215)**

**Total Enrolment in Fall 2020: 1**

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

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

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

**b. Assessment Results:**

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

**c. Analysis:** The knowledge of the students has been evaluated based upon their overall performance on the class examinations and the final examination. The total number of chemistry majors assessed was 1, a senior. With a very small sample size, no relevant analysis can be provided for this academic year. The decision taken two years ago to give more home work questions which stressed upon the concepts and applicability appeared to have had helped the student substantially over the past two years .

**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

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

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

**Assessment Period: Fall 2020 NSCI 461**

**Course: Senior Research Project**

**Number of Chemistry Majors Enrolled and Assessed: 1**

**Assessment Period: Spring 2021**

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

**Number of Chemistry Majors Enrolled and Assessed: 2 (Seniors)**

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

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

**b. Assessment Results:**

Topics	% of students scoring >80%	% of students scoring between 70-80%	% of students scoring < 70%
Research and References	33.3%	66.67%	0
Final Draft	33.3%	0	66.67%
Presentation	33.3%	0	66.67%

**c. Analysis:** The academic year 2020-2021 had only one student, a senior enrolled in the NSCI 461 course in the Fall semester and two students, both seniors in Spring. One student has scored an overall score of >90% or higher in all the three areas; two students, however have scored < 70% in two of the areas described for assessment purpose.

**d. Decisions and Actions:** An exposure to more oral and poster presentations has benefited one student towards a better expression of data and matter whilst working on the aforementioned section, namely "Final Draft". The other two students, however were unable to gear themselves up for a better presentation of their work and data. NO CHANGE IS NECESSARY.

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

A graduate with a chemistry major shall understand and master

1. the general principles and application of stoichiometry, quantitative analysis, advances in acid-base and reaction equilibria.
2. solve problems competently by identifying the core parts of a problem and formulate a strategy for solving the problem.

**Assessment Period: Spring 2021**

**Course: Analytical Chemistry CHEM 250**

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

- 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.

b. **Assessment Results:**

Topics	% of students scoring >80%	% of students scoring between 70-80%	% of students scoring < 70%
<b>CONCEPTS: Stoichiometry and Principles of Analytical Chemistry</b>	100%	0	0
<b>Quantitative analysis and applications</b>	100%	0	0
<b>Application of the concepts in Analytical Chemistry to complexes and acid-base equilibria</b>	100%	0	0

c. **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 3; all three were seniors. The decision taken four years ago to give more home work questions which stressed upon the concepts and applicability appeared to have had helped the students substantially over the past four years.

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.



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

Name of Program: **Computer Science**

Period Covered: **Fall 2020 – Spring 2021**

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 6 students received a final grade of C or better. (4 As, 1 B, 1 C)

c. Decisions and Actions: No change or action at this time. However, this was the first year when Python was introduced first, followed by Java in CSCI-210. This decision follows the current trend in academia and is seemingly without negative impact.

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/Internship. 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: There were no students for a CSCI-330 Data Structures and Algorithms course this year. There will be 7 students in the CSCI-330 Fall 2021.

c. Decisions and Actions: For CSCI-330 Data Structures and Algorithms, no changes are expected. 4 seniors graduated this year. 2 completed internships with Clear Avenue LLC and filed detailed reports. 2 successfully went through the “old” CSCI 490/491 senior design sequence.

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 2020-2021 academic year, we offered CSCI 390: Advanced Programming and Problem Solving II and CSCI-390 MatLab.

c.       Decisions and Actions: In CSCI 390, we had 6 students. 100% of students scored a C or better on the final exam (3 As, 1 B, 2 Cs). Curriculum-wise, this is constantly changing. In the off-site MatLab course, 100% of the students scored a C or better on the final exam/presentation.

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

Name of Program: Criminal Justice

Period Covered: **2020 - 2021**

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. Students will score 70% or higher on a comprehensive essay
  - b. Assessment Results:
    - A). Assessment Exam – 89% of students scored a 70% or higher
    - B). Comprehensive essay – 93% 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 the assessment exam. Students will score 70% or higher on a comprehensive essay.

a. Assessment Results:

A). Assessment Exam - 71% of students achieved a 70% or higher.

B). Comprehensive Essay 100% of students scored a 70% or higher

b. Decisions and Actions: Because this learning outcome was met, no changes are necessary at this time.

3. Student Learning Outcome #3: Articulate the differences between the major criminological theories.

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

a. Students will score 70% or higher on the assessment exam

b. Students will score 70% or higher on a comprehensive paper.

c. Assessment Results:

A). Assessment Exam - 74% of students achieved a 70% or higher.

B). Comprehensive Essay 100% of students scored a 70% or higher

B) 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.):

a. Students will score 70% or higher on the assessment exam

b. Students will score 70% or higher on a comprehensive paper

c. Students will receive an average of 4 out of 5 on their internship evaluations.

b. Assessment Results:

A). Assessment Exam – 89% of students achieved a 70% or higher

B). Comprehensive Paper – 93% of students achieved a 70% or higher

C). Internship - 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.):
    - a. Students will score 70% or higher on the assessment exam
    - b. Students will score 70% or higher on a comprehensive writing paper.
    - c. Students will receive an average of 4 out of 5 on their internship evaluations.
  - b. Assessment Results:
    - A). Assessment Exam – 77% of students earned a 70% or higher.
    - B). Comprehensive Paper – 93% of students earned a 70% or higher
    - C). Internship – 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: Criminal Justice – Extended Learning

Period Covered: 8/10/2020-5/8/2021

Submitted by whom: James M. Owston

1. Student Learning Outcome #1: Explain the basis of the law and the American legal system.
  - a. Methods of Assessment: Students will score 70% or higher on Section 1 of the senior assessment exam.
  - b. Assessment Results: Not assessed this year – no internships – no graduates. Decisions and Actions: None
  
2. Student Learning Outcome #2: Evaluate ethical concerns relevant to the application of justice in society.
  - a. Methods of Assessment: Students will score 70% or higher on Section 2 of the senior assessment exam. Students will receive an average of 4 out of 5 on their internship evaluations.
  - b. Assessment Results: Not assessed this year – no internships – no graduates.
  - c. Decisions and Actions: No changes.
  
