



Alderson Broaddus University
Annual Assessment Reports
2016-2017

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Alderson Broaddus University

Program Assessment Summary

2016-2017 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 As part of the annual Academic Program Review process, the Graphic & Web Design program was slated for discontinuation; therefore, no Program Assessment Report was required.

Use of Data for Continuous Improvement	Number of Programs
Adjust/Revise Course Content	10
Modify Pedagogy	1
Modify Curriculum	2
Modify Learning Outcomes	0
Modify Assessment Methods	6
Other	2

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

ALDERSON BROADDUS UNIVERSITY
ASSESSMENT REPORT FOR STUDENT LEARNING OUTCOMES

Name of Program: Accounting

Period Covered: 2016-17

Submitted by whom: Richard Foley

Definitions:

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

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

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

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

1. Student Learning Outcome #1:

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

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

Students must achieve a score of 75 percent on both the multiple choice and short answer components of the BUSI-250 Business Ethics final exam.

b. Assessment Results: Of the 52 students in the course 41 achieved a 75% or higher on the assessment. That is a 79% success rate.

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

2. Student Learning Outcome #2:

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

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

Students must achieve a score of 75 percent on both the multiple choice and essay components of the BUSI 435 Marketing Management final exam.

- b. Assessment Results: This course was not offered this year. It is an every other year course.
- c. Decisions and Actions: No actions will be taken at this time.

3. Student Learning Outcome #3:

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

- a. Methods of Assessment (Rubric, Essay, Panel, Portfolio, etc.):
- b. Students must achieve a score of 75 percent on the grading rubric for the semester long project in Business 420 Advanced Accounting.
- c. Assessment Results: This course was not offered this year. It is an every other year course and will offered next in the spring semester of 2018.
- d. Decisions and Actions: No changes at this time

4. Student Learning Outcome #4:

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

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

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

b. Assessment Results:

The average points earned for the 38 BUSI-550 students was 84.56/100 (85%). Only 3 student scored below 80 for a 92% success rate.

c. Decisions and Actions:

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

ALDERSON BROADDUS UNIVERSITY
ASSESSMENT REPORT FOR STUDENT LEARNING OUTCOMES

Name of Program: Athletic Training Program

Period Covered: 2016-2017

Submitted by whom: Michael Boehke

Definitions:

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

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

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

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

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

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

ATHL 324 Clinical Practicum IV

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

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

- b. Decisions and Actions: The students seemed surprised to learn that there was an oral practical component to the end-of-year exam. None the less, they scored slightly lower than the previous year's students; therefore, a greater focus on practical examinations will be incorporated into next year's course work.

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

- a. Methods of Assessment (Rubric, Essay, Panel, Portfolio, etc.): Rubric
- b. Assessment Results: Minimum competency score of 70% on the rubric associated with ATHL 370 Rehabilitation
 - a. Students were assessed using a rubric that included prescribing exercise and rehabilitation therapies as well as documenting outcomes in a professional manner. The rubric had a total score of 100 possible points. Seven Athletic Training students were in the course, their average score was a 94 (94%).
- b. Decisions and Actions: Continuation of current methods

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

- a. Methods of Assessment (Rubric, Essay, Panel, Portfolio, etc.): Preceptor Evaluation
- b. Assessment Results: Students will receive a minimum average score of 3 out of 5 on the Likert scale in the Athletic Training Skills section of the Student Clinical Performance

Evaluation Form. The students' average scores for Athletic Training skills are listed below.

Basic First Aid:	3.6
Taping Techniques:	3.6
Modality Application:	3.1
Injury Recognition and Evaluation:	3.3
Rehabilitation Techniques:	3
Documentation:	3.1
Athletic Training Facility Procedures:	3.3
AVG of All Skills	3.3

- c. Decisions and Actions: The program intends to increase focus on the three lowest skills, Rehabilitation techniques, Modality application, and Documentation. One student averaged below an overall 3.0 in skills, the Program Director will meet with the student in the fall to discuss skill development and revisit techniques.
4. Student Learning Outcome #4: Of the graduates who challenge the Board Of Certification (BOC) examination, at least 70% will pass on their first attempt.
 - a. Methods of Assessment (Rubric, Essay, Panel, Portfolio, etc.): Certification Examination
 - b. Assessment Results: We had six students graduate from the program this year. A mock examination was given to four seniors; three of which passed it with a 70% or above. The student who did not pass, as well as the other two students who did not attempt it, are not eligible to sit for the BOC until after they pass the mock exam. Therefore, only the three seniors who passed the mock test attempted the BOC examination. Two passed on their first attempt, one was 12 points away from passing. This year's assessment may not be valid as a previous version of the BOC was administer to test candidates; this error was made by the testing agency. While those who passed the

BOC are certified, those who did not pass were offered a second attempt at no cost AND if they pass on their second attempt will be recognized as if it were their first.

