

Alderson Broaddus University



Annual Program Assessment Report

2021-2022

TABLE OF CONTENTS

PROGRAM ASSESSMENT SUMMARY REPORT	3
--	----------

PROGRAM ASSESSMENT REPORTS	4
-----------------------------------	----------

PROGRAMS:

• BIOLOGY	5
• CHEMISTRY	8
• COMPUTER SCIENCE	11
• CRIMINAL JUSTICE – ASSOCIATE	14
• CRIMINAL JUSTICE – BACHELOR	16
• CYBERSECURITY	21
• ELEMENTARY EDUCATION	23
• ENVIRONMENTAL SCIENCE	31
• EXERCISE SCIENCE	33
• INTEGRATED MARKETING COMMUNICATION	36
• INTERDISCIPLINARY STUDIES	40
• JOURNALISM & PROFESSIONAL WRITING	42
• LEGAL STUDIES	49
• MASS COMMUNICATION - DIGITAL MEDIA	52
• MASS COMMUNICATION – GENERAL	57
• NATURAL RESOURCE MANAGEMENT	63
• NURSING	65
• PHYSICAL EDUCATION	69
• PROFESSIONAL LEADERSHIP	73
• PSYCHOLOGY	76
• PUBLIC ADMINISTRATION	82
• PUBLIC RELATIONS	84
• RELIGION & PHILOSOPHY	89
• SECONDARY EDUCATION – SOCIAL STUDIES	91
• SPORT MANAGEMENT	98
• SURGICAL TECHNOLOGY	101

Alderson Broaddus University

Program Assessment Summary

2021 – 2022 Academic Year

At the conclusion of each academic year, each program completes a Program Assessment Report. Each program¹ 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.

¹ The following programs were not submitted for review Accounting, Business Administration, Marketing and Mathematics.

Use of Data for Continuous Improvement	Number of Programs
Adjust/Revise Course Content	7
Modify Pedagogy	3
Modify Curriculum	1
Modify Learning Outcomes	1
Modify Assessment Methods	3
Other	6

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

ALDERSON BROADDUS UNIVERSITY
ASSESSMENT REPORT FOR STUDENT LEARNING OUTCOMES

Name of Program: Biology

Period Covered: Fall 2021 – Spring 2022

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:** This objective is assessed based on performance in five BIOL courses the faculty have agreed are critical to student success in biology. Criteria for success is measured as at least 70% of students having received a 70% or better upon completion of the following courses: General Biology I, General Biology II, Anatomy and Physiology II, Genetics, and Microbiology.

- b. **Assessment Results:** In General Biology I 55% of students achieved a 70% or higher. In General Biology II 71% of students achieved a 70% or higher. In Anatomy & Physiology II 86% of students achieved a grade of 70% or higher. In Genetics, 80% of students achieved a grade of 70% or higher. In microbiology, 75% of students achieved a grade of 70% or higher.
- c. **Analysis:** Overall, students appear to be meeting the objectives under the current course structure. General Biology I appears to be the major hurdle which students must overcome, but those that do go on to be successful. We will review the general biology I course outcomes and discuss new approaches to increasing student success in that course.

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: 3 biology projects were completed in the Fall and 9 biology in the spring. All but one of the 12 graduating biology seniors in 2021/2022 were able to successfully complete both a written and oral communication of their research project.
 - 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 received a Ledford scholarship.
 - d. One student was selected by WV-INBRE to present INBRE program to give oral presentation at the WV-INBRE Summer symposium.
 - e. Two students were selected by the Undergraduate Research Day at Capitol committee to present their research at the capitol.
- 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 92% 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, three (30%) will take a year off to prepare for the graduate school. Seven (70%) students indicated that they were accepted in a graduate program. Post-graduate programs accepting our graduating seniors include:
 - i. Two students were accepted into Veterinary School of Medicine in London, UK, and Ross University.
 - ii. Three student was accepted into the Master of Physician's Assistant program at Alderson Broaddus University.
 - iii. One student was accepted into Doctoral Medical School Program at West Virginia School of Osteopathic Medicine.
 - iv. One student was accepted into a graduate school program.
 - c. **Analysis**: We are satisfied that all (100%) our graduates that applied for the graduate school are accepted into post-graduate programs. Three 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: Chemistry

Period Covered: 2021-2022

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 #2:

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

Assessment Period: Fall 2020

Course: Organic Chemistry (I) -CHEM 310

Number of Chemistry Majors Enrolled and Assessed: 2 (1 Sophomore, 1 Junior)

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

The assessment report shall be based upon evaluating the students' performance on the class exams and the final exam. The final exam shall be divided into sections comprising of questions from the topics outlined in the learning outcome #2

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

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

b. Assessment Results:

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

c. Analysis: The academic year 2019-2020 had two chemistry major students enrolled and assessed for the learning outcome #2. Of the two, one had scored an aggregate of 80% and the other, a 70%

d. Decisions and Actions:

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

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

1. the general principles and application of thermodynamics, chemical equilibria, Phase rule, and chemical kinetics. These sections reinforce differential and integral calculus studied under MATH 231 along with conceptual physics.
2. understand the energetics that drive chemical reactions.

3. solve problems competently by identifying the essential parts of a problem and formulating a strategy for solving the problem.

Assessment Period: Fall 2020

Course: Physical Chemistry (CHEM 315)

Total Enrolment in Fall 2020: 1

The enrolled student was taken ill and has taken an incomplete, and subsequently a leave of absence.

Thus, the learning outcome **#6 could not be assessed at this time.**

3. **Student Learning Outcome #3:** A Chemistry Graduate shall understand and master the basic concepts in organic chemistry which include spectroscopic applications, principles and reactions of organic compounds.

Assessment Period: Spring 2022

Course: Organic Chemistry (II) -CHEM 311

Number of Chemistry Majors Enrolled and Assessed: 2 (1 Sophomore, 1 Junior)

One of the enrolled students was taken ill and has taken an incomplete, and the other has taken a leave of absence. Thus, the learning outcome **#3 could not be assessed at this time.**

ALDERSON BROADDUS UNIVERSITY
ASSESSMENT REPORT FOR STUDENT LEARNING OUTCOMES

Name of Program: **Computer Science**

Period Covered: **Fall 2021 – Spring 2022**

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-120, 8 students received a final grade of C or better. (2 As, 3 Bs, 3 Cs). 2 other students dropped the course.
- c. Decisions and Actions: No change or action at this time.

Student Learning Outcome #2: Students will demonstrate the ability to effectively solve challenging problems and design and implement software solutions using algorithmic knowledge and Software Engineering best practices.

- a. Methods of Assessment (Rubric, Essay, Panel, Portfolio, etc.): Graduates will complete an in-depth software development project from problem specifications to design and implementation as part of the Senior Design course sequence/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 2022. More students are getting better internships earlier in their academic career. See 5-year program report for details.
- c. Decisions and Actions: For CSCI-330 Data Structures and Algorithms, no changes are expected. Will continue working with local businesses for student internships. New companies on tap for Fall 2022... FBI (already employ one AB CS student) and NASA (One AB CS student is applying now.)

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 2021-2022 academic year, we offered CSCI 390: Advanced Programming and Problem Solving III.

c. Decisions and Actions: In CSCI 390, we had 6 students. On the end of the semester course review, students said it was the most work they had ever done in a class and also one of the most enjoyable. The unique project focus where students built things that they designed was surely the reason. See 5-year program report for more details.

ALDERSON BROADDUS UNIVERSITY
PROGRAM ASSESSMENT REPORT FOR STUDENT LEARNING OUTCOMES

Name of Program: Criminal Justice Associates of Arts

Period Covered: 2021-2022

Submitted by whom: Shannon Wolfe

Definitions:

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

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

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

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

1. Student Learning Outcome #1: Graduates will discuss the application and significance of substantive and procedural criminal law.
 - a. Methods of Assessment (Rubric, Essay, Panel, Portfolio, etc.): Student achievement of this outcome will be assessed by earning a passing final grade of at least 70% or higher on the CJUS 340 final exam.
 - b. Assessment Results: This is the first year the program is being offered, thus there were no graduates yet.
 - c. Decisions and Actions: Assess program when graduate data is available.

2. Student Learning Outcome #2: Graduates will examine current best practices and contemporary issues in the criminal justice system.
 - a. Methods of Assessment (Rubric, Essay, Panel, Portfolio, etc.): Student achievement of this outcome will be assessed by completing the CJUS 380 field practicum hours.
 - b. Assessment Results: This is the first year the program is being offered, thus there were no graduates yet.
 - c. Decisions and Actions: Assess program when graduate data is available.

3. Student Learning Outcome #3: Graduates will be prepared to apply ethical decision-making skills in the practice of their chosen criminal justice professions.
 - a. Methods of Assessment (Rubric, Essay, Panel, Portfolio, etc.): Student achievement of this outcome will be assessed by completing the CJUS 380 field practicum written journaling assignment.
 - b. Assessment Results: This is the first year the program is being offered, thus there were no graduates yet.
 - c. Decisions and Actions: Assess program when graduate data is available.

ALDERSON BROADDUS UNIVERSITY
ASSESSMENT REPORT FOR STUDENT LEARNING OUTCOMES

Name of Program: Criminal Justice

Period Covered: 2021-2022

Submitted by whom: Shannon Wolfe 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: Analyze the basis of the law and the legal system, including the decision-making process in criminal justice, the social and political context of the legal system, and important constitutional issues.
 - a. Methods of Assessment (Rubric, Essay, Panel, Portfolio, etc.): Student achievement of this outcome will be assessed by earning a grade of 70% or higher on the CJUS 340 final exam and the POLS 310 final exam.
 - b. Assessment Results: POLS 310 Exam – 8/8 passed with a 70% or higher,

CJUS 340 Exam – 8/8 passed with a 70% or higher

- c. Decisions and Actions: Possibly shift to using an exit exam as part of Seminar in Criminal Justice to measure Student Learning Outcomes. This would streamline the process and allow assessment of students with transfer credit.
- 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.): Student achievement of this outcome will be assessed by earning a grade of 70% or higher on the CJUS 410 final exam and the completing their CJUS 380 Field Practicum written journal assignment.
 - b. Assessment Results: CJUS 410 Exam – 8/8 passed with a 70% or higher,
CJUS 380 Journal - 8/8 completed assignment
 - c. Decisions and Actions: Possibly shift to using an exit exam as part of Seminar in Criminal Justice to measure Student Learning Outcomes. This would streamline the process and allow assessment of students with transfer credit.

Student Learning Outcome #3: Articulate the differences between the major criminological theories of the causes of crime and how those theories relate to policies toward crime and criminal behavior.

- a. Methods of Assessment (Rubric, Essay, Panel, Portfolio, etc.): Student achievement of this outcome will be assessed by earning a grade of 70% or higher on the CJUS 210 final exam and the SOCI 350 final exam.
- b. Assessment Results:

CJUS 210 Exam – 6/8 passed with a 70% or higher, 1/8 was a transfer student who took the course at a different institution

SOCI-350 Exam – 7/8 passed with a 70% or higher, 1/8 was a transfer student who took the course at a different institution

- c. Decisions and Actions: Possibly shift to using an exit exam as part of Seminar in Criminal Justice to measure Student Learning Outcomes. This would streamline the process and allow assessment of students with transfer credit.

Student Learning Outcome #4: Analyze legal concepts and make rational decisions about case processing. Demonstrate knowledge of the rules of procedure and legal definitions. Apply basic investigative processes.

- a. Methods of Assessment (Rubric, Essay, Panel, Portfolio, etc.): Student achievement of this outcome will be assessed by earning a grade of 70% or higher on the CJUS 400 final exam.
- b. Assessment Results: CJUS 400 Exam – 7/8 passed with a 70% or higher
- c. Decisions and Actions: Possibly shift to using an exit exam as part of Seminar in Criminal Justice to measure Student Learning Outcomes. This would streamline the process and allow assessment of students with transfer credit.

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.): Student achievement of this outcome will be assessed by earning a grade of 70% or higher on the CJUS 480 final paper and completing their CJUS 380 Field Practicum hours
- b. Assessment Results: CJUS 480 paper - 7/8 finished with a 70% or higher final paper
CJUS 380 hours - 8/8 completed required hours
- c. Decisions and Actions: Possibly shift to using an exit exam as part of Seminar in Criminal Justice to measure Student Learning Outcomes. This would streamline the process and allow assessment of students with transfer credit.

ALDERSON BROADDUS UNIVERSITY
PROGRAM STUDENT LEARNING OUTCOME WORKSHEET

Name of Program: B.A. Criminal Justice

A. Program Mission Statement

The criminal justice program's mission is to equip students to think critically about the causes and consequences of crime and deviance and about evolving issues in the field of criminal justice. The program strives to foster students' writing and verbal communication skills relative to the field, to promote information literacy, and to encourage insight into social justice issues in the context of the criminal justice system. It is the program's mission to properly prepare students to join the ranks of professionals working within the criminal justice system or to gain admission to social science and professional graduate programs.

B. (a) Program Student Learning Outcome

And

(b) Program Student Learning Outcome Assessment Method

1. (a) Analyze the basis of the law and the legal system, including the decision-making process in criminal justice, the social and political context of the legal system, and important constitutional issues.