3. Student Learning Outcome #3: Articulate the differences between the major criminological theories.
  - a. Methods of Assessment: Students will score 70% or higher on Section 3 of the senior assessment exam.
  - b. Assessment Results: Not assessed this year – no internships – no graduates.

- c. Decisions and Actions: No change at the present.
  
- 4. Student Learning Outcome #4: Articulate the differences between the major criminological theories.
  - a. Methods of Assessment: Students will score 70% or higher on Section 3 of the senior assessment exam. Students will receive an average of 4 out of 5 on their internship evaluations.
  - b. Assessment Results: Not assessed this year – no internships – no graduates.
  - c. Decisions and Actions: No change.
  
- 5. Student Learning Outcome #5: Analyze legal concepts and procedures to make rational decisions.
  - a. Methods of Assessment: Students will score 70% or higher on Section 4 of the senior assessment exam. Students will receive an average of 4 out of 5 on their internship evaluations.
  - b. Assessment Results: Not assessed this year – no internships – no graduates.
  - c. Decisions and Actions: No change.



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

Name of Program: **Cyber Security**

Period Covered: **Fall 2020 – Spring 2021**

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.

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 by at least 70% of CSEC-406 (Cryptography) completing the course with a C or better.
  - b. Assessment Results: We had 6 students in CSEC 406 this year. 100% received a C or better.
  - c. Decisions and Actions: No changes were made.
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 a solid conceptual understanding and 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. Both will be offered next year.
  - c. Decisions and Actions: 2 new part-time CSEC professors have been hired.
- 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: 2 new part-time CSEC professors have been hired.
- 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: 2 new part-time CSEC professors have been hired.

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

Name of Program: Environmental Science

Period Covered: 2020 - 2021

Submitted by whom: Matthew McKinney & Brandi Gaertner

*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: 2/3rds of students receive a grade of 70% or better in *all* of the following courses: ENVS-215, ENVS-405, and ENVS-315.
  - b. Assessment Results: All students received a grade of 70% or better in ENVS-405. All students received a grade of 70% or better in ENVS-315. All students received a grade of 70% or better in ENVS-215.
  - c. Decisions and Actions: Students met the criteria for success so no changes will be made.
  
2. Student Learning Outcome #2: Design and conduct research appropriate to their chosen field.

- a. Methods of Assessment: 2/3rds of students complete the following course series with a final grade of C or better (in NSCI-461): Research Methods I & II, and Senior Research Project (NSCI-361, NSCI-362, & NSCI-461). 2/3rds of students receive a grade of 70% or better in the ENVS-325 semester long research project.
  - b. Assessment Results: We had only one graduating ENVS student this year. The student successfully completed NSCI-462 with a grade of 'A' and completed a research minor at the same time. 2/3rds of students completed ENVS-325 semester long project with a grade of 70% or better.
  - c. Decisions and Actions: Students met the criteria for success so no changes will be made. Due to the loss of other faculty that teach the associated courses, I will be taking the course series and updating it considerably. This is not due to any issue with student pass rates, rather it should make the courses feel far more connected (better flow).
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: 2/3rds of students receive a grade of 70% or better in *all* of the following courses: ENVS-340, ENVS-350, ENVS-420. Students receive a grade of 70% or better on Exam 1 in ENVS-350.
  - b. Assessment Results: In ENVS-420 two of three students successfully completed the course with a grade of 70% or better. In ENVS-340 two of three students successfully completed the course with a grade of 70% or better. ENVS-350 was not taught during the 2020-2021 academic year and was excluded from consideration. All students received a grade of 70% or better on exam 1 in ENVS-350.
  - c. Decisions and Actions: Students met the criteria for success so no changes will be made.

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

Name of Program: Exercise Science

Period Covered: 2020-2021

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 19 out of 20 = 95%.
  - 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 330.66 out of 400 = 82% on the rubric associated with EXSC 420. One student earned a zero for 250 of the 400 points, this caused a significant decrease in average score.
  - 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 80 out of 100 = 80%. One student did not complete the paper and earned a 0, which decreased the average.
  - 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 78%. The oral practical exam average for the upper extremity was 93.1%.
  - c. Decisions and Actions: The number of oral practical exams decreased significantly due to COVID-19 restrictions and the number of students out of class in

quarantine/isolation. The program recommends returning to traditional oral practical examinations when COVID-19 restrictions are decreased or lifted.

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 their clinical experience.
- b. Assessment Results: Student complete a case study of a patient during their experience, the average score was 43.5 out of 50 = 87%
- c. Decisions and Actions: The program has decided to continue the case study requirement during the clinical experience course.

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

Name of Program: Health Care Management

Period Covered: 8/10/2020-5/8/2021

Submitted by whom: James M. Owston

1. Student Learning Outcome #1: Describe management, authority, and power and their roles in meeting the needs of an organization.
  - a. Methods of Assessment: Students must achieve a score of 75 percent on the 8 case study assignments in the course.
  - b. Assessment Results: The student achieved a 98% score.
  - c. Decisions and Actions: No change.
  