- c. Decisions and Actions: Continuation of BOC test prep course, administer mock examination in early March to encourage maximum student completion.

ALDERSON BROADDUS UNIVERSITY
ASSESSMENT RECORD FOR STUDENT LEARNING OUTCOMES

BIOLOGY

Name of Program

Period Covered: Fall 2016-Spring 2017

1. Student Learning Outcome #1: Students will be knowledgeable of a wide range of concepts, topics, and theories in biology, including but not limited to: General biology, cellular biology, microbiology, ecology, environmental issues, physiology, anatomy, genetics, systematics, and evolution.
 - a. **Methods of Assessment:** Professors in the biology program selected 50 questions from examples of the Biology GRE subject test and the MCAT available online to reflect the topics above. The test was administered to incoming freshmen in the General Biology I course in Fall of 2016. It was also given to graduating seniors within the Biology program. The results were analyzed with a 2-sample t-test.
 - b. **Assessment Results:**
 - a) Senior exam scores ($\bar{x} = 56 \pm 7\%$, $n = 8$) were significantly higher than freshman exam scores ($\bar{x} = 24 \pm 2\%$, $n = 49$, $p < 0.001$)
 - c. **Analysis:**
 - a) The scores of incoming freshmen suggest that most freshmen were simply guessing at multiple choice answers.
 - b) We are satisfied that the seniors significantly increased their knowledge of general biology concepts as a result of our program.
 - c) Our average score for graduating seniors is lower than the national average on the Biology GRE subject test. However, we feel that our seniors do not likely reflect the seniors taking this subject test nationally for two reasons;
 - Students taking the subject test nationally are likely those preparing for graduate education and thus for not represent all seniors graduating from biology programs.
 - Students taking the subject test most likely spent time reviewing these topics while our students did not have an opportunity to prepare.
 - d) Only 8 of our graduating seniors completed the exam. In the future, we plan to make an effort to schedule exams earlier in the fall and spring semesters to obtain a larger sample size.
 - e) We intend to review the exams of graduating seniors to determine which topics or questions presented the most difficulty.
 - f) We intend to undertake a program-level assessment of our core and elective courses to assess alignment with test subjects.
2. Student Learning Outcome #2: Students will demonstrate the ability to follow and independently perform the scientific method, including: observation of a phenomenon to be studied, relevant literature search of previous work, collection of data, statistical analysis of data, and presentation of results and discussion in the appropriate format (publication, presentation, etc).

- a. **Methods of Assessment:** Senior research projects and acceptance of papers at peer-reviewed meetings and journal publications will be used to assess the student's ability to follow and independently perform the scientific method.
- b. **Assessment Results:**
 - a) Senior research projects: 12 projects were completed in the Fall and 15 in the spring. All but two of the 29 graduating seniors in 2016/2017 were able to successfully complete both a written and oral communication of their research project. Those students who did not complete the project received an incomplete and will complete the projects during summer 2017. Of those who completed their project the average presentation score was 91% and the average poster score was 87%.
 - b) Student presentations in conferences (student names are not showing):
 - 3-Hydroxyterphenyllin induces S phase arrest in ovarian cancer cells. The Annual Undergraduate Research Day at the Capitol, Charleston, WV. February 24, 2017.
 - Tea flower saponins inhibit cell viability and induce apoptosis in ovarian cancer cells. 15th WV-INBRE Research Symposium, Morgantown, WV. July 25, 2016.
 - 3-Hydroxyterphenyllin induces S phase arrest in ovarian cancer cells. 15th WV-INBRE Research Symposium, Morgantown, WV. July 25, 2016.
 - 3-Hydroxyterphenyllin induces apoptosis through the intrinsic pathway in ovarian cancer cells. 15th WV-INBRE Research Symposium, Morgantown, WV. July 25, 2016.
 - Proanthocyanidins from Chinese bayberry induces apoptosis in ovarian cancer cells. 15th WV-INBRE Research Symposium, Morgantown, WV. July 25, 2016.
 - Inhibitory effects of total saponins isolated from the seeds of *Camellia sinensis* on ovarian cancer cells. 15th WV-INBRE Research Symposium, Morgantown, WV. July 25, 2016.
 - Kaempferol induces apoptosis via extrinsic pathway in ovarian cancer cells. The Annual Undergraduate Research Day at the Capitol, Charleston, WV, February 25, 2016.
 - Trichodermin induces G1/S cell cycle arrest in ovarian cancer cells. The Annual Undergraduate Research Day at the Capitol, Charleston, WV, February 25, 2016.
 - Proanthocyanidins isolated from Chinese bayberry leaves induces apoptosis through extrinsic pathway. The Annual Undergraduate Research Day at the Capitol, Charleston, WV, February 25, 2016.