1. (b) Student achievement of this outcome will be assessed by earning a grade of 70% or higher on the CJUS 340 final exam and the POLS 310 final exam.

2. (a) Evaluate ethical concerns relevant to the application of justice in society.

2. (b) Student achievement of this outcome will be assessed by earning a grade of 70% or higher on the CJUS 410 final exam and the completing their CJUS 380 Field Practicum written journal assignment.

3. (a) Articulate the differences between the major criminological theories of the causes of crime and how those theories relate to policies toward crime and criminal behavior.

3. (b) Student achievement of this outcome will be assessed by earning a grade of 70% or higher on the CJUS 210 final exam and the SOCI 350 final exam.

4. (a) Analyze legal concepts and make rational decisions about case processing. Demonstrate knowledge of the rules of procedure and legal definitions. Apply basic investigative processes.

4. (b) Student achievement of this outcome will be assessed by earning a grade of 70% or higher on the CJUS 400 final exam.

5. (a) Describe current issues and controversies in the criminal justice system and consider possible solutions.

5. (b) Student achievement of this outcome will be assessed by earning a grade of 70% or higher on the CJUS 480 final paper.

ALDERSON BROADDUS UNIVERSITY
ASSESSMENT REPORT FOR STUDENT LEARNING OUTCOMES

Name of Program: **Cyber Security**

Period Covered: **Fall 2021 – Spring 2022**

Submitted by whom: **Derek Holbert**

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-341 (Web Security) completing the course with a C or better.

- b. Assessment Results: We had 6 students in CSEC 341 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 341 and CSEC 111. 80% of students score at least 80% 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.

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.

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.

ALDERSON BROADDUS UNIVERSITY
PROGRAM ASSESSMENT REPORT FOR STUDENT LEARNING OUTCOMES

Name of Program: Elementary Education

Period Covered: 2021-2022 School Year

Submitted by whom: Marcie Raol

Definitions:

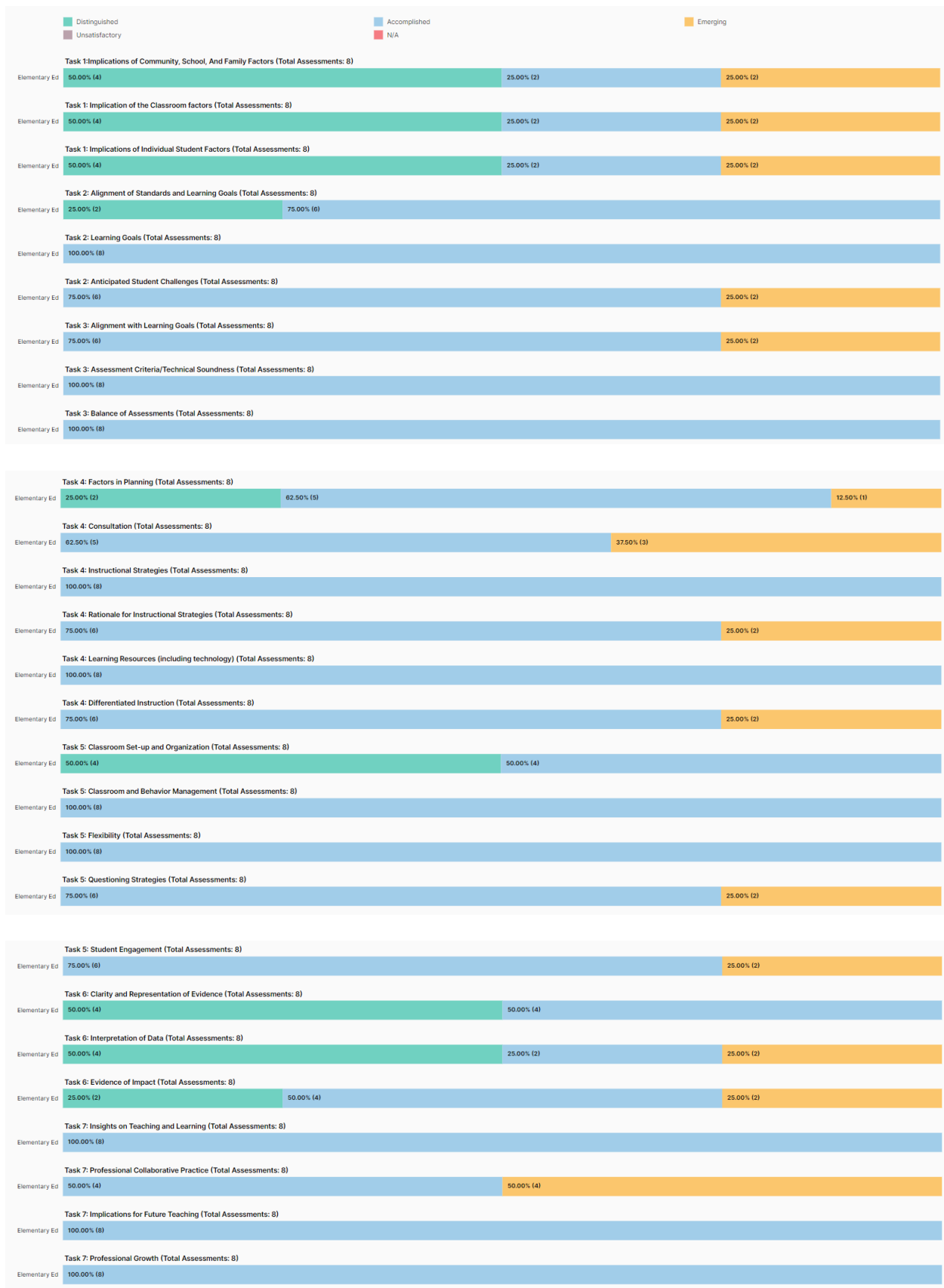
Methods of Assessment - For each student learning outcome identified, please explain the associated measurement or method of assessment utilized. Those items listed in parentheses are only examples of what might be utilized.

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

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

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

1. Student Learning Outcome #1: The teacher candidate understands how **learners** grow and develop using an understanding of individual differences to create developmentally appropriate learning environments.
 - a. Methods of Assessment (Rubric, Essay, Panel, Portfolio, etc.): WV Teacher Performance Assessment
 - b. Assessment Results: 100% of students must meet emerging or above as per WV Department of Education criteria. All students met or exceeded assessment expectations.



Element	Query	Distinguished	Accomplished	Emerging	Unsatisfactory	N/A	Mean	Stdev
Task 1: Implications of Community, School, And Family Factors S-2	Elementary Ed	50.00% (4)	25.00% (2)	25.00% (2)	0.00% (0)	0.00% (0)	3.25	0.89
Task 1: Implication of the Classroom factors S-2	Elementary Ed	50.00% (4)	25.00% (2)	25.00% (2)	0.00% (0)	0.00% (0)	3.25	0.89
Task 1: Implications of Individual Student Factors S-2	Elementary Ed	50.00% (4)	25.00% (2)	25.00% (2)	0.00% (0)	0.00% (0)	3.25	0.89
Task 2: Alignment of Standards and Learning Goals S-2	Elementary Ed	25.00% (2)	75.00% (6)	0.00% (0)	0.00% (0)	0.00% (0)	3.25	0.46
Task 2: Learning Goals S-2	Elementary Ed	0.00% (0)	100.00% (8)	0.00% (0)	0.00% (0)	0.00% (0)	3.00	0
Task 2: Anticipated Student Challenges S-2	Elementary Ed	0.00% (0)	75.00% (6)	25.00% (2)	0.00% (0)	0.00% (0)	2.75	0.46
Task 3: Alignment with Learning Goals S-2	Elementary Ed	0.00% (0)	75.00% (6)	25.00% (2)	0.00% (0)	0.00% (0)	2.75	0.46
Task 3: Assessment Criteria/Technical Soundness S-2	Elementary Ed	0.00% (0)	100.00% (8)	0.00% (0)	0.00% (0)	0.00% (0)	3.00	0
Task 3: Balance of Assessments S-2	Elementary Ed	0.00% (0)	100.00% (8)	0.00% (0)	0.00% (0)	0.00% (0)	3.00	0
Task 4: Factors in Planning S-2	Elementary Ed	25.00% (2)	62.50% (5)	12.50% (1)	0.00% (0)	0.00% (0)	3.13	0.64
Task 4: Consultation S-2	Elementary Ed	0.00% (0)	62.50% (5)	37.50% (3)	0.00% (0)	0.00% (0)	2.63	0.52
Task 4: Instructional Strategies S-2	Elementary Ed	0.00% (0)	100.00% (8)	0.00% (0)	0.00% (0)	0.00% (0)	3.00	0
Task 4: Rationale for Instructional Strategies S-2	Elementary Ed	0.00% (0)	75.00% (6)	25.00% (2)	0.00% (0)	0.00% (0)	2.75	0.46
Task 4: Learning Resources (including technology) S-2	Elementary Ed	0.00% (0)	100.00% (8)	0.00% (0)	0.00% (0)	0.00% (0)	3.00	0
Task 4: Differentiated Instruction S-2	Elementary Ed	0.00% (0)	75.00% (6)	25.00% (2)	0.00% (0)	0.00% (0)	2.75	0.46
Task 5: Classroom Set-up and Organization S-2	Elementary Ed	50.00% (4)	50.00% (4)	0.00% (0)	0.00% (0)	0.00% (0)	3.50	0.53

Task 5: Classroom and Behavior Management S-2	Elementary Ed	0.00% (0)	100.00% (8)	0.00% (0)	0.00% (0)	0.00% (0)	3.00	0
Task 5: Flexibility S-2	Elementary Ed	0.00% (0)	100.00% (8)	0.00% (0)	0.00% (0)	0.00% (0)	3.00	0
Task 5: Questioning Strategies S-2	Elementary Ed	0.00% (0)	75.00% (6)	25.00% (2)	0.00% (0)	0.00% (0)	2.75	0.46
Task 5: Student Engagement S-2	Elementary Ed	0.00% (0)	75.00% (6)	25.00% (2)	0.00% (0)	0.00% (0)	2.75	0.46
Task 6: Clarity and Representation of Evidence S-2	Elementary Ed	50.00% (4)	50.00% (4)	0.00% (0)	0.00% (0)	0.00% (0)	3.50	0.53
Task 6: Interpretation of Data S-2	Elementary Ed	50.00% (4)	25.00% (2)	25.00% (2)	0.00% (0)	0.00% (0)	3.25	0.89
Task 6: Evidence of Impact S-2	Elementary Ed	25.00% (2)	50.00% (4)	25.00% (2)	0.00% (0)	0.00% (0)	3.00	0.76
Task 7: Insights on Teaching and Learning S-2	Elementary Ed	0.00% (0)	100.00% (8)	0.00% (0)	0.00% (0)	0.00% (0)	3.00	0
Task 7: Professional Collaborative Practice S-2	Elementary Ed	0.00% (0)	50.00% (4)	50.00% (4)	0.00% (0)	0.00% (0)	2.50	0.53
Task 7: Implications for Future Teaching S-2	Elementary Ed	0.00% (0)	100.00% (8)	0.00% (0)	0.00% (0)	0.00% (0)	3.00	0
Task 7: Professional Growth S-2	Elementary Ed	0.00% (0)	100.00% (8)	0.00% (0)	0.00% (0)	0.00% (0)	3.00	0

c. Decisions and Actions:

These results are reviewed with all School of Education Faculty at the end of each semester and necessary program or course changes are identified and implemented the following academic year. Proficiency expectation on this rubric is accomplished at the end of the residency experience. No needs for changes were identified on this element.

2. Student Learning Outcome #2: The teacher candidate demonstrates mastery of **content knowledge** and content-specific pedagogies.