2. Student Learning Outcome #2: Explain and compare the organizational elements, structure, performance, terminology, and delivery modalities for U.S. and global healthcare systems.
  - a. Methods of Assessment: Students must achieve an average score of 75 percent on the final exam in BUSI 170.
  - b. Assessment Results: Class was not offered this year.
  - c. Decisions and Actions: No changes.
  
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: Students must earn at least 150 of the 200 points on the grading rubric for the term paper assignment in BUSI 235 Human Resources Management.
  - b. Assessment Results: Class was not offered this year.
  - c. Decisions and Actions: No change at the present.
4. Student Learning Outcome #4: Employ strategic marketing skills, including scenario planning, market intelligence, customer profiles, marketing plans, and competitive analysis, to respond to organizational marketing challenges.
- a. Methods of Assessment: Students must achieve a score of 75 percent or higher on the comprehensive marketing research plan and presentation in BUSI 345 Marketing Research.
  - b. Assessment Results: One student achieved an 96% and the other an 88%.
  - c. Decisions and Actions: No change.

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

Name of Program: Interdisciplinary Studies

Period Covered: 8/10/2020-5/8/2021

Submitted by whom: James M. Owston

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: Students will achieve an aggregate score of 3.5 or higher on a critical thinking rubric with the final required paper dealing with their own programmatic experiences.
  - b. Assessment Results: One student failed to complete the assignment. The other four exceeded the goal and had an average score of 4.80.
  - c. Decisions and Actions: No change.
  
2. Student Learning Outcome #2: Students develop an awareness of diverse peoples, cultures, and ideas through interdisciplinary learning.
  - a. Methods of Assessment: 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 failed to complete the assignment. The other four exceeded the goal and had an average score of 4.78.
  - c. Decisions and Actions: No changes.

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: 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: One student failed to complete the assignment. The other four exceeded the goal and had an average score of 4.68.
  - c. Decisions and Actions: No change at the present.

Assessment Report for Program Student Learning Outcomes.

Name of Program: Journalism & Professional Writing

Period Covered: 2020-2021

Submitted by: John Davies

*\*NOTE –Courses in this program are only offered every other year, so data for Learning Outcomes #1, #2, & #3 are identical to the previous year. Data for Learning Outcomes #4 & #5 were drawn from the current reporting period.*

*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. The Battler Columns won a 1<sup>st</sup> place award in the American Scholastic Press Association newspaper review and contest.

*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:*

<b>Student Identifier</b>	<b>Info Gathering</b>	<b>Basic News Story</b>	<b>Feature Story</b>	<b>Feature Profile Story</b>	<b>Beat Story</b>
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.

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

a. 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:*

Student Identifier		Final Project
Student #1		83%
Student #2		80%
Student #3		73%
Student #4		83%

c. *Decisions and Actions:* All students achieved an acceptable level of mastery for 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**

#### **Creative Application Project Instructions**

Project Overview. In this project, you will act as an ad agency and will be creating a campaign with four executions: print advertisement, a social media advertisement, a TV advertisement, and one other media of your choice. Your client will be a business, product, or service (or similar) chosen by your instructor. Using a communication brief supplied by your instructor (see below), write the copy and create the designs for the ads.

Creative Brief/ Communication 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 ads.

1. Print ad. Print ads are typically copy-heavy so you should pay particular attention to writing the ad, including a headline, subhead (if needed), 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. We will cover basic design principles during some of our lessons. Select and use one layout format for your ad from the following formats: Picture Window Layout, Mondrian Grid, Picture Frame Layout, Copy Heavy Layout, or Montage Layout.

2. TV ad. Obviously, you will not have the resources to create a full television production. However, TV ads always are created using a storyboard. Use the storyboard template posted to Moodle to map out

an outline of a 30-second TV ad. While I'm not expecting professional grade artwork for the storyboard, I do expect some effort be put into drawing something that is clear and neat. A few hints for storyboarding a TV commercial:

- TV ads are created by editing individual shots together. Initial shots set the scene and location. Subsequent shots are closer up. When you change scenes, it is often a good idea to move back to a wider shot and then move closer with medium shots and close-ups.
- A 30 second ad will have approximately 10-20 individual shots. Each shot is about 3 seconds long.
- Keep your writing for TV (dialogue) conversational, short and simple, and use active voice (if appropriate).
- Each shot should include a visual that captures the essence of the shot, a description of any dialogue or narration, a description of the audio effects (e.g., sound effects of birds chirping, car engine revving, etc.) or visual effects (e.g., an explosion)
- Always include a few close-ups of your product.

3. Social media ad. The execution of the social media ad will depend on the platform and type of ad that you choose. Some social media ads may include a meme, picture, video, interactive game, slide show, written copy, etc. Make a mock-up of your social media ad that visually displays your social media ad concept. This means you may have to draw a picture, storyboard a video, create a meme, or include photos for a slide show in order to explain how your social media ad will appear.

4. A medium of your choice. Create one additional ad of your choice. Options may include, but are not limited to: a radio ad, a billboard, a bus wrap, a sign shaker, product placement in a movie, a subway poster, a campus newspaper ad, a T-shirt logo, a banner ad for a website, an online video, a point-of-purchase display, etc. etc. Create and design this ad.

Tie your ads together. The four ads you create constitute a campaign. The campaign needs to be tied together with a slogan or tagline. All ads should feature this slogan or tagline. For example, Apple has had a long-running campaign titled "Think Different." Do an Internet search to find hundreds of examples from Apple's Think Different campaign. Similarly, your campaign should have a common theme that integrates every ad together into a coordinated message.