- c) Student publications in peer-reviewed journals (student names are not showing):
 - 2017. Prodelphinidins isolated from Chinese Bayberry (*Myrica rubra* Sieb. et Zucc.) Leaves induced apoptosis by p53-dependent signaling pathways in human ovarian cancer OVCAR-3 cells. *Oncology Letters* 13: 3210-3218.
 - 2017. 3-Hydroxyterphenyllin, a natural fungal metabolite, induces apoptosis and S phase arrest in human ovarian carcinoma cells. *Int J Oncol.* 50: 1392-1402. PMID: 28259974.
 - 2016. Anti-Cancer Properties of Baicalein: A review. *Medicinal Chemistry Research* 25: 1515-1523. PMID: 28008217.
 - 2016. The extraction, anticancer effect, bioavailability, and nanotechnology of baicalin. *J Nutri Med Diet Care* 2:011. PMCID: PMC5079443.

- d) Student receiving awards (student names are not included):
 - a. One student received ABU's Science, Technology, and Mathematics Writing Award in 2017.
 - b. One student received ABU's Science, Technology, and Mathematics Academic Award in 2017.

c. **Analysis:** By performing research projects and presentations, students demonstrated the ability to follow and independently perform the scientific method. Some students excelled in their experiences and gain recognition through presentation at local/national scientific conferences. Overall we were satisfied with the project scores and the 93.1% success rate.

3. Student Learning Outcome #3: Students will successfully acquire desired employment in a biology-related field or gain acceptance into post-undergraduate research or educational positions (e.g., medical school, graduate school).

- a. **Methods of Assessment:** We estimated the proportion of the graduating senior class in 2016 that were employed or had achieved acceptance into a post-graduate program one year after their graduation.
- b. **Assessment Results:** We received an 84% response rate. Of those that responded 100% of our graduates were either employed or pursuing a post-graduate degree. Three (19%) students were employed and five (31%) were employed in another field. Eight (50%) students were enrolled in a graduate program. Post-graduate programs accepting our graduating seniors include:
 - a. Two students were accepted into the Physician's Assistant Program at Alderson Broaddus University.
 - b. One student was accepted into the Physical Therapy Program at West Virginia University.
 - c. One student was accepted into the Dental Program at West Virginia University.
 - d. One student was accepted into a Pharmacy Program at Massachusetts College of Pharmacy
 - e. One student was accepted into an M.S. Program at Hood College.

- f. Two students were accepted into the College of Medicine at American University of Antigua
- c. **Analysis:** We chose to analyze our graduates from one year ago to allow for the opportunity for graduates to find employment in their field or apply for post-graduate programs. We are satisfied that 50% of our graduates chose to pursue and were accepted into post-graduate programs. We would like to improve the proportion of students employed within their field. In spring 2017, the College of Science, Technology and Math hosted two workshops; one focused on career opportunities and the other on resume construction. We would like to continue this in coming years as well as add links to employment resources on our departmental website.

ALDERSON BROADDUS UNIVERSITY
ASSESSMENT REPORT FOR STUDENT LEARNING OUTCOMES

Name of Program: Business Administration

Period Covered: 2016-17

Submitted by whom: Richard Foley

Definitions:

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

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

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

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

1. Student Learning Outcome #1:

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

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

Students must achieve a score of 75 percent on both the multiple choice and short answer components of the BUSI-250 Business Ethics final exam.

b. Assessment Results: Of the 52 students in the course 41 achieved a 75% or higher on the assessment. That is a 79% success rate.

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

2. Student Learning Outcome #2:

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

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

Students must achieve a score of 75 percent on both the multiple choice and essay components of the BUSI 435 Marketing Management final exam.

- b. Assessment Results: This course was not offered this year. It is an every other year course.
- c. Decisions and Actions: No actions will be taken at this time.

3. Student Learning Outcome #3:

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

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

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

- b. Assessment Results:

The average points earned for the 40 BUSI-235 students was 261/300 (87%). The research project was based upon contentious subject matter pertaining to minimum wage, maximum wage, wage gap, etc. A group research paper was required for 80% of

the grade and they engaged in a classroom debate for the other 20% for a cumulative grade. No team scored below 80% for a 100% success rate.

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

4. Student Learning Outcome #4:

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

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

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

- b. Assessment Results:

The average points earned for the 38 BUSI-550 students was 84.56/100 (85%). Only 3 student scored below 80 for a 92% success rate.