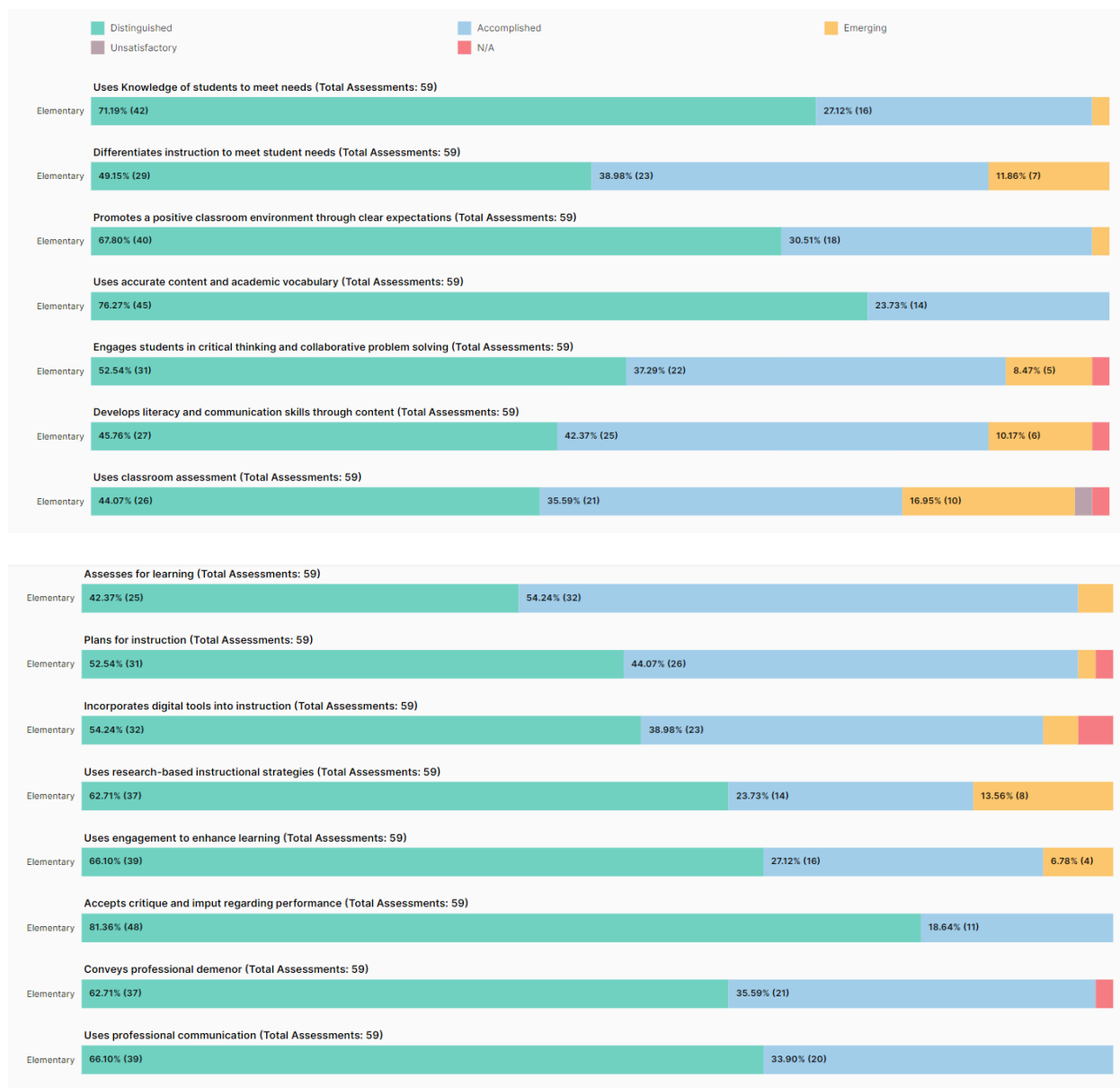
a. Methods of Assessment: PRAXIS Content Area Exams

b. Assessment Results:

	Number of Attempts to Pass
--	----------------------------

Test	Student 1	Student 2	Student 3	Student 4
Math	3	1	1	1
Reading	2	2	1	1
Science	1	1	1	1
Social Studies	1	2	1	1

- c. Decisions and Actions: These results are reviewed with all School of Education Faculty at the end of each semester and necessary program or course changes are identified and implemented the following academic year. Overall, our pass rates are high comparable to other programs in the state. Changes have been made to the program to better support students with the Math exam; however, the student requiring 3 attempts did not take the revised courses. The Math attempt rate is expected to improve. The Reading attempts have been a concern. We have reached out to the English department but there was no way to provide our majors more support. We are working to improve within our courses. Science and Social studies have excellent pass rates.
3. Student Learning Outcome #3: The teacher candidate plans and/or implements standards-based **instruction** that supports student learning needs by implementing multiple methods of assessments and instructional strategies.
- Methods of Assessment: AB Clinical Observation Tool
 - Assessment Results: Target of 80% or above scoring Accomplished or Distinguished in each category was met.



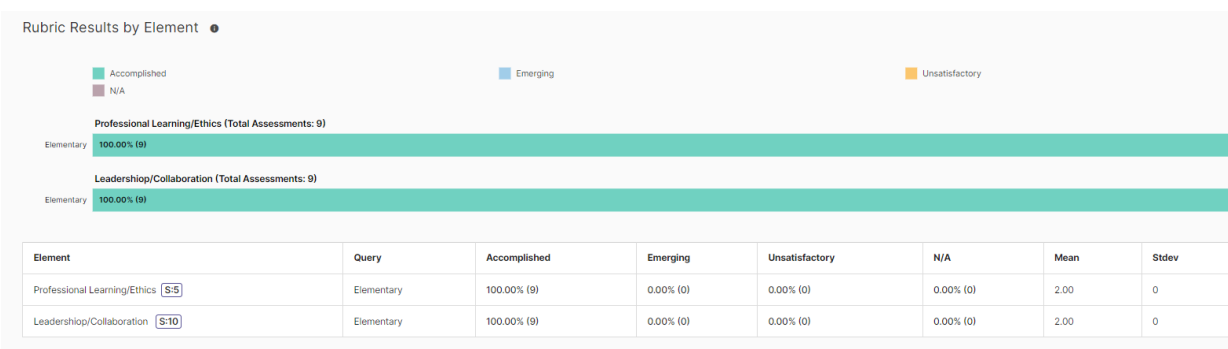
Element	Query	Distinguished	Accomplished	Emerging	Unsatisfactory	N/A	Mean	Stdev
Uses Knowledge of students to meet needs S:24	Elementary	71.19% (42)	27.12% (16)	1.69% (1)	0.00% (0)	0.00% (0)	2.69	0.50
Differentiates instruction to meet student needs S:25	Elementary	49.15% (29)	38.98% (23)	11.86% (7)	0.00% (0)	0.00% (0)	2.37	0.69
Promotes a positive classroom environment through clear expectations S:17	Elementary	67.80% (40)	30.51% (18)	1.69% (1)	0.00% (0)	0.00% (0)	2.66	0.51
Uses accurate content and academic vocabulary S:28	Elementary	76.27% (45)	23.73% (14)	0.00% (0)	0.00% (0)	0.00% (0)	2.76	0.43
Engages students in critical thinking and collaborative problem solving S:36	Elementary	52.54% (31)	37.29% (22)	8.47% (5)	0.00% (0)	1.69% (1)	2.45	0.65
Develops literacy and communication skills through content S:21	Elementary	45.76% (27)	42.37% (25)	10.17% (6)	0.00% (0)	1.69% (1)	2.36	0.67
Uses classroom assessment S:22	Elementary	44.07% (26)	35.59% (21)	16.95% (10)	1.69% (1)	1.69% (1)	2.24	0.80
Assesses for learning S:26	Elementary	42.37% (25)	54.24% (32)	3.39% (2)	0.00% (0)	0.00% (0)	2.39	0.56
Plans for instruction S:29	Elementary	52.54% (31)	44.07% (26)	1.69% (1)	0.00% (0)	1.69% (1)	2.52	0.54
Incorporates digital tools into instruction S:20	Elementary	54.24% (32)	38.98% (23)	3.39% (2)	0.00% (0)	3.39% (2)	2.53	0.57
Uses research-based instructional strategies S:33	Elementary	62.71% (37)	23.73% (14)	13.56% (8)	0.00% (0)	0.00% (0)	2.49	0.73
Uses engagement to enhance learning S:29	Elementary	66.10% (39)	27.12% (16)	6.78% (4)	0.00% (0)	0.00% (0)	2.59	0.62
Accepts critique and input regarding performance S:13	Elementary	81.36% (48)	18.64% (11)	0.00% (0)	0.00% (0)	0.00% (0)	2.81	0.39
Conveys professional demeanor S:13	Elementary	62.71% (37)	35.59% (21)	0.00% (0)	0.00% (0)	1.69% (1)	2.64	0.48
Uses professional communication S:12	Elementary	66.10% (39)	33.90% (20)	0.00% (0)	0.00% (0)	0.00% (0)	2.66	0.48

- c. **Decisions and Actions:** These results are reviewed with all School of Education Faculty at the end of each semester and necessary program or course changes are identified and implemented the following academic year. Proficiency expectation on this rubric is accomplished at the end of the residency experience. 80% allows for growth as multiple measures are taken throughout the residency experience. No needs for changes were identified on this element.

4. **Student Learning Outcome #4:** The teacher candidate engages in reflective practice and **professional** collaboration to adapt practice to meet the needs of each learner.

a. **Methods of Assessment:** Senior Portfolio Section Aligned to InTASC 4

b. **Assessment Results:**



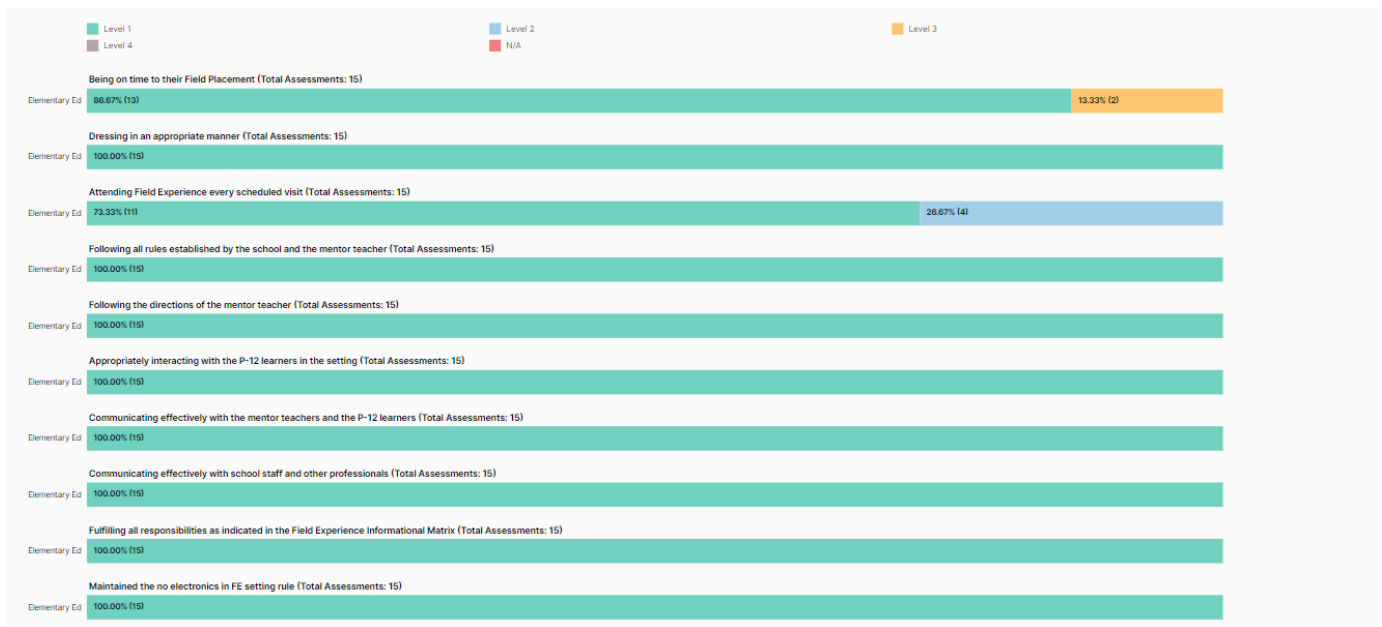
c. Decisions and Actions:

These results are reviewed with all School of Education Faculty at the end of each semester and necessary program or course changes are identified and implemented the following academic year. As all scored accomplished, no changes to courses or program are needed.

5. Student Learning Outcome #5: The teacher candidate models the ethical standards expected for the profession.

a. Methods of Assessment: Disposition Rubric

b. Assessment Results: Target is for 100% of students to score in Level 1 or 2. Being on time received a few Level 3 scores.



Element	Query	Level 1	Level 2	Level 3	Level 4	N/A	Mean	Stdev
Being on time to their Field Placement	Elementary Ed	86.67% (13)	0.00% (0)	13.33% (2)	0.00% (0)	0.00% (0)	2.73	0.70
Dressing in an appropriate manner	Elementary Ed	100.00% (15)	0.00% (0)	0.00% (0)	0.00% (0)	0.00% (0)	3.00	0
Attending Field Experience every scheduled visit	Elementary Ed	73.33% (11)	26.67% (4)	0.00% (0)	0.00% (0)	0.00% (0)	2.73	0.46
Following all rules established by the school and the mentor teacher	Elementary Ed	100.00% (15)	0.00% (0)	0.00% (0)	0.00% (0)	0.00% (0)	3.00	0
Following the directions of the mentor teacher	Elementary Ed	100.00% (15)	0.00% (0)	0.00% (0)	0.00% (0)	0.00% (0)	3.00	0
Appropriately interacting with the P-12 learners in the setting	Elementary Ed	100.00% (15)	0.00% (0)	0.00% (0)	0.00% (0)	0.00% (0)	3.00	0
Communicating effectively with the mentor teachers and the P-12 learners	Elementary Ed	100.00% (15)	0.00% (0)	0.00% (0)	0.00% (0)	0.00% (0)	3.00	0
Communicating effectively with school staff and other professionals	Elementary Ed	100.00% (15)	0.00% (0)	0.00% (0)	0.00% (0)	0.00% (0)	3.00	0
Fulfilling all responsibilities as indicated in the Field Experience Informational Matrix	Elementary Ed	100.00% (15)	0.00% (0)	0.00% (0)	0.00% (0)	0.00% (0)	3.00	0
Maintained the no electronics in FE setting rule	Elementary Ed	100.00% (15)	0.00% (0)	0.00% (0)	0.00% (0)	0.00% (0)	3.00	0

c. Decisions and Actions:

These results are reviewed with all School of Education Faculty at the end of each semester and necessary program or course changes are identified and implemented the following academic year. Timeliness will be reviewed with each group of students prior to beginning the field experiences.