Showcase your ad. On the day the project is due submit to Moodle. Provide a brief overview of your campaign and submit all four ads. Your professor will award the most creative ad the 'prestigious' CABEA (Creative Alderson Broaddus Excellence in Advertising) award and accompanying bragging rights.





Client:

Northern Lake Foods

Product / Service:

OJO brand organic juices

Advertising Problem

Organic juice drinkers don't know that OJO brand juices promotes healthy digestion by allowing the body to fully absorb health-promoting micro-nutrients

Target Audience

Organic juice drinkers, or OJDs, are millennials (25-39 years old) who are married with no children. OJDs tend to live in large cities in the South and in the West, but can be found nationwide. They have a combined household income between \$35,000-\$99,000. OJDs are college graduates, who are typically Caucasian (71%). OJDs belong to club shopping stores such as Sam's or Costco and are interested in natural foods and health. Taste and 'it's better for me' are key motivators for organic food purchase decisions. OJDs are occasional readers of articles, magazines, and books about health and wellness. They trust the USDA Organic label and purchase organic foods to avoid pesticides and other chemicals.

Communication Objective

The advertising will convince organic juice drinkers that drinking OJO brand juices is better for healthy digestion.

Key Benefit and Support

OJO brand organic juices contain prebiotics, which are the food source for healthy gut bacteria (probiotics).

OJO brand organic juices contain almost no insoluble fiber, which therefore allows the body to absorb nearly all the micronutrients it carries.

Tone

Tone should be lively and informative

Mandatories

All ads should contain a tagline/slogan that ties the campaign together

*b. Assessment Results:*

<b>Student Identifier</b>	<b>Project Score</b>	<b>Journalism Student?</b>
Student #1	Did not complete course	No
Student #2	85%	No
Student #3	90%	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.

\*\*\*\*\*

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

Name of Program: Legal Studies

Period Covered: 2020-2021

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: 2/3 graduates successfully completed the exit exam question related to this learning outcome. The other student did not take the exam.
  - c. Decisions and Actions: 2/3 graduates appear to be adequately prepared in this learning outcome. The test was administered over Moodle due to COVID-19, and one student did

not take the assessment. Per last year's observations, this exit exam is best done in class to ensure full participation.

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: 2/3 students achieved a grade of 70% or better on all four exams for CJUS 450 – Criminal Courts and Procedures. 1 student achieved a 70% or greater on 3 out of 4 exams.
- c. Decisions and Actions: 2/3 graduates appear to be adequately prepared in this learning outcome. One future change to this may be to add this learning outcome to the exit exam so the students will have the entirety of the information from the class when answering the question.

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 successfully completed the exit exam question related to this learning outcome
- c. Decisions and Actions: Exit exam was not for credit, and one student who did not answer the question adequately appeared to not take it seriously. The test was administered over Moodle due to COVID-19, and one student did not take the assessment. Per last year's observations, this exit exam is best done in class to ensure

full participation. In the future, making the exit exam for-credit may yield a better result.

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 Assignment
  - b. Assessment Results: All 3 graduates successfully completed and achieved passing grades on their legal memorandums as their final project for LEGL 350.
  - c. Decisions and Actions: All 3 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: 2020-2021

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) 85.25% of students earned an 80 percent or higher on the two exams.

B) 91.5% 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 either "A" or "B". 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) 95% of students achieved a score of 80% or higher on the Harvard Online Strategic Management Simulation.

C) 92% 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 2020-Spring 2021

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: This course was not taught during the 2020-2021 academic year.
  - c. Decisions and actions: Previously, 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 **MDIA 135**.
- b. Assessment Results:

Student Identifier	Assignment: Photo Submission and Presentation
Student 1	78
Student 2	85
Student 3	0
Student 4	92
Student 5	94
Student 6	90
Student 7	100
Student 8	88
Student 9	0
Student 10	100
AVERAGE	90.8% (when accounting for the 0's)

- c. Decisions and Actions: The class, in general, scored better than the 80% minimum for the assignment, two students did not submit to the final assignment. This assignment will be used again, as students submitted their “best” photo for the assignment and presented it-discussing the lighting, contrast, composition, balance, and movement elements of their photo choice. Additionally, students submitted their photo to the AB literary and arts magazine *Influx*.

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 **COMM 230** dealing with media's impact on social problems (**this course was previously numbered COMM 190—as I am new to AB, I am not sure when this course number change took place, but I have now updated the program assessment form to reflect this course number change.**)
  - b. Results: This class was not taught in the 2020-2021 academic year.
  - c. Decisions and Actions: Post 2019-2020 program assessment data gathering, we determined that the course number for the Media and Society course had simply changed. When taught in fall of 2019, weekly response papers as well as a final project were used to assess students. No change is proposed for fall of 2021.
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 COMM 350.**
  - b. Assessment Results: Assessment Results: 2/17 earned a percentage higher than 85%  
13/17 earned a percentage between 75% - 84%  
2/17 earned a percentage lower than 70%
  - c. Decisions and Actions: Dr. Davies reports: “ I'm going to revise the assignment and how I teach it. But honestly, the results were really a function of this group of students more

than the assignment, in my opinion. I won't say my teaching is blameless, but so many students just didn't complete the assignment.”

**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 not taught in the 2020-2021 academic year.
- c. Decisions and actions: In early program assessment reports, the faculty reported:  
“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.