- c. Decisions and Actions:

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

ALDERSON BROADDUS UNIVERSITY
ASSESSMENT REPORT FOR STUDENT LEARNING OUTCOMES

Name of Program: Chemistry

Period Covered: 2016-2017

Submitted by whom: Sobha Priyadarshini Gorugantula

1. **Student Learning Outcome #1:** A graduate with a Chemistry major shall understand the fundamental concepts and theories in chemistry which include atomic structure, chemical bonding, acids and bases, chemical principles and reactivity of inorganic compounds.
 - a. **Methods of Assessment (Rubric, Essay, Panel, Portfolio, etc.):** The assessment report shall be based upon evaluating the students' performance on the class exams and the final exam. The final exam shall be divided into sections comprising of questions from the topics outlined above in the learning outcome.

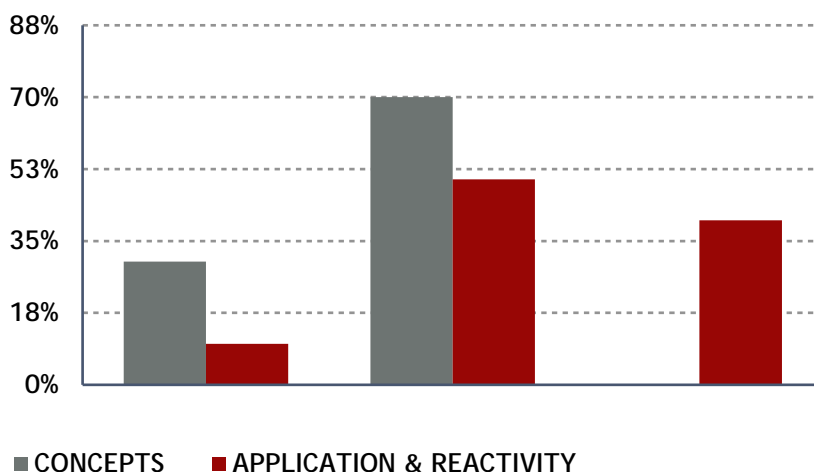
Students' success shall be measured based upon a score of achieving 80% or higher on each section related to the areas stated above on the comprehensive final examination.

Topics	% of students scoring >80%	% of students scoring between 60-80%	% of students scoring < 60%
Concepts: Principles of atomic structure, chemical bonding, acids & bases	30%	70%	0%
Application of concepts & reactivity in Inorganic Chemistry	10%	50%	40%

b. Assessment Results:

Analysis: The knowledge of the students has been evaluated based upon their overall performance on the class examinations and the final examination. As of the final grade, the percentage of students exceeding the score of 90% overall was 10%. 90% of the class scored in the range of 70-90%. On the final examination, 30% of the class exceeded the expected score of 80%. 20% scored in the range of 70-80% and 50% scored in the range of 65-70%. The

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



performance on the final exam demonstrates that the students struggle in applying concepts to the given problems. This issue has been noted and shall be stressed upon while teaching this course in future. Additionally, the mediocre performance on the sections associated with the fundamentals, which constitute the back-bone of the later topics in this course might have contributed to the poor performance on the said section.

c. Decisions and Actions:

1. The home-work questions and exercises concentrating on the principles, concepts and applications shall be increased in number, which would eventually increase the student's exposure to the sections mentioned above.
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.

2. Student Learning Outcome #2:

- A graduate with a chemistry major shall understand and master
1. the general principles and application of stoichiometry, quantitative analysis, advances in acid-base and reaction equilibria.

2. solve problems competently by identifying the core parts of a problem and formulate a strategy for solving the problem.

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

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

Topics	% of students scoring >80%	% of students scoring between 70-80%	% of students scoring < 70%
CONCEPTS: Stoichiometry and Principles of Analytical Chemistry	0	43%	57%
Quantitative analysis and applications	86%	14%	0%
Application of the concepts in Analytical Chemistry to complexes and acid-base equilibria	72%	0%	28%

b. **Assessment Results:**

Analysis: The knowledge of the students has been evaluated based upon their overall performance on the class examinations and the final examination. As of the final grade, the percentage of students exceeding the score of 90% overall was 28.50%. 71.50% of the class scored in the range of 80-90%. On the final examination, 71% of the class exceeded the expected score of 80%. 14.5 % scored in the range of 70-80% and 14.5 % scored in the range of 65-70%. The performance on the final exam has demonstrated that the students struggle with the concepts in this subject. This issue has been noted and shall be stressed upon while teaching this course in future. On the other hand, more than 70% of the class seem to have fallen into the groove of identifying and applying a concept to solve a problem. An improvement in the students' approach to learning and the application of concepts has been seen in the students over these two semesters. This could be attributed to giving more questions as home-work exercises to the students.

c. **Decisions and Actions:**

1. The home-work questions and exercises concentrating on the principles, concepts, stoichiometry and applications shall continue to be more in number. Such exercises are

bound to increase the student's exposure to the sections mentioned above, thus contributing to their success in the course.