ALDERSON BROADDUS UNIVERSITY
ASSESSMENT REPORT FOR STUDENT LEARNING OUTCOMES

Name of Program: Environmental Science

Period Covered: 2021 - 2022

Submitted by whom: Matthew McKinney

Definitions:

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

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

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

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

1. Student Learning Outcome #1: Comprehend and apply theoretical and practical aspects of professional environmental science disciplines.
 - a. Methods of Assessment: 2/3rds of students receive a grade of 70% or better in *all* of the following courses: ENVS-210 (Intro to ENVS), ENVS-420 (Wetlands), and ENVS-356 (GIS).
 - b. Assessment Results: All students received a grade of 70% or better in ENVS-210. All students received a grade of 70% or better in ENVS-420. All students received a grade of 70% or better in ENVS-356.
 - 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).
 - b. Assessment Results: We had only one graduating ENVS student this year. The student successfully completed NSCI-462 with a grade of 'B.'
 - c. Decisions and Actions: Students met the criteria for success so no changes will be made.
- 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.
 - b. Assessment Results: In ENVS-420 100% of ENVS majors successfully completed the course with a grade of 70% or better. In ENVS-340, all ENVS majors successfully completed the course with a grade of 70% or better. ENVS-350 was not taught during the 2021-2022 academic year and was excluded from consideration.
 - 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: 2021-2022

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 18.21 out of 20 = 91%.
 - 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 308 out of 400 = 77% on the rubric associated with EXSC 420. One student never attended the class and earned a zero for every assignment, and another did not complete over half of the assignments which 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 83%. The oral practical exam average for the upper extremity was 90.9%.
 - c. Decisions and Actions: Continuation of current methods

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

- a. Methods of Assessment (Rubric, Essay, Panel, Portfolio, etc.): Case Study of actual patient during their clinical experience.
- b. Assessment Results: Student complete a case study of a patient during their experience, the average score was 46.7 out of 50 = 93%
- c. Decisions and Actions: The program has decided to continue the case study requirement during the clinical experience course.

ALDERSON BROADDUS UNIVERSITY
PROGRAM STUDENT LEARNING OUTCOME WORKSHEET

Name of Program: Integrated Marketing Communication

Period Covered: 2021-2022*

Submitted by whom: John Davies

*note. There are no graduates in the Integrated Marketing Communications program for this academic year therefore there is no final assessment data to report.

A. Program Mission Statement

Students become proficient in a wide range of public relations and marketing applications and activities, including providing appropriate counsel, conducting research, writing and producing news releases, speeches and newsletters, using social media and planning events.

B. (a) Program Student Learning Outcome

And

(b) Program Student Learning Outcome Assessment Method

1. (a) 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.

1. (b) The student will attain an aggregate score of 75% or greater on all exams in COMM 355.

1. (c) 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%

1. (d) 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.

2. (a) 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.

2. (b) The Student will receive passing grades on AP (Associated Press) style quizzes in COMM 175 (Media Writing) and journalism practicum (qualitative evaluation of Battler Columns articles).

2. (c) 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%

2. (d) Actions

•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 1st place award in the American Scholastic Press Association newspaper review and contest.

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. (a) 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).

3. (b) The student will receive passing grades on Mid-term and final in COMM 185 (Principles of Public Relations).

3. (c) 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%

3. (d) Actions

Final exam scores are about where they should be for this outcome, with one student as the exception. No change.

4. (a) Apply marketing knowledge and skills to meet organizational goals through analytic and managerial techniques.

(b) Students must achieve a score of 75 percent on the BUSI 435 Marketing Management final exam.

No data to report.

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

(b) Students must achieve an average score of 80 percent on the Marketing Plan assignment in BUSI-345 Marketing Research.

No data to report

ALDERSON BROADDUS UNIVERSITY
PROGRAM ASSESSMENT REPORT FOR STUDENT LEARNING OUTCOMES

Name of Program: Interdisciplinary Studies

Period Covered: Fall 2021 – Spring 2022

Submitted by whom: James M. Owston

Definitions:

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

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

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

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

1. Student Learning Outcome #1: Students develop an awareness of diverse peoples, cultures, and ideas through interdisciplinary learning.
 - a. Methods of Assessment (Rubric, Essay, Panel, Portfolio, etc.): Paper. Students will achieve an aggregate score on 3.5 or higher on the ethics assignment rubric.
 - a. Assessment Results: All five students met the criteria. The scores ranged from 3.85 to 4.8 with an average of 4.61.
 - b. Decisions and Actions: No changes.

2. Student Learning Outcome #2: Students develop linkages between their interdisciplinary intellectual inquiries and their own ethical positions in terms of contemporary challenges facing individuals, communities, and societies.
 - a. Methods of Assessment (Rubric, Essay, Panel, Portfolio, etc.): Students will achieve an aggregate score on 3.5 or higher on the ethics assignment rubric.
 - b. Assessment Results: Paper. All five students met the criteria. The scores ranged from 4.9 to 5.0 with an average of 4.95.
 - c. Decisions and Actions: No changes.

3. Student Learning Outcome #3: Students develop critical thinking skills that would allow them to see the intellectual connections between disciplinary fields in their area of concentration.
 - a. Methods of Assessment (Rubric, Essay, Panel, Portfolio, etc.): Analysis assignment. Students will achieve an aggregate score on 3.5 or higher on the critical thinking assignment rubric.
 - b. Assessment Results: All five students met the criteria. The scores ranged from 3.85 to 5.0 with an average of 4.60.
 - c. Decisions and Actions: No changes.

[illegible]

- Only one student (33%) achieved an aggregate score of 75% or greater on the writing assignments in COMM 175. The two students who did not meet the threshold also chose not to complete all of the writing assignments.
- Not enough data to assess the Battler Columns' articles in this reporting period. Although in the previous reporting period the Battler Columns won a 1st place award in the American Scholastic Press Association newspaper review and contest.

c. *Decisions and Actions:* With data from only three students, it is difficult to reach definitive conclusions about the efficacy of the program. In previous assessments, revisions made to the course as a result of assessment were proving very successful.

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

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

b. *Assessment Results:*

Student Identifier	Info Gathering	Basic News Story	Feature Story	Feature Profile Story	Broadcast Story
Student #1	90%	84%	76%	Did not complete	82%
Student #2	100%	96%	86%	88%	90%
Student #3	90%	80%	72%	92%	72%
Student #4	85%	76%	66%	Did not complete	58%
Student #5	70%	72%	74%	80%	70%
Student #6	100%	92%	92%	91%	88%

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 either writing issues, or simply choosing not to complete assignments.

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	67%	80%	86%	56%	92%	82%
02	75%	86%	96%	84%	N/A%	76%
03	60%	66%	80%	38%	66%	70%
04	92%	92%	76%	72%	90%	70%

c. Decisions and Actions: Two students fell below the 75% threshold on the final. Generally, speaking the students achieved 75% or greater on most of the exams. Aggregate scores for students 01-04 were 77%, 83%, 63%, and 82%, respectively. 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 Broadbudd 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:

Student Identifier	Project Score	Journalism Student?
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: 2021-2022

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: 1/1 graduates successfully completed the exit exam question related to this learning outcome.
 - c. Decisions and Actions: 1/1 graduates appear to be adequately prepared in this learning outcome.

2. Student Learning Outcome #2: Graduates will analyze legal procedures and processes of the American legal system.
 - a. Methods of Assessment (Rubric, Essay, Panel, Portfolio, etc.): Exams (Multiple Choice)
 - b. Assessment Results: 1/1 students achieved passing grades on all four exams for CJUS 450 – Criminal Courts and Procedures.
 - c. Decisions and Actions: 1/1 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.
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: 1/1 graduates successfully completed the exit exam question related to this learning outcome
 - c. Decisions and Actions: 1/1 graduates appear to be adequately prepared in this learning outcome.
4. Student Learning Outcome #4: Graduates will formulate and support arguments using primary and secondary research.
 - a. Methods of Assessment (Rubric, Essay, Panel, Portfolio, etc.): Legal Research and Writing Assessment (writing assignment)
 - b. Assessment Results: 1/1 graduates successfully completed and achieved passing grades on their legal memorandums as their final project for LEGL 350.

- c. Decisions and Actions: 1/1 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.

ALDERSON BROADDUS UNIVERSITY
ASSESSMENT REPORT FOR STUDENT LEARNING OUTCOMES

Name of Program: Mass Communication, Digital Media Track

Period Covered: Fall 2021-Spring 2022

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 **MDIA 255: Web Design**.

b. Assessment Results: The final assessment for MDIA 255: Web Design included a Web development group project.

Class Mean = $121.44/150 = 81\%$

3/9 earned less than 114/150

6/9 earned more than 114/150

c. Decisions and actions: This was my first semester teaching this course; it was a “learn with” class experience this time. Overall students completed their work and demonstrated an understanding of web design/development.

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	100
Student 2	95
Student 3	90
Student 4	95
Student 5	90
Student 6	95
Student 7	78
Student 8	90
Student 9	93
Student 10	90
Student 11	90
Student 12	95
Student 13	93
AVERAGE	91.58%

c. Decisions and Actions: The majority of the class 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/final grade of 80% or greater on all of the work for **COMM 230** dealing with media's impact on social.

b. Results*: Class average on all assignments: 69.45%

6/18 students earned 90%+

3/18 students earned 80%+

5/18 students earned 70%+

1/18 students earned 60%+

5/18 students earned 50% or less

c. Decisions and Actions: When taught in fall of 2021, weekly response papers as well as a final project were used to assess students. No change is proposed for fall of 2023.

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: Dr. Davies reports: “The project was semester long and I gave them points for different sections. The midterm was their plan and then I graded their blog and their promotion of it in separate grades.

Comm 350 Social Media – Social Media Campaign Project

Student	Plan	Blog	Promotional Campaign
01	75%	92%	100%
02	70%	88%	70%
03	20%	51%	0%
04	80%	75%	93%
05	93%	100%	93%
06	80%	98%	93%

- c. Decisions and Actions: Dr. Davies does not report any needed changes.

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 2021-2022 academic year.**
- c. Decisions and actions: In earlier 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 speaking to Dean Sisk, she indicated we would look at offering this when we have the need for course.

ALDERSON BROADDUS UNIVERSITY
ASSESSMENT REPORT FOR STUDENT LEARNING OUTCOMES

Name of Program: Mass Communication, General Track

Period Covered: Fall 2021-Spring 2022

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 9 students enrolled in COMM 220 for the academic year. The four (4) students enrolled in fall 2021 demonstrated an average score improvement from 11.5/20 to 17.5/20. The five students enrolled in spring of 2022 (one of whom had been enrolled in Fall of 2021) also demonstrated an overall improvement. This cohort reports an improvement from 9.8/20 to 17/20. 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. Student feedback indicates they do not see the need for these assignments and do not seem to take them seriously. I want to work on making a connection between these vocal exercises and tools and their other courses—and their personal development as a communicator.**
- 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 355: Media Law and Ethics.**
 - b. 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

Assessment Results:

Student	Quiz 1	Quiz 2	Quiz 3	Quiz 4	Quiz 5	Final Exam
01	67%	80%	86%	56%	92%	82%
02	75%	86%	96%	84%	N/A%	76%
03	60%	66%	80%	38%	66%	70%
04	92%	92%	76%	72%	90%	70%
						77
						83
						63
						82

c. Decisions and Actions: Two students fell below the 75% threshold on the final. Generally, speaking the students achieved 75% or greater on most of the exams. Aggregate scores for students 01-04 were 77%, 83%, 63%, and 82%, respectively. The exams were an effective assessment method, although in future I will be changing some of the content of the exams.

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

a. Methods of Assessment (Rubric, Essay, Panel, Portfolio, etc.): **The student will attain an aggregate score of 85 or greater out of 100 points on the final assignment in COMM 370.**

b. Assessment Results:

Student	Final Film
01	90
02	93
03	88
04	92

c. Decisions and Actions: No changes.

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/final grade of 80% or greater on all of the work for **COMM 230** dealing with media's impact on social.

b. Results*: Class average on all assignments: 69.45%

6/18 students earned 90%+

3/18 students earned 80%+

5/18 students earned 70%+

1/18 students earned 60%+

5/18 students earned 50% or less

c. Decisions and Actions: When taught in fall of 2021, weekly response papers as well as a final project were used to assess students. No change is proposed for fall of 2023.

d.

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: Dr. Davies reports: "The project was semester long and I gave them points for different sections. The midterm was their plan and then I graded their blog and their promotion of it in separate grades.