**\*\*When meeting with my COMM colleagues during assessment day 2021, we determined we need to revisit some of the program outcomes and work to update these as well as the assessments we use as data points to measure the outcome. We have a goal of reflecting on these program outcomes over the summer and then meeting during faculty development week (the start of 2021-2022) to revisit, update, and submit any proposals necessary to tweek/adjust these to be more reflective of what our students are learning. Additionally, we discussed developing portfolio process when our students are introduced to the program, encouraged to begin archiving and storing examples of the work they are completing in their major classes, and conducting portfolio/program level presentations to a panel of COMM faculty as part of the COMM 495 Capstone/Internship course. Part of this collaboration**

could/should include those instructors who teach the support and specialized courses in the Digital Media Track—namely Professor Fortney, Professor Anderson and others.

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

Name of Program: Mass Communication, General Track

Period Covered: Fall 2020-Spring 2021

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: **This academic year, I used the Pre/Post Assessment Rip n Read for an evaluation of the overall improvement of the students' broadcasting ability.**

There 10 students enrolled in COMM 220 for the academic year. The five (5) students enrolled in fall 2020 demonstrated an average score improvement from 15.8/20 to 17.5/20 (adjusting for the one student who did not submit a post-assessment Rip n Read assignment. The five students enrolled in spring of 2021 (two of whom had been enrolled in Fall of 2020) also demonstrated an overall improvement, although not as profound as fall. This cohort reports an improvement from 17.2/20 to 17.6/20. This academic year I created a specific rubric for the Rip n Read assignments and worked to be more directive in both the assignments (for example, gradually increasing and grading the time parameters). This cohort of students reports a general decrease in mistakes and bumbles when reading broadcast copy and an increase in confidence, and improvement in fluency.

- c. Decisions and Actions: **Continue using the Pre/Post Test Assessment; continue using the rubric fashioned for this assignment.**
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.): **Rubric. Students will attain a percentage of 85% for the final project in COMM 350.**
  - b. Assessment Results: 2/17 earned a percentage higher than 85%
    - 13/17 earned a percentage between 75% - 84%
    - 2/17 earned a percentage lower than 70%

c. Decisions and Actions: Dr. Davies reports: “ I'm going to revise the assignment and how I teach it. But honestly, the results were really a function of this group of students more than the assignment, in my opinion. I won't say my teaching is blameless, but so many students just didn't complete the assignment.”

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 COMM 370.**

b. This class was not taught in 2020-2021 academic year.

c. Decisions and Actions: Previously, faculty noted no changes necessary.

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 **COMM 230** dealing with media's impact on social problems (**this course was previously numbered COMM 190—as I am new to AB, I am not sure when this course number change took place, but I have now updated the program assessment form to reflect this course number change.**)



- b. Results: This class was not taught in the 2020-2021 academic year.
  - c. Decisions and Actions: Post 2019-2020 program assessment data gathering, we determined that the course number for the Media and Society course had simply changed. When taught in fall of 2019, weekly response papers as well as a final project were used to assess students. No change is proposed for fall of 2021.
- 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 COMM 350.**
  - b. Assessment Results: Assessment Results: 2/17 earned a percentage higher than 85%  
13/17 earned a percentage between 75% - 84%  
2/17 earned a percentage lower than 70%
  - c. Decisions and Actions: Dr. Davies reports: "I'm going to revise the assignment and how I teach it. But honestly, the results were really a function of this group of students more than the assignment, in my opinion. I won't say my teaching is blameless, but so many students just didn't complete the assignment."
- 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 150 (75%) or greater on the Print Media Assignment in the COMM 155.**

b. Assessment Results: Print media grade breakdown is as follows:

Student 1	94
Student 2	88
Student 3	99
Student 4	87
Student 5	80
Student 6	88.5
Student 7	0
Student 8	75
Student 9	76
Student 10	84.5
Student 11	98.5
Student 12	92
Student 13	87.5

92% of the students achieved the minimum requirement of 75%--all students who completed the assignment earned the minimum required score. 30% of students achieved 90% +, 60% of students achieved 80% +.

c. **Decisions and Actions:** This assignment does encourage students to explore an area of mass media that most of them are not familiar with; their response to the assignment is quite interesting and most find value in checking out a “real deal” newspaper—some for the first time in years. As many of our students are athletes and do not leave campus over spring break (which is when this particular assignment was given) accessing/locating a newspaper was probably the most challenging

aspect of this assignment (especially for our international classmates). I need to determine a way to make accessing a variety of Sunday newspapers equitable.

**\*\*When meeting with my COMM colleagues during assessment day 2021, we determined we need to revisit some of the program outcomes and work to update these as well as the assessments we use as data points to measure the outcome. We have a goal of reflecting on these program outcomes over the summer and then meeting during faculty development week (the start of 2021-2022) to revisit, update, and submit any proposals necessary to tweek/adjust these to be more reflective of what our students are learning. Additionally, we discussed developing portfolio process when our students are introduced to the program, encouraged to begin archiving and storing examples of the work they are completing in their major classes, and conducting portfolio/program level presentations to a panel of COMM faculty as part of the COMM 495 Capstone/Internship course.**

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

Name of Program: Natural Resource Management

Period Covered: Fall 2021 – Spring 2021

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:** 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 student had the following average GPA;

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

**c. Analysis:** We are pleased that our graduate 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, this student completed the requirements for a Research Minor in the College of Health, Science, Technology and Math. This student worked with an adviser to develop an independent research project, collect and analyze data both in the field and lab with limited assistance and created a professional level poster, manuscript and oral presentation on their topic.

**c. Analysis:** We are pleased with the performance of this graduate and hope to use their examples as a model for professional level experience moving forward.