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.

3. Student Learning Outcome #3:

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

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

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

b. Assessment Results:

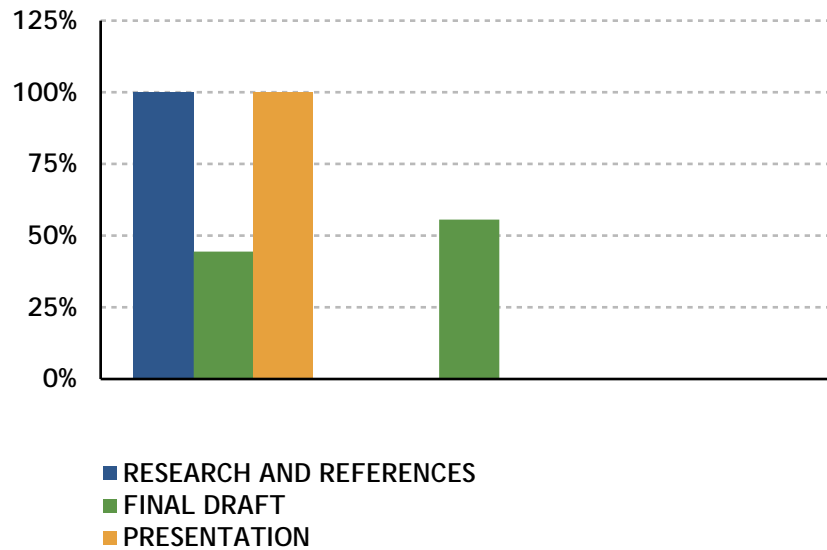
Topics	% of students scoring >80%	% of students scoring between 70-80%	% of students scoring < 70%
Research and References	100%	0	0
Final Draft	44.4%	55.6%	0
Presentation	100%	0	0

c.

Analysis: The academic year 2016-2017 has had nine chemistry major students enrolled in the NSCI 461 course. Of the nine chemistry major students enrolled in this course, six have scored an overall score of 80% or higher and three have scored an overall score between 70 and 80%. Thus, the overall success in this course is 67%. However, with the mediocre performance in the section related to "Final Draft", it has been noted that further emphasis ought to be placed upon this section.

- d. **Decisions and Actions:** An exposure to more oral and poster presentations could benefit

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



in steering the student towards a better expression of data and matter whilst working on the aforementioned section, namely "Final Draft".

ALDERSON BROADDUS UNIVERSITY
ASSESSMENT REPORT FOR STUDENT LEARNING OUTCOMES

Name of Program: **Computer Science**

Period Covered: **Fall 2016 – Spring 2017**

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

Definitions:

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

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

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

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

1. Student Learning Outcome #1: Students will demonstrate technical proficiency in at least 1 programming language.
 - a. Methods of Assessment (Rubric, Essay, Panel, Portfolio, etc.): Graduates will demonstrate technical proficiency in at least 1 programming language by completing both CSCI 110 and 120. This is assessed via the final examination in both classes as well as the averages of the programming projects. We expect 60% of the students to score at least a 70% on the finals in those classes and We expect at least 60% of the students to average at least a 70% on the programming projects.
 - b. Assessment Results: For CSCI-110 the class average on the final exam was 63.1% (excluding students who didn't take the final exam) with 3 of the 11 (27%) CSCI students getting a C or better (The three students not taking the final were CSCI students). The class average on the Programming Projects was 66.44% (Excluding the students who completed none of the projects). 5 of the 11 (45%) CSCI students getting a C or better. Two of the zeros were CSCI students. For CSCI-120 the class average on the final exam was 71% with 2 of the 5 (40%) CSCI students getting a C or better on the final exam. The class average on the Programming Projects was 77.93%. 5 of the 6 (83%) CSCI students

getting a C or better.

- c. Decisions and Actions: Students did not achieve acceptable success in CSCI-110 and CSCI-120 classes. The student performance on the final exams was less than desirable even though in CSCI-120 all the students passed the course overall. We believe several items contributed to this:
 1. The final exam was worth 20% of a student's final grade. Most students either had to do very well to improve their grade or could do almost nothing and maintain their grade. Most chose to do a little to maintain at whatever grade point they had.
 2. The pace of the class was actually quicker than expected to the extent that an entire chapter was completed that wasn't planned for. The pace of CSCI-120 was notably faster than in previous years assumedly because of the addition of lab time and an overzealous professor.