Comm 350 Social Media – Social Media Campaign Project

Student	Plan	Blog	Promotional Campaign
01	75%	92%	100%
02	70%	88%	70%
03	20%	51%	0%
04	80%	75%	93%
05	93%	100%	93%
06	80%	98%	93%

- c. Decisions and Actions: Dr. Davies does not report any needed changes.
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 | 100 |
| Student 2 | 75 |
| Student 3 | 75 |
| Student 4 | 75 |
| Student 5 | 75 |
| Student 6 | 75 |
| Student 7 | 100 |
| Student 8 | 95 |
| Student 9 | 90 |

100% of the students achieved the minimum requirement of 75%--all students who completed the assignment earned the minimum required score. 44% of students achieved 90% +, 60% of students achieved 75%.

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 ever. 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. I think the best choice is to send them home on Spring Break with a newspaper—so my goal is to begin to accumulate separate Sunday newspapers for roughly 15 students.

ALDERSON BROADDUS UNIVERSITY
ASSESSMENT REPORT FOR STUDENT LEARNING OUTCOMES

Name of Program: Natural Resource Management

Period Covered: Fall 2021 – Spring 2022

Submitted by whom: Matthew McKinney

Definitions:

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

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

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

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

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

a. Methods of Assessment: 2/3rds of students receive a grade of 70% or better in *all* of the following courses: ENVS-356 (Intro to GIS), ENVS-420 (Wetlands), and at least one upper-level ecology elective.

b. Assessment Results: One NARM majors were enrolled in ENVS-420 this year; they passed with a 'B'. No NARM majors were enrolled in an upper-level ecology course this year. Less than 2/3rds of NARM majors received a grade of 70% or better in ENVS-356.

c. Analysis: Overall, we are disappointed with the results of this outcome assessment. Students did not meet the criteria we set forth for success. We will be reevaluating course content and learning objectives for the 2022-2023 year.

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

a. Methods of Assessment: Graduates will receive a grade of 'C' or better on their Senior Research Project (NSCI-461).

b. Assessment Results: No students graduated in NARM this year

c. Analysis: No assessment could be performed.

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: 2/3rds of students will achieve a grade of 70% or better in the following courses: BUSI-160, ECON-211, BUSI-140 (OR BUSI-235 OR BUSI-336)

b. Assessment Results: Two students took ECON-211; they did not pass the course. Two students took BUSI-160, one passed and one received a 'D' (50% success rate). No students took BUSI-140 or its alternatives.

c. Analysis – Given poor performance of NARM students in business classes it is clear that we need to open up channels of communication between the College of Business and HSTM. We need to assure that these business courses are serving the needs of students in this major.

ALDERSON BROADDUS UNIVERSITY
ASSESSMENT REPORT FOR STUDENT LEARNING OUTCOMES

Name of Program: Alderson Broaddus School of Nursing: Traditional and LPN-BSN Programs

Period Covered: Academic Year: 2021-2022

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 End of Program Learning Outcome #3:

Generate Critical thinking necessary to prove quality care.

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

1. Fall 2021: In Nursing 430: Critical Thinking: NCLEX Course students take the Critical Thinking Exit Exam to assess their improvements in abilities throughout the program. Students then completed a Critical Thinking Exit Exam Reflection worksheet to reflect upon results and identify areas of strength and needed development. ELA using a 0-100% grading method of 95% of students will successfully complete reflection.
2. Spring 2022: In Nursing 460: ELA: 95% of students will clearly articulate how they professionally communicated/collaborated with members of the

interprofessional team with grading via a rubric with 10 points maximum for providing details of how this EPSLO was met.

b. Assessment Results:

1. Goals Met for traditional cohort with 12/12 or 100% of students receiving full credit for assignment. Goal Not Met for the LPN-BSN cohort with 6/7 or 85.7% of students meeting the requirements of the assignment.
2. ELA Met for the traditional cohort 11/11 or 100% students and 6/6 LPN – BSN students receiving full credit for their abilities to articulate how they met this EPSLO during clinical preceptorship.

c. Decisions and Actions:

1. Will continue to use reflective activities for students to be able to process results and make plans to improve their areas of needed development.
2. Continue to use the journal for preceptorship experiences to evaluate student perspectives of their abilities and how they meet each end of program student learning outcome.

2. Student End of Program Learning Outcome #4:

Professionally communicate/collaborate with members of the interprofessional team, the patient, family and community to prove and improve patient care.

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

1. Fall 2021: In NRSG 410: Interprofessional Experience Assignment graded via rubric and completed following the Interprofessional Day held with AB PA students and WVSON DO students. ELA: 100% of students will achieve a 78% or higher.
2. Spring 2022: In Nursing 470: Using rubric, students will complete COVID project consisting of research paper and presentation with 100% of students scoring a 78% or higher.

b. Assessment Results:

1. ELA Met for the traditional cohort: 12/12 or 100% students achieved the minimal score of 78%. The ELA was not met with 6/7 or 85.71% of students successfully completing the assignment.
2. ELA Met for the traditional cohort: 14/14 = 100% meeting benchmark and 6/6 or 100% of LPN-BSN students scoring a 78% or higher.

c. Decisions and Actions:

1. Continue to use assignments following Interprofessional Day to assess students ability to collaborate and work with other disciplines.
2. Will continue to use this assessment.

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. Starting in the academic year of 2022-2023 in addition to the course assessments the following learning activities will be evaluated to specifically evaluate and track data for analysis for each of our EPSLO's.

NRSG 460: Clinical Preceptorship Journal: Students will receive 10/10 points on grading rubric for articulating how they were able to create patient-centered, safe, quality evidence-based nursing care with diverse patients across the life span during their preceptorship clinical experience.

NRSG 420: Therapeutic Group Development and Implementation. Students will develop and lead therapeutic groups in the community clinical setting, attaining a 78% or higher on the Therapeutic Groups Grading Rubric to show abilities to design a caring environment for the patient, family, and community to promote wellness, prevent disease, and to facilitate healing.

NRSG 430. Students will show improvement between the ATI Critical Thinking Entrance Exam taking during their first semester of the program and the Critical Thinking Exit Exam taken at the end of the program showing their increased abilities to generate critical thinking necessary to provide quality patient care.

NRSG 470: Community Education Presentation. Students will score an 80% or higher on their professional issues project grading rubric to show competency in abilities to professionally

communicate/collaborate with members of the interprofessional team, the patient, family and community to provide and improve care.

NRSG 450: Professional Issues Project/Paper. Students will score a 78% or higher on the Professional Issues Project rubric to exemplify leadership in a variety of healthcare settings for diverse patient populations.

NRSG 410: Simulation Laboratory: Hemodynamic Monitoring. Students will meet 100% of the critical criteria for the simulation to show abilities to synthesize information technology to communicate, manage knowledge, mitigate error, and support decision making.

NRSG 450: ATI Content Mastery Leader Exam. Students will score a level II or higher to exhibit their abilities to assimilate professional, ethical, and legal guidelines as a baccalaureate - prepared professional nurse.

Additionally, in 2022 – 2023 the following will be assessed to evaluate student achievement of AB's ISLO's:

Civic Engagement

Outcome: At least 90% of students will develop and lead clinical therapeutic group, scoring a 90% or higher on implementation outline.

Assessment: NRSG 420.01 and .95: Therapeutic Group Outline

Communication

Outcome: At least 90% of students will develop and present professional issues project scoring a 90% or higher utilizing grading rubric.

Assessment: NRSG 450.01 and .95: Professional Issues Project

Critical Thinking

Outcome: On the second attempt of the ATI Comprehensive Predictor Exam, in Thinking Skills

Category: Sub Category: Clinical Application at least 90% of students will score a minimum of 71.3% (equivalent to score needed for a 90% Probability of Passing NCLEX on 1st attempt)

Assessment: NRSG 480.01 and .95 ATI Comprehensive Predictor Exam: Thinking Skills Category

Diversity

Outcome: At least 90% of students will score a minimum of 90% on their community windshield survey paper utilizing grading rubric with focus on diversity in the community they are surveying.

Assessment: NRSG 470.01 and .95: Community Windshield Survey

Ethics

Outcome: At least 90% of students will score a minimum 90% on ethical dilemma case study rubric.

Assessment: NRSG 410.01 and .95: Ethical Dilemma Case Study

ALDERSON BROADDUS UNIVERSITY
PROGRAM ASSESSMENT REPORT FOR STUDENT LEARNING OUTCOMES

Name of Program: Physical Education

Period Covered: 2021-2022

Submitted by whom: Nathan Satzer

Definitions:

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

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

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

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

1. Student Learning Outcome #1: Students will demonstrate effective communication, both written and oral.
 - a. Methods of Assessment (Rubric, Essay, Panel, Portfolio, etc.): Presentations, Teach mini lessons, lesson plans, rubrics, curriculum mapping, journals.
 - b. Assessment Results: Overall, the students performed well on all aspects of assessment, except written aspects of communication
 - c. Decisions and Actions: Will continue to work with students on grammatical issues and sentence structure, including more education (lesson plan) specific wording. Can work with English department to emphasize importance of writing for Education students.

2. Student Learning Outcome #2: Students will plan and adapt instruction for diverse student needs.

- a. Methods of Assessment (Rubric, Essay, Panel, Portfolio, etc.): Lesson plans, including modified lesson plans where necessary, teaching mini lessons and regular lessons, rubrics, journals
- b. Assessment Results: Overall, the students performed well on all aspects of assessment, but students need more diversity trainings
- c. Decisions and Actions: Will continue to work with students on understanding different aspects of diversity (not just special education). Will work with individuals in the school, such as special education teachers and diversity coordinator.

3. Student Learning Outcome #3: Students will select and create learning activities that align with SHAPE standards and the state code of Ethics.

- a. Methods of Assessment (Rubric, Essay, Panel, Portfolio, etc.): Lesson plans, FitnessGram testing, rubrics, journals
- b. Assessment Results: Overall, the students performed well on all aspects of assessment
- c. Decisions and Actions: Need to continue to work with students to ensure that they understand that all curriculum should be directed by SHAPE standards and state guidelines even if supervising teachers are not following the guidelines. This assessment method will continue to develop as the state starts to gear toward Wellness rather than Health/Sports.

4. Student Learning Outcome #4: Students will be able to analyze and apply various skills learned in the physical education curriculum to solve problems.

- a. Methods of Assessment (Rubric, Essay, Panel, Portfolio, etc.): lesson plans, projects (such as facilities management improvement plan), rubrics,
- b. Assessment Results: Overall, the students performed well on all aspects of assessment
- c. Decisions and Actions: The students are starting to learn more how to apply concepts learned to actual teaching in the classroom. This was the first time for many of the projects, so will continue to develop more projects and activities that can help the students in their goals of solving problems.

5. Student Learning Outcome #5: Students will demonstrate how to become effective educators in their field of study.

- a. Methods of Assessment (Rubric, Essay, Panel, Portfolio, etc.): lesson plans, student teaching, teaching mini lessons, journals, rubrics, projects
- b. Assessment Results: Overall, the students performed well on all aspects of assessment
- c. Decisions and Actions: Will continue to work with students to ensure they are becoming the more effective educators possible. Have also started to reach out to the supervising/field teachers to work with them on how the students can be best prepared. I have also reached out to the physical education coordinator for the WVDE to make sure AB students are better aligned with state directives.

6. Student Learning Outcome #6: Students will assess how they can make a difference in their communities as well as others' lives and how they can challenge members of their organization to do the same

- d. Methods of Assessment (Rubric, Essay, Panel, Portfolio, etc.): lesson plans, journals, rubrics, teaching
- e. Assessment Results: This SLO needs some work as students are not initiating activities with the community rather they are acting as observers.
- f. Decisions and Actions: Need to create activities and projects that will challenge the AB students to become more involved in their communities (and/or the AB community) and create projects that will keep students engaged with the schools/community they are teaching in

ALDERSON BROADDUS UNIVERSITY
PROGRAM ASSESSMENT REPORT FOR STUDENT LEARNING OUTCOMES

Name of Program: Professional Leadership.

Period Covered: Summer 2021-Spring 2022

Submitted by whom: James M. Owston

Definitions:

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

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

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

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

1. Student Learning Outcome #1: Describe management, authority, and power and their roles in meeting the needs of an organization.
 - a. Methods of Assessment (Rubric, Essay, Panel, Portfolio, etc.): Take home exam in LEAD-310.
 - b. Assessment Results: Course was not offered.
 - c. Decisions and Actions: None Taken.

2. Student Learning Outcome #2: Create a practical, personal definition and philosophy of leadership.
 - a. Methods of Assessment (Rubric, Essay, Panel, Portfolio, etc.): Student will achieve a minimum of 80% on the reflection paper in LEAD 315.
 - b. Assessment Results: Class had one student. She met the criteria.
 - 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 (Rubric, Essay, Panel, Portfolio, etc.): Student will achieve a minimum of 80% on the relationship paper in LEAD 320.
 - b. Assessment Results: All three students met the criteria.
 - c. Decisions and Actions: No changes.

4. Student Learning Outcome #4: Articulate skills necessary to be an effective team leader and member.
 - a. Methods of Assessment (Rubric, Essay, Panel, Portfolio, etc.): Student will achieve a minimum total score of 160 on the eight discussion questions in LEAD 336.
 - b. Assessment Results: The only student scored a 170 and met the criteria.
 - c. Decisions and Actions: No Changes.