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 was one graduate in the NARM program during 2020-2021 year. 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 – 4.0
- Introduction to Accounting – 3.0
- Introduction to Management – 3.0

**c. Analysis** – Our graduate 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: Alderson Broaddus School of Nursing

Period Covered: Academic Year: 2020-2021

Submitted by whom: Kim White, PhD, MSN, RN

*Definitions:*

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

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

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

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

1. Student Learning Outcome #1:

**Create patient-centered, safe, quality evidence-based nursing care with diverse patients across the life span.**

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

1. Fall 2020: In Nursing 430: Critical Thinking: NCLEX Course students take the Critical Thinking Exit Exam to assess their improvements in abilities throughout the program. Group score in the Interpretation Section of the exam will be > or = national mean of 70.3%
2. Spring 2021: In Nursing 470: Care of the Community: Students were required to complete COVID project that consist of a research paper and PowerPoint presentation which was graded via a rubric. 78% is minimal score for passing.

b. Assessment Results:

1. Goals Met: For traditional cohort group mean was 74% and for the LPN-BSN cohort the group mean was 73.6%.
2. For the traditional cohort 14/14 completed the project and scored a 78% or higher and for the LPN-BSN cohort 10/12 completed the project and scored a 78% or higher.

c. Decisions and Actions:

1. Continue to use ATI CT Assessment in program. This was first year so the ATI CT Admission Assessment was not available for this cohort to compare. Will be able to analyze comparison of Entry/Exit CT skills with the class of 2023.
2. Continue to use this type of assessment to integrate COVID into the curriculum and community nursing clinical.

2. Student Learning Outcome #2:

**Design a caring environment for the patient, family and community to promote wellness, prevent disease, and facilitate healing.**

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

1. Fall 2020: In NRS 420: Community Mental Health Nursing students complete a reflective clinical journal which is graded by a rubric with a minimal passing requirement of 78%.
2. Spring 2021: In Nursing 460: Complex Health Issues II: Students NCLEX/CCRN Quizzes with practice questions posted on Moodle multiple choice. Students are expected to receive a passing average grade of 78% on the quizzes.

b. Assessment Results:

1. For the traditional cohort: 14 of 16 students submitted reflective journals with a 78% or higher and for the LPN-BSN cohort: 12 of 13 students submitted reflective journals with a 78% or higher.
2. For the traditional cohort: 14/14 = 100% of the students average for the NCLEX/CCRN Quizzes with a score of 93% or better.

c. Decisions and Actions:

1. Continue use of reflective journaling to assess student attainment of this SLO.

2. Continue to use this assessment to evaluate Level III student's ability to meet SLO.

The SON assesses each of its 7 End of Program Student Learning Outcomes on a rotating 3-year schedule. Each course, Level I, II, and III are evaluated at the end of each semester. Various assessments from clinical, presentations, quizzing, exams, case studies, etc. are assessed. Additionally, each nursing course has a faculty course summary that is completed at the end of each semester in which the faculty assess the course for any needed revisions or additions. SON faculty meet at the beginning of the next semester in Curriculum Committee Meeting to discuss any recommendations put forth for changes based on both the course assessment and faculty course summaries from the previous semester. The SON additionally meets each May for a NCLEX Improvement Planning Meeting in which results of all standardized testing throughout the year is analyzed and discussed to identify any needed revisions.



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

Name of Program:      Physical Education

Period Covered:        2020-2021

Submitted by whom:    Nathan Satzer and 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:

<i>Communication</i> – graduates will be able to express ideas through forms appropriate to their intended audience	The EPP requires candidates to write lesson plans that communicate content, reflective journals that communicate self- and student learning, and to communicate with mentor teachers in the field.	<i>Senior Folio – InTASC standard 5</i>
---	--	---

- a. Methods of Assessment (Rubric, Essay, Panel, Portfolio, etc.): Senior Folio
- b. Assessment Results: N/A – there were no graduates in the program
- c. Decisions and Actions: N/A

2. Student Learning Outcome #2:

<i>Critical Thinking</i> – graduates will be able to acquire, assess, and apply information in order to solve problems and make informed decisions	The EPP requires candidates to think-on-their-feet in field practica in response to P-12 learners with whom they are working, to collect and analyze assessment data for P-12 learners, and to engage in critical dialogue with peers in the college classroom	<i>Senior Folio – InTASC standards 5, 8</i>
--	--	---

- a. Methods of Assessment (Rubric, Essay, Panel, Portfolio, etc.): Senior Folio
- b. Assessment Results: N/A – there were no graduates in the program
- c. Decisions and Actions: N/A

### 3. Student Learning Outcome #3:

<i>Diversity</i> – graduates will have been exposed to different ideas, perspectives, backgrounds, and cultures	The EPP requires candidates in all field practica to interact appropriately with P-12 learners in local schools which are in an extremely low SES area, with peers in the college classroom, and with their professors across the university. Most of AB's students are not from West Virginia, so we provide candidates with a very different perspective and culture from their own. We also require research papers or essays to communicate the comparative nature of US education to other systems of education.	<i>Senior Folio – InTASC standards 2, 3, 8</i>
---	--	--

- a. Methods of Assessment (Rubric, Essay, Panel, Portfolio, etc.): Senior Folio
- b. Assessment Results: N/A – there were no graduates in the program
- c. Decisions and Actions: N/A

### 4. Student Learning Outcome #4:

<i>Ethics</i> – graduates will be able to recognize and apply ethical principles in various contexts	The EPP requires candidates in all field practica and in college classrooms to follow public school policy and AB policies to maintain confidentiality in all written documents, to engage with P-12 learners in an appropriate manner, and to fulfill all of their curricular requirements as part of demonstrating standards 9 and 10 of the InTASC standards through their senior folio.	<i>Senior Folio – InTASC standard 9</i>
--	---	---