The decision of the instructor was to improve the pacing of the course to better help students who are not as academically strong as expected and hopefully improve the Final Exam scores of the students.

2. Student Learning Outcome #2: Students will demonstrate the ability to effectively solve challenging problems and design and implement software solutions using Algorithmic knowledge and Software Engineering best practices.
 - a. Methods of Assessment (requirement document, design document, test data sets, project report, operational software, literature review, research proposal, experimental analysis, and research article): Graduates will complete an in-depth software development project from problem specifications to design and implementation as part of the Senior Design course sequence. Graduates also will demonstrate Algorithmic knowledge through the completion of CSCI 330 Data Structures and Algorithms. Proficiency will be assessed through 80% of students complete CSCI 490 and CSCI 491 with at least 70% final grades. Algorithmic knowledge will be assessed through 70% of students completing CSCI 330 Data Structures and Algorithms with at least a 70% on the Final Exam.
 - b. Assessment Results: In the senior design courses CSCI 490 and CSCI 491, we had 3 CSCI major students. The final grade average was 76.6%. All the students scored above 70%. In the CSCI 330 Data Structures and Algorithms class, 3 students took the course. 2 MATH majors and 1 CSCI Major. The grades on the final exam averaged to a 69.92%, with 2 scoring above a 70% and 1 below.
 - c. Decisions and Actions: although this student learning outcome was successful with respect to CSCI 490 and CSCI 491, we had two problems with respect to our assessment method. First problem occurred due to the previous curriculum and inappropriate prerequisite sequence. One student did not learn the software engineering course. The student graduated based on the 2013 program which does not consider the Software Engineering as a core course in its curriculum. The other student was learning the software engineering course in parallel with the CSCI 490. Thus, the two students were not able to accomplish the proper software development process and implement

effective software engineering practices. The students were only final product oriented and therefore, they focused only on the operational software. As a result, evaluating the students using the software requirements and design documents as team work was not effective. For the first problem, we decided to make software engineering course CSCI 220 to be a prerequisite for CSCI490 in our latest program curriculum (2016). This will avoid similar problems to happen the future.

Second problem occurred because one student chose to do research project instead of software design. Therefore, we had to create separate evaluation method for this student performance to suite the research conduction. To solve this problem, we decided to create one generic rubric for software design and research conduction that include equivalent amount of work and deliverables along a number of assignments throughout the semesters.

With respect to CSCI 330, a couple changes are being planned. It is the hope of the instructor to get more data points. The 2 students who performed better in the previous offering had already taken both Discrete Math courses (the prerequisite courses). The student who didn't do well was currently in Discrete Math I and was serving as a trial to see if the prerequisites matched needs. We plan to allow students again to attempt this course if they show Math proficiency and reevaluate the prerequisite laxness if continued poor performance is found.

3. Student Learning Outcome #3: Students will be familiar with advanced computer science topics and concepts of several specialized areas.
 - a. Methods of Assessment (Quizzes, homework assignments, midterm tests, final exams, and class activities): Graduates will be required to select at least 3 senior level elective courses covering advanced topics in Computer Science. Proficiency will be assessed through 70% of students scoring at least a 70% in all 3 senior level elective courses.
 - b. Assessment Results: three elective courses are offered every academic year where we have each elective course offered every other year. In 2016-17 academic year, we offered CSCI 430: Information Assurance and Security, CSCI 450: Artificial Intelligence, and CSCI 440: Distributed Computing. Due to low CSCI student enrollment and prerequisite constraints for CSCI 450 and CSCI 440, we got very low enrollments in there two elective courses. The third elective, CSCI 430 was offered for 5 students. The final exam average was 74.8%. Three students scored C and above 2 students scored B in the final course grade.
 - c. Decisions and Actions: Since two elective courses were not offered in this academic year, we don't have enough practical information about this student learning outcome. However, according to CSCI 430, students achieved accepted success and we plan to repeat the same assessment method for the following academic year.

ALDERSON BROADDUS UNIVERSITY
ASSESSMENT REPORT FOR STUDENT LEARNING OUTCOMES

Name of Program: Criminal Justice

Period Covered: **2016 - 2017**

Submitted by whom: **Shannon Wolfe, J.D.**

Definitions:

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

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

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

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

1. Student Learning Outcome #1: Explain the basis of the law and the American legal system.
 - a. Methods of Assessment (Rubric, Essay, Panel, Portfolio, etc.): Students will score 70% or higher on Section 1 of the senior assessment exam.
 - b. Assessment Results: Assessment Exam – The average score of all graduates was 71%.
 - c. Decisions and Actions: Because this learning outcome was met, no changes are necessary at this time.