5. Student Learning Outcome #5: Assess an organization based on various aspects of leadership.
 - a. Methods of Assessment (Rubric, Essay, Panel, Portfolio, etc.): Student will achieve a minimum score of 80% on the capstone project in LEAD 416.
 - b. Assessment Results: Class was not offered this year.
 - c. Decisions and Actions: No changes.

ALDERSON BROADDUS UNIVERSITY
ASSESSMENT REPORT FOR STUDENT LEARNING OUTCOMES

Name of Program: Psychology

Period Covered: 2021-2022 Academic Year

Submitted by whom: Kari Sisk (full time tenure-track Psychology associate professor and Dean)

Definitions:

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

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

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

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

Assessment of Student Learning in Psychology Program

Student Learning Outcome #1: Graduates will demonstrate their understanding of psychological terms and achieve fluency in the language of the discipline; demonstrate their understanding of the major theories and concepts, and the current body of knowledge of the major subfields of psychology; and demonstrate their understanding of the ethical standards of those professions that are based upon a scientific study of behavior.

- A. **Methods of Assessment (Rubric, Essay, Panel, Portfolio, etc.):** Students' achievement of this goal is assessed using graduating seniors' performance on the Educational Testing Service's Major Field Test in Psychology. There is no national accrediting body for undergraduate psychology programs, and thus no universally accepted exam measuring students' knowledge of psychological concepts. But the ETS Major Field Test is a standardized test that allows us to compare our graduating seniors with those from other colleges in the U.S. Our students took the test that was revised by ETS in 2014 and normative data is derived from a test pool of 13,671 students who took the test between September 2014 and June 2016. Test results are reported as an overall score on the comprehensive exam designed to assess the outcomes identified in Psychology Goal 1, as well as four subtest scores designed to assess students' knowledge in four major content areas of the psychology undergraduate program. Those areas are: S1–Learning, Cognition, Memory; S2–Perception, Sensation, Physiology; S3–Clinical, Abnormal, Personality; and S4: Developmental and Social. This URL links to the ETS description of their major field tests and then to a description of the psychology exam: <http://www.ets.org/mft/about>
- B. **Assessment Results:** Six students, those graduating in May 2022 took the exam. The table below shows summary statistics of the *raw scores* for this group of students.

Test Results	Range of Raw Scores	Mean of Raw Scores	Median of Raw Scores	Standard Deviation of Raw Scores	# Students Above 50th Percentile
Overall Score Raw score range from 120-200 with the Average Score Range of 145-167	128-156	145	142	10	1
S1: Learning, Cognition, Memory Raw score range from 20-100 with the Average Score Range of 43-66	26-52	43	39	10	1
S2: Perception, Sensation, Physiology Raw score range from 20-100 with the Average Score Range of 44-68	36-69	51	41	14	3

S3: Clinical, Abnormal, Personality Raw score range from 20-100 with the Average Score Range of 45-68	28-66	45	44.5	14	2
S4: Developmental and Social Raw score range from 20-100 with the Average Score Range of 45-68	30-55	48	36.5	9	3

These statistics are fairly consistent with those of the past few years. Overall, four out of six of the students had a total score that fell in the average score range. This is improvement. Students had a subsection that was a strength and a weakness. These subscale strengths varied between students which demonstrates that individuals have preferences and interests that vary within the psychology program. Interestingly, students performed the best in the 'Perception, Sensation, and Physiology' scale.

- C. **Decisions and Actions:** Students performance has been shown to be consistent and most fall within the average score rating. However, we can always continue to improve and help students achieve higher scores.
- i. This year, the ETS exam completion and score was small graded portion of the PSYC 495: Seminar course. We will continue this and monitor if students perform better because of their desire to earn a better grade in PSYC Seminar.
 - ii. The Major Field Test assesses knowledge of a broad range of psychological concepts, but our students would have learned many of those concepts only in the survey course, which they took as freshmen students. Our current curriculum is a very cursory one—only 13 psychology courses are required of the major, including the survey course which must be directed towards non-majors given the high demand for the course. The subtest scores indicate knowledge of the conceptual areas of undergraduate psychology that are considered important by the American Psychological Association. Yet for those subtests, we offer specific courses only in the areas of learning, physiology, abnormal, developmental, and social and only the learning, abnormal, and developmental courses are required of all majors. As a result it is highly likely some students encountered questions concerning concepts that they had either never learned or had learned about perhaps three years prior to taking the exam.
2. While it may not be a significant change, the Psychology program approved a different check sheet for the major at the end of the 2019 academic year. One of those changes was requiring an additional 3-hour Psych course to the required curriculum; therefore, students will be taking a total of 39 required hours in the Psychology field. However, some of these changes were not made at a time that allowed the students who most recently took the ETS exam to take advantage of them. After this year, every PSYC student should be using the new checksheet.
- i. While many of the institutions that administer the Psychology Major Field Test are similar to ours, a great many of the institutions are much larger and offer a more varied curriculum to their students. While it is useful to be able to compare our students to other undergraduate psychology majors in the U.S. (especially since they will be competing with students from other universities

for admission to graduate programs), it would be helpful if percentile figures were available for institutions like ours alone.

- ii. Overall, it seems that the students have progressed well, and the program is moving in the right direction. This academic year did present challenges for the program, as the fall semester started off with a brand-new assistant professor to serve as the second individual in the two man department; however, this professor left the institution at the end of the Fall semester. The position was not able to be filled by the start of the January 2022 semester, so classes had to be taught by others at the institution. The program is currently seeking to fill this position by the start of the Fall 2022 semester.

Student Learning Outcome #2: *Graduates will complete a psychological research project in the capstone course to demonstrate basic research methods in psychology, with sensitivity to ethical principles and the application of theory.*

1. **Methods of Assessment (Rubric, Essay, Panel, Portfolio, etc.):** Goal 2 is assessed through the activities of Psychology 360: Research Methods and Psychology 495: Senior Seminar. Students completed PSYS 360 in Fall 2021 with Dr. Jay Murphy. The assignments required students to apply their knowledge of theory and methodology to critique research while developing the preliminary outline for their own research. Students in this course continue to have some difficulty in understanding the results section of scholarly research.
2. In Spring 2022, six of the students completed PSYC 495: Seminar. The overall class average for Psyc 495 was 94%. During this course students were able design, conduct and report research. Students in this course were able to pull from research from multiple disciplines and apply them to their research. This shows that they can understand the research process. While some students have displayed phenomenal writing ability, many continue to have difficulties writing in APA format.
3. **Assessment Results:**

Students achieved high grades on their PSYC 360 Research Proposal Project. The project was broke down into several different assignments which allowed for students to get feedback and improve the previous step of the research writing process. These assignments required students to critique past research by evaluating the results and applying the theories theoretically, and reproducing the effect reported in the research. Students also provided in-depth critiques of published research and analyze theoretical reports. Students do well understanding the theories and breaking them down into basic terms. Students are able to identify the active nature of the research and provide real time assessments. While all students seem to have an understanding of the mythological aspect of research a vast majority appear to continue to have a difficult time analyzing the results section of published research and creating an accurate description of the psychological theories used in the research. Future courses may want to provide additional instruction in the areas of theory and statistical results. The use of real research proved to be of greater use.

The overall class average for PSYC 495 was 94%. The average score for the Research Paper was an 83%; and students were required to present their research project which was a class

average of 98%. The assignments required students to apply their knowledge of theory and methodology to critique research while developing the preliminary outline for their own research. Students in this course continue to have some difficulty in understanding the results section of scholarly research. During this course students were able design, conduct and report research. Students in this course were able to pull from research from multiple disciplines and apply them to their research. This shows that they are able to understand the research process as a whole. While some students have displayed phenomenal writing ability, many continue to have difficulties writing in APA format.

4. **Decisions and Actions:** In terms of specifics of the APA style report, our students need to improve their writing of the introduction and discussion sections of the research report. This will be addressed by implementing a grading policy that each takes into account APA style for each writing assignment. Next year, the Research Methods course and PSYC seminar will be taught by Kari Sisk. In this previous year report, the Research Methods was taught by Dr. Jay Murphy and then Seminar by Kari Sisk. This provided some slight inconsistencies in faculty expectations which led to some student confusion. Until a consistent, stable second faculty member is in the program, Kari Sisk will continue to teach these two Research based courses.

Student Learning Outcome #3: *Graduates will be able to understand the complexity of sociocultural diversity and societal inequality in the inquiry and analysis of psychological issues and demonstrate effective communication skills following professional conventions in psychology appropriate to purpose and context.*

Students earning a bachelor's degree in psychology will, through participation in field placements demonstrate their knowledge of social service systems and the delivery of social services; demonstrate an understanding and sensitivity for the emotions and experiences of clients / patients; demonstrate an ability to interview, collect, and document basic intake data; observe and practice the ethical standards of the profession; and demonstrate beginning intervention skills.

1. **Methods of Assessment (Rubric, Essay, Panel, Portfolio, etc.):** Student achievement of this outcome will be assessed by passing courses within the program. Assessment will also be measured by using internship evaluation forms completed by the student's internship supervisor(s) and the student. This year we had 4 students successfully complete internships in the Psychology program.

Many of our students have expressed a desire for internships but due to our geographic location and the schedule of the dynamics of students currently at Alderson Broadus University, it is a challenge to place many students. Societal restrictions in the area of mental health have also tightened up with restricts opportunities for many students. Additionally, this year we were challenged by the COVID 19 pandemic of many organizations not permitting students into the workplace.

Mrs. Sisk currently advises the student psychology organization which has addressed some aspects of this goal. The organization is open to all ABU students who have any

interest in Psychology and was started in 2011. This past year we had 12 active members; membership number has ranged from 10-15 students over the past 5 years. Unfortunately, due to restrictions of group gatherings and off-campus events, this group was not very active this year. We did meet virtually a few times and set some goals for upcoming years.

2. **Assessment Results:** See above discussion
3. **Decisions and Actions:** As the pandemic declines, we hope to place more students in internships and have a more active Student Psychology Association. Additionally, review of program completion will be easier as we graduate out the last students who had been completing the “old” program curriculum.

ALDERSON BROADDUS UNIVERSITY
ASSESSMENT REPORT FOR STUDENT LEARNING OUTCOMES

Name of Program: Public Administration

Period Covered: Academic Year 2021-2022

Submitted by whom: Dr. Hayford Nsiah and Kari Sisk (Dean, College of Humanities, Education, and Social Sciences) **It should be noted that the 2021-2022 academic year is the first year that the program had a fulltime faculty member. Dr. Nsiah started in Fall 2021 and spent the a lot of time in promotion of the program. The program was approved in Fall 2019, but had no full time faculty member for the first 2 years. Therefore, due to the start of the program, there were no graduates in the program during the 2021-2022 academic year.

Program Mission Statement: The public administration program's mission is to prepare students for roles in public, nonprofit, and governmental, and health care organizations. The program will equip students with skills targeted for these fields included public policy analysis, research methods, communication, management, and ethics.

Student Learning Outcome #1: Understand the basic concepts of American democracy and public administration

- a. Methods of Assessment (Rubric, Essay, Panel, Portfolio, etc.): Students will score 80% or higher on a significant research assignment in PADM 495 Senior Seminar.
- b. Assessment Results: There were no graduates in the program for 2021-2022 and thus no data to report.
- c. Decisions and Actions: N/A

Student Learning Outcome #2: Develop a public policy response to a “real world” social or economic problem.

- a. Methods of Assessment (Rubric, Essay, Panel, Portfolio, etc.): Students will score 80% or higher on significant research assignment in PADM 495 Senior Seminar
- b. Assessment Results: There were no graduates in the program for 2021-2022 and thus no data to report.
- c. Decisions and Actions: N/A

Student Learning Outcome #3: Demonstrate knowledge of the core mechanisms of public administration including the organization and management of human and financial resources

- a. Methods of Assessment (Rubric, Essay, Panel, Portfolio, etc.): Students will receive an average of 4 out of 5 on their internship evaluations
- b. Assessment Results: There were no graduates in the program for 2021-2022 and thus no data to report.
- c. Decisions and Actions: N/A

ALDERSON BROADDUS UNIVERSITY
ASSESSMENT REPORT FOR STUDENT LEARNING OUTCOMES

Name of Program: Public Relations

Period Covered: 2021-2022

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 were drawn from the current reporting period. Data for Learning Outcome #5 are identical to the previous year.*

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	67%	80%	86%	56%	92%	82%
02	75%	86%	96%	84%	N/A%	76%
03	60%	66%	80%	38%	66%	70%
04	92%	92%	76%	72%	90%	70%

c. Decisions and Actions: Two students fell below the 75% threshold on the final. Generally, speaking the students achieved 75% or greater on most of the exams. Aggregate scores for students 01-04 were 77%, 83%, 63%, and 82%, respectively. 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	85%
02	59%
03	56%

- Only one student (33%) achieved an aggregate score of 75% or greater on the writing assignments in COMM 175. The two students who did not meet the threshold also chose not to complete all of the writing assignments.

- Not enough data to assess the Battler Columns' articles in this reporting period. Although in the previous reporting period the Battler Columns won a 1st place award in the American Scholastic Press Association newspaper review and contest.

c. *Decisions and Actions:* With data from only three students, it is difficult to reach definitive conclusions about the efficacy of the program. In previous assessments, revisions made to the course as a result of 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	85%	75%
Student #2	82%	94%
Student #3	83%	85%
Student #4	87%	85%

c. Decisions and Actions: Final exam scores are about where they should be for this outcome. No change.