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

- b. Assessment Results: N/A – there were no graduates in the program
- c. Decisions and Actions: N/A

5. Student Learning Outcome #5:

6. <i>Civic Engagement</i> – graduates will have engaged in service with varied communities	The EPP provides opportunities for all candidates to assist in after-school tutoring programs as part of fulfilling their field practica, to give back to the local community as part of their belonging to campus organizations, and to engage with community members as part of their belonging to the Student Education Association (SEA), and/or Kappa Delta Pi (KDP)	<i>Senior Folio – InTASC standard 10</i>
---	---	--

- a. Methods of Assessment (Rubric, Essay, Panel, Portfolio, etc.): Senior Folio
- b. Assessment Results: N/A – there were no graduates in the program
- c. Decisions and Actions: N/A

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

Name of Program: Professional Leadership

Period Covered: 6/1/2020-5/8/2021

Submitted by whom: James M. Owston

1. Student Learning Outcome #1: Describe management, authority, and power and their roles in meeting the needs of an organization.
  - a. Methods of Assessment: Student will achieve a minimum score of 75% on take home exam in LEAD 310.
  - b. Assessment Results: Was not measured this year.
  - c. Decisions and Actions:
  
2. Student Learning Outcome #2: Create a practical, personal definition and philosophy of leadership.
  - a. Methods of Assessment: Student will achieve a minimum of 80% on the reflection paper in LEAD 315.
  - b. Assessment Results: Only one of the students completed this assignment. She scored a 100%.
  - c. Decisions and Actions: No changes.
  
3. Student Learning Outcome #3: Examine the interpersonal relationship between two fictional characters that belong to the same organization.
  - a. Methods of Assessment: Student will achieve a minimum of 80% on the relationship paper in LEAD 320.

- b. Assessment Results: Average score among the two students was 94%
  - c. Decisions and Actions: No change at the present.
- 4. Student Learning Outcome #4: Articulate skills necessary to be an effective team leader and member.
  - a. Methods of Assessment: Student will achieve a minimum total score of 160 on the eight discussion questions in LEAD 336.
  - b. Assessment Results: Average score for the three students was 174. One student scored under the minimum with a 150.
  - c. Decisions and Actions: No change.
- 5. Student Learning Outcome #5: Assess an organization based on various aspects of leadership.
  - a. Methods of Assessment: Student will achieve a minimum score of 80% on the capstone project in LEAD 416.
  - b. Assessment Results: One student failed to submit this assignment and failed the class.  
  
The other two students scored at or above 80% with an average score of 85%
  - c. Decisions and Actions: No changes.
- 6. Student Learning Outcome #6: Assemble a complete leadership portfolio.
  - a. Methods of Assessment: Student will achieve a minimum score of 85% on his/her complete leadership portfolio in LEAD 416.
  - b. Assessment Results: Students were unable to keep track of their portfolio following the second semester.
  - c. Decisions and Actions: This outcome was dropped from the program.

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

Name of Program: Public Relations

Period Covered: 2020-2021

Submitted by whom: John Davies

*\*NOTE –Courses in this program are only offered every other year, so data for Learning Outcomes #1, #2, #3, & #4 are identical to the previous year. Data for Learning Outcome #5 were drawn from the current reporting period.*

*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.

1. 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)

2. 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. The Battler Columns won a 1<sup>st</sup> place award in the American Scholastic Press Association newspaper review and contest.

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.

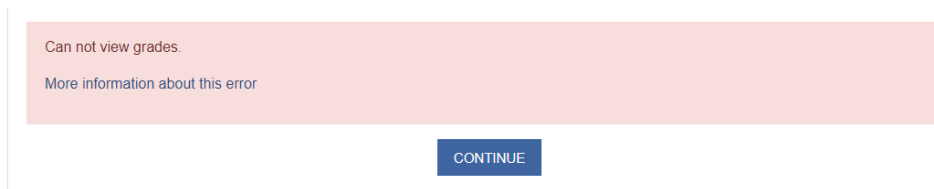


4. Student Learning Outcome #4: Students will have the skills to critically evaluate news stories; edit written material created for various audiences for grammar, style, and content; and design a basic layout for a newspaper or news website.

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	B
Student #2	A
Student #3	A
Student #4	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: 2020-2021

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 Social Studies

Period Covered: 2020-2021

Submitted by whom: Phil Bowers

*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:

<i>Communication</i> – graduates will be able to express ideas through forms appropriate to their intended audience	The EPP requires candidates to write lesson plans that communicate content, reflective journals that communicate self- and student learning, and to communicate with mentor teachers in the field.	<i>Senior Folio – InTASC standard 5</i>
---	--	---

- a. Methods of Assessment (Rubric, Essay, Panel, Portfolio, etc.): Senior Folio
- b. Assessment Results: Student scored in acceptable range
- c. Decisions and Actions: We will continue our current practices.