2. Student Learning Outcome #2: Evaluate ethical concerns relevant to the application of justice in society.
 - a. Methods of Assessment (Rubric, Essay, Panel, Portfolio, etc.):
 - Students will score 70% or higher on Section 2 of the senior assessment exam.
 - Students will receive an average of 4 out of 5 on their internship evaluations.
 - b. Assessment Results: Assessment Exam:
 - Average score for all students on Section 2 of the assessment exam was 65.45%.
 - All students completing internships received an average score of 4.2 for this outcome.
 - c. Decisions and Actions: This outcome was achieved according to one measure of the assessment. However, the assessment exam average score was within one missed question of being achieved. In application during internship placement, the students clearly demonstrated this learning outcome. This measure will need monitored to determine if corrective actions are necessary. For the time being, the program will continue in its current state.
3. Student Learning Outcome #3: Articulate the differences between the major criminological theories.
 - a. Methods of Assessment (Rubric, Essay, Panel, Portfolio, etc.):
 - Students will score 70% or higher on Section 3 of the senior assessment exam.
 - Students will receive an average of 4 out of 5 on their internship evaluations.
 - b. Assessment Results:
 - Average score for all students on Section 3 of the assessment exam was 38.18%.
 - All students completing internships received an average score of 4.2 for this outcome.
 - c. Decisions and Actions: This learning outcome is based on courses taught early in the curriculum. Methods to improve student retention of the material will be investigated. Additionally, faculty will examine how to reinforce these learning outcomes throughout the entire curriculum. However, the internship evaluations reveal that the students do exhibit these skills when placed in real-world settings.
4. Student Learning Outcome #4: Analyze legal concepts and procedures to make rational decisions.
 - a. Methods of Assessment (Rubric, Essay, Panel, Portfolio, etc.):
 - Students will score 70% or higher on Section 4 of the senior assessment exam.
 - Students will receive an average of 4 out of 5 on their internship evaluations.
 - b. Assessment Results:
 - Average score for all students on Section 3 of the assessment exam was 50%.
 - All students completing internships received an average score of 4.2 for this outcome.

- c. Decisions and Actions: Only 1 of the 2 measures were achieved. Several courses which relate to this outcome have historically been taught by adjunct instructors. During January 2016, the adjuncts were replaced with a second full-time professor in criminal justice. It is believed that with students having greater access to the full-time professor and with more consistent instruction, the scores on the assessment exam will improve in future years. It is important to note that the majority of the graduating students this academic year had adjunct faculty for the courses measured by this learning outcome. It is again interesting to note however that when placed in real-world situations through their internships, students were able to demonstrate satisfactory achievement of this outcome. This outcome will be monitored carefully by program faculty in the future.
5. Student Learning Outcome #5: Describe current issues and controversies in the criminal justice system and consider possible solutions.
 - a. Methods of Assessment (Rubric, Essay, Panel, Portfolio, etc.):
 - Students will score 70% or higher on Section 5 of the senior assessment exam.
 - Students will receive an average of 4 out of 5 on their internship evaluations.
 - b. Assessment Results:
 - Average score for all students on Section 5 of the assessment exam was 61%.
 - All students completing internships received an average score of 4.2 for this outcome.
 - c. Decisions and Actions: This outcome was achieved according to one measure of the assessment. However, the assessment exam average score was within one missed question of being achieved. In application during internship placement, the students clearly demonstrated this learning outcome. This measure will need monitored to determine if corrective actions are necessary. For the time being, the program will continue in its current state.

Alderson Broaddus University
Assessment Record for Student Learning Outcomes

Name of Program: Elementary Education

Period Covered: 2016-17

Method of Assessment: - Student learning objectives assessed using items from the Performance Assessment Indicator during student teaching. This student is evaluated by the cooperating teacher and uses a scale ranging from 1 (unacceptable) to 5 (exemplary). The students are evaluated in each of their placements (in most cases two), this gives a minimum of two ratings for each domain measured by the PAI. The mean scores are reported for the following domains to measure:

Critical Thinking

- PAI Domain One- Knows the Content
- Domain Two – Knows Pedagogy
- Domain Four – Plans and Implements Effective Instruction
- Domain Seven – Assessment

Communication

- PAI Domain Six – Uses Communication Strategies

Ethics

- PAI Domain Eight Applies Ethical standards, Legal responsibilities and a values structure

Diversity

- PAI Domain Three – Recognizes Individual Differences

Civic Engagement

- PAI Domain 9 – Works Collaboratively and Effectively

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

Assessment Results: The results for Critical Thinking Skills are found on Table One.