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:

Student Identifier	Case Study	
01	90%	
02	90%	

c. 100% of the students passed the final project of a case study presentation. With only two students, it is difficult to reach definitive conclusions about the efficacy of this program. However, previous assessments have shown this project is extremely effective and well-liked by the students and is an effective measure of this outcome.

d. 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: 2021-2022

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: Not applicable this year.
 - c. Decisions and Actions: No actions taken at this time.

ALDERSON BROADDUS UNIVERSITY
PROGRAM ASSESSMENT REPORT FOR STUDENT LEARNING OUTCOMES

Name of Program: Secondary Education – Social Studies

Period Covered: 2021-2022 School Year

Submitted by whom: Marcie Raol

Definitions:

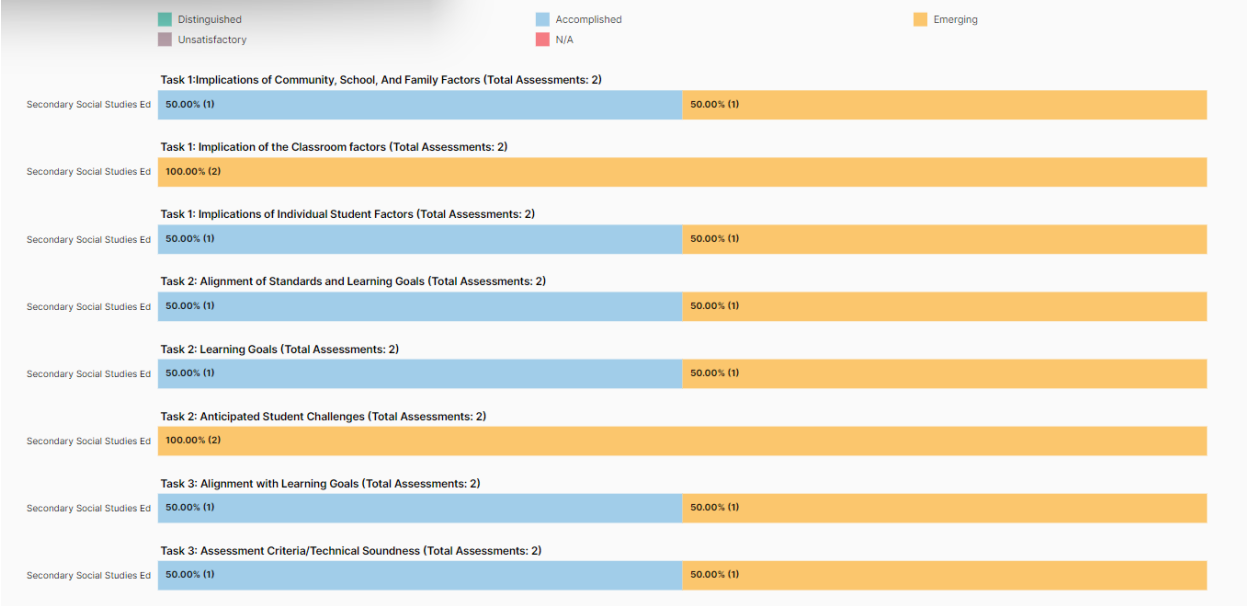
Methods of Assessment - For each student learning outcome identified, please explain the associated measurement or method of assessment utilized. Those items listed in parentheses are only examples of what might be utilized.

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

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

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

1. Student Learning Outcome #1: The teacher candidate understands how **learners** grow and develop using an understanding of individual differences to create developmentally appropriate learning environments.
 - a. Methods of Assessment (Rubric, Essay, Panel, Portfolio, etc.): WV Teacher Performance Assessment
 - b. Assessment Results:



	Task 3: Assessment Criteria/Technical Skills (Total Assessments: 2)	
Secondary Social Studies Ed	50.00% (1)	50.00% (1)
	Task 3: Balance of Assessments (Total Assessments: 2)	
Secondary Social Studies Ed	50.00% (1)	50.00% (1)
	Task 4: Factors in Planning (Total Assessments: 2)	
Secondary Social Studies Ed	50.00% (1)	50.00% (1)
	Task 4: Consultation (Total Assessments: 2)	
Secondary Social Studies Ed	50.00% (1)	50.00% (1)
	Task 4: Instructional Strategies (Total Assessments: 2)	
Secondary Social Studies Ed	50.00% (1)	50.00% (1)
	Task 4: Rationale for Instructional Strategies (Total Assessments: 2)	
Secondary Social Studies Ed	50.00% (1)	50.00% (1)
	Task 4: Learning Resources (including technology) (Total Assessments: 2)	
Secondary Social Studies Ed	50.00% (1)	50.00% (1)
	Task 4: Differentiated Instruction (Total Assessments: 2)	
Secondary Social Studies Ed	50.00% (1)	50.00% (1)
	Task 5: Classroom Set-up and Organization (Total Assessments: 2)	
Secondary Social Studies Ed	50.00% (1)	50.00% (1)
	Task 5: Classroom and Behavior Management (Total Assessments: 2)	
Secondary Social Studies Ed	50.00% (1)	50.00% (1)

	Task 5: Flexibility (Total Assessments: 2)	
Secondary Social Studies Ed	100.00% (2)	
	Task 5: Questioning Strategies (Total Assessments: 2)	
Secondary Social Studies Ed	50.00% (1)	50.00% (1)
	Task 5: Student Engagement (Total Assessments: 2)	
Secondary Social Studies Ed	50.00% (1)	50.00% (1)
	Task 6: Clarity and Representation of Evidence (Total Assessments: 2)	
Secondary Social Studies Ed	50.00% (1)	50.00% (1)
	Task 6: Interpretation of Data (Total Assessments: 2)	
Secondary Social Studies Ed	100.00% (2)	
	Task 6: Evidence of Impact (Total Assessments: 2)	
Secondary Social Studies Ed	50.00% (1)	50.00% (1)
	Task 7: Insights on Teaching and Learning (Total Assessments: 2)	
Secondary Social Studies Ed	50.00% (1)	50.00% (1)
	Task 7: Professional Collaborative Practice (Total Assessments: 2)	
Secondary Social Studies Ed	100.00% (2)	
	Task 7: Implications for Future Teaching (Total Assessments: 2)	
Secondary Social Studies Ed	50.00% (1)	50.00% (1)
	Task 7: Professional Growth (Total Assessments: 2)	
Secondary Social Studies Ed	100.00% (2)	

Element	Query	Distinguished	Accomplished	Emerging	Unsatisfactory	N/A	Mean	Stdev
Task 1: Implications of Community, School, And Family Factors S-2	Secondary Social Studies Ed	0.00% (0)	50.00% (1)	50.00% (1)	0.00% (0)	0.00% (0)	2.50	0.71
Task 1: Implication of the Classroom factors S-2	Secondary Social Studies Ed	0.00% (0)	0.00% (0)	100.00% (2)	0.00% (0)	0.00% (0)	2.00	0
Task 1: Implications of Individual Student Factors S-2	Secondary Social Studies Ed	0.00% (0)	50.00% (1)	50.00% (1)	0.00% (0)	0.00% (0)	2.50	0.71
Task 2: Alignment of Standards and Learning Goals S-2	Secondary Social Studies Ed	0.00% (0)	50.00% (1)	50.00% (1)	0.00% (0)	0.00% (0)	2.50	0.71
Task 2: Learning Goals S-2	Secondary Social Studies Ed	0.00% (0)	50.00% (1)	50.00% (1)	0.00% (0)	0.00% (0)	2.50	0.71
Task 2: Anticipated Student Challenges S-2	Secondary Social Studies Ed	0.00% (0)	0.00% (0)	100.00% (2)	0.00% (0)	0.00% (0)	2.00	0
Task 3: Alignment with Learning Goals S-2	Secondary Social Studies Ed	0.00% (0)	50.00% (1)	50.00% (1)	0.00% (0)	0.00% (0)	2.50	0.71
Task 3: Assessment Criteria/Technical Soundness S-2	Secondary Social Studies Ed	0.00% (0)	50.00% (1)	50.00% (1)	0.00% (0)	0.00% (0)	2.50	0.71
Task 3: Balance of Assessments S-2	Secondary Social Studies Ed	50.00% (1)	0.00% (0)	50.00% (1)	0.00% (0)	0.00% (0)	3.00	1.41
Task 4: Factors in Planning S-2	Secondary Social Studies Ed	50.00% (1)	0.00% (0)	50.00% (1)	0.00% (0)	0.00% (0)	3.00	1.41
Task 4: Consultation S-2	Secondary Social Studies Ed	0.00% (0)	50.00% (1)	50.00% (1)	0.00% (0)	0.00% (0)	2.50	0.71
Task 4: Instructional Strategies S-2	Secondary Social Studies Ed	0.00% (0)	50.00% (1)	50.00% (1)	0.00% (0)	0.00% (0)	2.50	0.71
Task 4: Rationale for Instructional Strategies S-2	Secondary Social Studies Ed	0.00% (0)	50.00% (1)	50.00% (1)	0.00% (0)	0.00% (0)	2.50	0.71
Task 4: Learning Resources (including technology) S-2	Secondary Social Studies Ed	50.00% (1)	0.00% (0)	50.00% (1)	0.00% (0)	0.00% (0)	3.00	1.41
Task 4: Differentiated Instruction S-2	Secondary Social Studies Ed	50.00% (1)	0.00% (0)	50.00% (1)	0.00% (0)	0.00% (0)	3.00	1.41
Task 5: Classroom Set-up and Organization S-2	Secondary Social Studies Ed	50.00% (1)	0.00% (0)	50.00% (1)	0.00% (0)	0.00% (0)	3.00	1.41

Task 5: Classroom and Behavior Management S-2	Secondary Social Studies Ed	50.00% (1)	0.00% (0)	50.00% (1)	0.00% (0)	0.00% (0)	3.00	1.41
Task 5: Flexibility S-2	Secondary Social Studies Ed	100.00% (2)	0.00% (0)	0.00% (0)	0.00% (0)	0.00% (0)	4.00	0
Task 5: Questioning Strategies S-2	Secondary Social Studies Ed	50.00% (1)	0.00% (0)	50.00% (1)	0.00% (0)	0.00% (0)	3.00	1.41
Task 5: Student Engagement S-2	Secondary Social Studies Ed	0.00% (0)	50.00% (1)	50.00% (1)	0.00% (0)	0.00% (0)	2.50	0.71
Task 6: Clarity and Representation of Evidence S-2	Secondary Social Studies Ed	50.00% (1)	50.00% (1)	0.00% (0)	0.00% (0)	0.00% (0)	3.50	0.71
Task 6: Interpretation of Data S-2	Secondary Social Studies Ed	0.00% (0)	0.00% (0)	100.00% (2)	0.00% (0)	0.00% (0)	2.00	0
Task 6: Evidence of Impact S-2	Secondary Social Studies Ed	0.00% (0)	50.00% (1)	50.00% (1)	0.00% (0)	0.00% (0)	2.50	0.71
Task 7: Insights on Teaching and Learning S-2	Secondary Social Studies Ed	0.00% (0)	50.00% (1)	50.00% (1)	0.00% (0)	0.00% (0)	2.50	0.71
Task 7: Professional Collaborative Practice S-2	Secondary Social Studies Ed	0.00% (0)	0.00% (0)	100.00% (2)	0.00% (0)	0.00% (0)	2.00	0
Task 7: Implications for Future Teaching S-2	Secondary Social Studies Ed	0.00% (0)	50.00% (1)	50.00% (1)	0.00% (0)	0.00% (0)	2.50	0.71
Task 7: Professional Growth S-2	Secondary Social Studies Ed	0.00% (0)	100.00% (2)	0.00% (0)	0.00% (0)	0.00% (0)	3.00	0

c. Decisions and Actions:

2. Student Learning Outcome #2: The teacher candidate demonstrates mastery of **content knowledge** and content-specific pedagogies.

a. Methods of Assessment: PRAXIS Content Area Exams

b. Assessment Results:

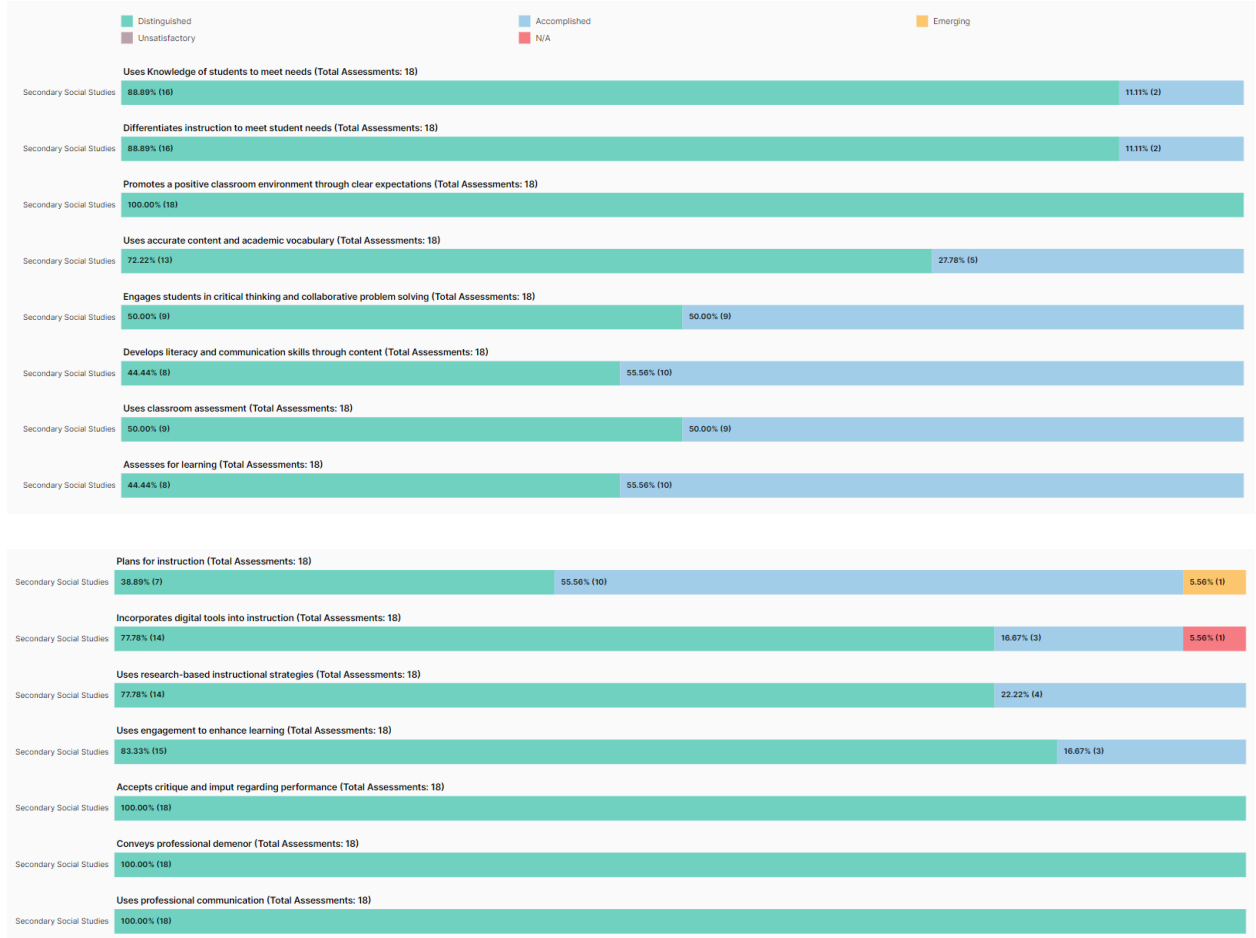
	Number of Attempts to Pass	
Test	Student 1	Student 2
Social Studies		

c. Decisions and Actions:

3. Student Learning Outcome #3: The teacher candidate plans and/or implements standards-based **instruction** that supports student learning needs by implementing multiple methods of assessments and instructional strategies.

a. Methods of Assessment: AB Clinical Observation Tool

b. Assessment Results:



Element	Query	Distinguished	Accomplished	Emerging	Unsatisfactory	N/A	Mean	Stdev
Uses Knowledge of students to meet needs S-24	Secondary Social Studies	88.89% (16)	11.11% (2)	0.00% (0)	0.00% (0)	0.00% (0)	2.89	0.32
Differentiates instruction to meet student needs S-25	Secondary Social Studies	88.89% (16)	11.11% (2)	0.00% (0)	0.00% (0)	0.00% (0)	2.89	0.32
Promotes a positive classroom environment through clear expectations S-17	Secondary Social Studies	100.00% (18)	0.00% (0)	0.00% (0)	0.00% (0)	0.00% (0)	3.00	0
Uses accurate content and academic vocabulary S-28	Secondary Social Studies	72.22% (13)	27.78% (5)	0.00% (0)	0.00% (0)	0.00% (0)	2.72	0.46
Engages students in critical thinking and collaborative problem solving S-36	Secondary Social Studies	50.00% (9)	50.00% (9)	0.00% (0)	0.00% (0)	0.00% (0)	2.50	0.51
Develops literacy and communication skills through content S-21	Secondary Social Studies	44.44% (8)	55.56% (10)	0.00% (0)	0.00% (0)	0.00% (0)	2.44	0.51
Uses classroom assessment S-22	Secondary Social Studies	50.00% (9)	50.00% (9)	0.00% (0)	0.00% (0)	0.00% (0)	2.50	0.51
Assesses for learning S-26	Secondary Social Studies	44.44% (8)	55.56% (10)	0.00% (0)	0.00% (0)	0.00% (0)	2.44	0.51
Plans for instruction S-29	Secondary Social Studies	38.89% (7)	55.56% (10)	5.56% (1)	0.00% (0)	0.00% (0)	2.33	0.59
Incorporates digital tools into instruction S-20	Secondary Social Studies	77.78% (14)	16.67% (3)	0.00% (0)	0.00% (0)	5.56% (1)	2.82	0.39
Uses research-based instructional strategies S-33	Secondary Social Studies	77.78% (14)	22.22% (4)	0.00% (0)	0.00% (0)	0.00% (0)	2.78	0.43
Uses engagement to enhance learning S-29	Secondary Social Studies	83.33% (15)	16.67% (3)	0.00% (0)	0.00% (0)	0.00% (0)	2.83	0.38
Accepts critique and input regarding performance S-13	Secondary Social Studies	100.00% (18)	0.00% (0)	0.00% (0)	0.00% (0)	0.00% (0)	3.00	0
Conveys professional demeanor S-13	Secondary Social Studies	100.00% (18)	0.00% (0)	0.00% (0)	0.00% (0)	0.00% (0)	3.00	0
Uses professional communication S-12	Secondary Social Studies	100.00% (18)	0.00% (0)	0.00% (0)	0.00% (0)	0.00% (0)	3.00	0

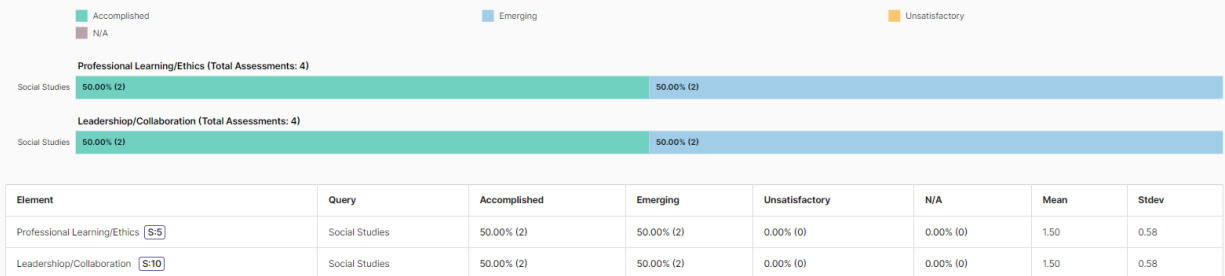
c. Decisions and Actions:

4. Student Learning Outcome #4: The teacher candidate engages in reflective practice and **professional** collaboration to adapt practice to meet the needs of each learner.

a. Methods of Assessment: Senior Portfolio Section Aligned to InTASC 4

b. Assessment Results:

Rubric Results by Element ●



Total Rubric Score

Rubric assessments with one or more elements marked with N/A are not included in the total rubric score calculations.

Query	Number of Assessments	Mean	Stdev
Social Studies	0	0	NaN

c. Decisions and Actions:

5. Student Learning Outcome #5: The teacher candidate models the ethical standards expected for the profession.

a. Methods of Assessment: Disposition Rubric

b. Assessment Results:



Element	Query	Level 1	Level 2	Level 3	Level 4	N/A	Mean	Stdev
Being on time to their Field Placement	Secondary Social Studies Ed	100.00% (6)	0.00% (0)	0.00% (0)	0.00% (0)	0.00% (0)	3.00	0
Dressing in an appropriate manner	Secondary Social Studies Ed	83.33% (5)	16.67% (1)	0.00% (0)	0.00% (0)	0.00% (0)	2.83	0.41
Attending Field Experience every scheduled visit	Secondary Social Studies Ed	100.00% (6)	0.00% (0)	0.00% (0)	0.00% (0)	0.00% (0)	3.00	0
Following all rules established by the school and the mentor teacher	Secondary Social Studies Ed	100.00% (6)	0.00% (0)	0.00% (0)	0.00% (0)	0.00% (0)	3.00	0
Following the directions of the mentor teacher	Secondary Social Studies Ed	100.00% (6)	0.00% (0)	0.00% (0)	0.00% (0)	0.00% (0)	3.00	0
Appropriately interacting with the P-12 learners in the setting	Secondary Social Studies Ed	100.00% (6)	0.00% (0)	0.00% (0)	0.00% (0)	0.00% (0)	3.00	0
Communicating effectively with the mentor teachers and the P-12 learners	Secondary Social Studies Ed	83.33% (5)	16.67% (1)	0.00% (0)	0.00% (0)	0.00% (0)	2.83	0.41
Communicating effectively with school staff and other professionals	Secondary Social Studies Ed	100.00% (6)	0.00% (0)	0.00% (0)	0.00% (0)	0.00% (0)	3.00	0
Fulfilling all responsibilities as indicated in the Field Experience Informational Matrix	Secondary Social Studies Ed	100.00% (6)	0.00% (0)	0.00% (0)	0.00% (0)	0.00% (0)	3.00	0
Maintained the no electronics in FE setting rule	Secondary Social Studies Ed	100.00% (6)	0.00% (0)	0.00% (0)	0.00% (0)	0.00% (0)	3.00	0

Total Rubric Score

Rubric assessments with one or more elements marked with N/A are not included in the total rubric score calculations.

Query	Number of Assessments	Mean	Stdev
Secondary Social Studies Ed	6	29.67	0.82

c. Decisions and Actions:

ALDERSON BROADDUS UNIVERSITY
ASSESSMENT REPORT FOR STUDENT LEARNING OUTCOMES

Name of Program: Sport Management

Period Covered: 2021-2022 Academic Year

Submitted by whom: Jessica Baker

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 marketing analysis completed in SPMT-260. Students must achieve an 70% (C) on the marketing analysis, which includes both a paper and a presentation portion.
- b. Assessment Results: 30 out of 33 (90.9%) achieved an 70% or better on the Marketing Analysis.
- c. Decisions and Actions: No change at this time.

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

- a. Method of Assessments: Measured through 4 virtual simulations in SPMT-130 in which students were paired up and asked to draft players and set prices for an NFL organization. Students need an 80% (B) on the Budget simulation project to meet this objective.
- b. Assessment Results: 58 out of 58 (100%) achieved at least an 80% on the simulations.
- c. Decisions and Actions: Will be adding additional simulations in the future.

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

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

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

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

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

- a. Methods of Assessment (Rubric, Essay, Panel, Portfolio, etc.): The methods of assessment for this objective is the portfolio submitted by each Sport Management intern at the conclusion of his or her time in SPMT-485, along with a comparison between the midterm and final evaluation. The method for assessing the portfolio is studying the interns' experience from the internship as a whole.
- b. Assessment Results: 6 out the 28 (21.4 percent)—some repeated internship both semesters to fulfill the 12 credit requirement by taking six credits per semester—enrollees in SPMT-485 showed some improvement from the midterm to final evaluation, and all 28 demonstrated some positive learning experiences from their internship.
- c. Decisions and Actions: 17 of the 28 internships were cut short due to COVID-19 so no changes will be made moving into next year.

ALDERSON BROADDUS UNIVERSITY
PROGRAM ASSESSMENT REPORT FOR STUDENT LEARNING OUTCOMES

Name of Program: Surgical Technology – Associate of Applied Science

Period Covered: Spring 2021-Spring 2022

Submitted by whom: James M. Owston

Definitions:

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

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

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

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

1. Student Learning Outcome #1: Students will attain licensure via Examination Review Committee for the Certified Surgical Technologist
 - a. Methods of Assessment (Rubric, Essay, Panel, Portfolio, etc.): Students will achieve a passing score on the licensure exam.
 - b. Assessment Results: 6 submitted surgical technology licenses (5 of whom later graduated)
 - c. Decisions and Actions: No change.

2. Student Learning Outcome #2: Students will articulate communication concerns in a health care setting.
 - a. Methods of Assessment (Rubric, Essay, Panel, Portfolio, etc.): Paper. Students attain a score of 85 or above on the Health Care Professional Interview Assignment in COMM210.
 - b. Assessment Results: Three students did not complete the assignment. Six out of nine who completed the assignment met the criteria.
 - c. Decisions and Actions: No change.

3. Student Learning Outcome #3: Students will identify the practices and beliefs of religions that impact patient care.
 - a. Methods of Assessment (Rubric, Essay, Panel, Portfolio, etc.): Students will score 75% on the final exam in RELG285.
 - b. Assessment Results: Of the surgical tech students, four out of seven met the benchmark. 73% of all students in the class met the 75% benchmark.
 - c. Decisions and Actions: Add additional learning materials into the course in order to aid students in their success.