## 2. Student Learning Outcome #2:

<i>Critical Thinking</i> – graduates will be able to acquire, assess, and apply information in order to solve problems and make informed decisions	The EPP requires candidates to think-on-their-feet in field practica in response to P-12 learners with whom they are working, to collect and analyze assessment data for P-12 learners, and to engage in critical dialogue with peers in the college classroom	<i>Senior Folio – InTASC standards 5, 8</i>
--	--	---

- a. Methods of Assessment (Rubric, Essay, Panel, Portfolio, etc.): Senior Folio
- b. Assessment Results: Student scored in acceptable range
- c. Decisions and Actions: We will continue our current practices

## 3. Student Learning Outcome #3:

<i>Diversity</i> – graduates will have been exposed to different ideas, perspectives, backgrounds, and cultures	The EPP requires candidates in all field practica to interact appropriately with P-12 learners in local schools which are in an extremely low SES area, with peers in the college classroom, and with their professors across the university. Most of AB's students are not from West Virginia, so we	<i>Senior Folio – InTASC standards 2, 3, 8</i>
---	---	--

	provide candidates with a very different perspective and culture from their own. We also require research papers or essays to communicate the comparative nature of US education to other systems of education.	
--	--	--

- a. Methods of Assessment (Rubric, Essay, Panel, Portfolio, etc.): Senior Folio
- b. Assessment Results: Student was in the accomplished range
- c. Decisions and Actions: We will continue our current practices.

4. Student Learning Outcome #4:

<i>Ethics</i> – graduates will be able to recognize and apply ethical principles in various contexts	The EPP requires candidates in all field practica and in college classrooms to follow public school policy and AB policies to maintain confidentiality in all written documents, to engage with P-12 learners in an appropriate manner, and to fulfill all of their curricular requirements as part of demonstrating standards 9 and 10 of the InTASC standards through their senior folio.	<i>Senior Folio – InTASC standard 9</i>
--	---	---

- a. Methods of Assessment (Rubric, Essay, Panel, Portfolio, etc.): Senior Folio
- b. Assessment Results: Student finished in the Emerging category and received satisfactory scores with this assessment. Students  
  
are required to at least score in this category to move on in the program

- c. Decisions and Actions: As a department we break down components of this section of assessment and see where the weak spots occur so we can make adjustments be it with feedback or general instruction throughout the program itself.

5. Student Learning Outcome #5:

<i>Civic Engagement</i> – graduates will have engaged in service with varied communities	The EPP provides opportunities for all candidates to assist in after-school tutoring programs as part of fulfilling their field practica, to give back to the local community as part of their belonging to campus organizations, and to engage with community members as part of their belonging to the Student Education Association (SEA), and/or Kappa Delta Pi (KDP)	<i>Senior Folio – InTASC standard 10</i>
--	---	--

5

- a. Methods of Assessment (Rubric, Essay, Panel, Portfolio, etc.): Senior Folio
- b. Assessment Results: This was a new assessment for the program and a civic engagement project was developed along with a rubric to grade the project. The project ties the content and purpose of the program to some type of community involvement and community improvement.
- c. Decisions and Actions: Modifications had to be made on the project due to Covid, but the assessment is now developed and is in place in the program. The student was able to still complete a variation of the project and future students will benefit from this assessment.



Element	Filter	Accomplished	Emerging	Unsatisfactory	Mean	Stdev
Learner Development S:1	Fall 2020 folio	100.00% (1)	0.00% (0)	0.00% (0)	2.00	NaN
Learner Differences S:1	Fall 2020 folio	100.00% (1)	0.00% (0)	0.00% (0)	2.00	NaN
Learning Environments S:1	Fall 2020 folio	100.00% (1)	0.00% (0)	0.00% (0)	2.00	NaN
Content Knowledge S:1	Fall 2020 folio	0.00% (0)	0.00% (0)	100.00% (1)	0.00	NaN
Application of Content S:1	Fall 2020 folio	100.00% (1)	0.00% (0)	0.00% (0)	2.00	NaN

Assessment S:1	Fall 2020 folio	100.00% (1)	0.00% (0)	0.00% (0)	2.00	NaN
Planning for Instruction S:1	Fall 2020 folio	100.00% (1)	0.00% (0)	0.00% (0)	2.00	NaN
Instructional Strategies S:1	Fall 2020 folio	100.00% (1)	0.00% (0)	0.00% (0)	2.00	NaN
Professional Learning Ethics S:1	Fall 2020 folio	0.00% (0)	100.00% (1)	0.00% (0)	1.00	NaN
Leadership/Collaboration S:1	Fall 2020 folio	0.00% (0)	100.00% (1)	0.00% (0)	1.00	NaN
TPA	Fall 2020 folio	100.00% (1)	0.00% (0)	0.00% (0)	2.00	NaN

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

Name of Program: Sport Management

Period Covered: 2020-21 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 simulation completed in SPMT-260. Students must achieve an 80% (B) on the Marketing Simulation.
  - b. Assessment Results: 20 out of 38 (53%) achieved an 80% or better on the Marketing Simulations.
  - c. Decisions and Actions: The simulation was a substitute for the Marketing Plan which is the regular assignment in a non-COVID year.

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

- a. Method of Assessments: Measured through 6 virtual simulations in SPMT-130, Students need an 80% (B) on the Budget simulation project to meet this objective.
- b. Assessment Results: 16 out of 27 (59%) achieved at least an 70% on the simulations.
- c. Decisions and Actions: No Change at this time.

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: 39 out of 42 (93 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: 20 of 23 interns earned an 80% or better on the leadership section of the internship evaluations.
- c. Decisions and Actions: No change at this time

Student Learning Outcome #5: Planning event management techniques through service-learning initiatives and field experiences (SPMT-485).

- a. Methods of Assessment (Rubric, Essay, Panel, Portfolio, etc.): The methods of assessment for this objective is the portfolio submitted by each Sport Management intern at the conclusion of his or her time in SPMT-485, along with a comparison between the midterm and final evaluation. The method for assessing the portfolio is studying the interns' experience from the internship as a whole.
- b. Assessment Results: 23 out the 23 (100 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: No change at this time.