Table One: Critical Thinking

1- Unacceptable 2 – Weak 3 - Satisfactory 4 – Strong 5- Exemplary

Major		domain 1: content	domain 2: pedagogy	domain 4: instruction	domain 7: assessment	Mean
Elementary Ed K-6 Students N = 6	Mean	4.5	4.6	4.6	4.6	4.6

Analysis: - The goals of the program were met with a strong degree of efficacy. This is confirmed by the high scores from cooperating faculty when assessing performance to think critically during student teaching experience.

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

Assessment Results: The results for Communication are shown on Table Two.

1-Unacceptable 2-Weak 3- Satisfactory 4-Strong 5-Exemplary

Table Two - Communication

Major	domain 6: communication strategies	
Elementary Ed K-6 Students N = 6	Mean	4.7

Analysis: Based on the ratings of cooperating faculty, the program goal was met with a strong to exemplary degree of efficacy for 2016-17.

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

Assessment Results: The results for Ethics are shown on Table Three.

1-Unacceptable 2-Weak 3-Satisfactory 4-Strong 5-Exemplary

Table Three: Ethics.

Major	domain 8: ethical standards	
Elementary Ed K-6 Students N = 6	Mean	4.8

Analysis: Based on the ratings of cooperating faculty and the program goal was exceeded for 2016-17.

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

Assessment Results: The results for Diversity are shown on Table Four.

1-Unacceptable 2-Weak 3-Satisfactory 4-Strong 5-Exemplary

Table Four – Diversity

Major	domain 3: recognizes individual differences	
Elementary Ed K-6 Students N = 6	Mean	4.8

Analysis: The goals of the program were met with a strong to exemplary degree of efficacy. This is confirmed by the high scores from cooperating teachers when assessing performance to meet diverse learner needs during student teaching experience.

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

Assessment Results: The results for Civic Engagement are shown on Table Five.

1-Unacceptable 2-Weak 3-Satisfactory 4-Strong 5-Exemplary

Table Five – Civic Engagement

Major	domain 9: works collaboratively and effectively	
Elementary Ed K-6 Students N = 6	Mean	4.5

Analysis: Based on the ratings of cooperating faculty and college faculty the program goal was exceeded for 2015-16. Each rater gave the student teacher high ratings.

ALDERSON BROADDUS UNIVERSITY
ASSESSMENT REPORT FOR STUDENT LEARNING OUTCOMES

Name of Program: **Environmental Science**

Period Covered: **Fall 2016 – Spring 2017**

Submitted by whom: **Ross Brittain**

Definitions:

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

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

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

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

1. Student Learning Outcome #1: Graduates will comprehend and apply theoretical and practical aspects of professional Environmental Science disciplines.

- a. Methods of Assessment (Rubric, Essay, Panel, Portfolio, etc.): Graduates will demonstrate the ability to successfully complete specific questions regarding Environmental Science and Policy as put into the final exams of the following classes: ENVS-210 (Intro to Environmental Science), ENVS-340 (Environmental Policy and Regulation), ENVS-420 (Wetlands), and satisfactorily complete a final project for ENVS-356 (Intro to GIS).
- b. Assessment Results: For ENVS-210 the class average was 75.0% on the final exam and 78.8% on the final for the 8 ENVS majors. 100% of the ENVS students earned a C or better on the final exam. The ENVS majors all received passing grades for the class with at least 73.2% (2 C's, 4 B's and 2 A's).

For ENVS-340 the class average was 77.1% on the final exam, compared to 77.5% last year, with 60% of the 5 ENVS students getting a C or better. Two of the ENVS students in the class failed the final exam, but neither of them are planning on returning next year. Their final exam grades also reflect their performance overall, with the two

who failed the final exam both getting D's in the class and the other three all earning A's in the class. The five specific questions on the ENVS-340 final exam were analyzed separately and the overall average was 82.1, which is an increase over last year's 80.4%. No single question was passed by all students, just like last year. Only 41.7% of the students passed all five questions, but that was better than the 35.7% of the previous year. The question on RCRA was the one that gave the students the most difficulty, with an average of only 68.8%, compared to last year when 78.3% passed it. The questions on Point vs. NonPoint Sources, SDWA and Wetlands were passed by all but two students (83.3%), which was an improvement for the Wetlands question over last year. The question on CERCLA was passed by 91.7% of the students, and the one who did not pass failed because they did not answer that question, nor most of the questions on the exam. The average on the Point Source question did not change (90%). The average on the SDWA question decreased slightly from 90.1% to 88.3%. The average on the Wetlands question increased from 78.75% to 81.8%. The average on the RCRA question decreased from 78.3% to 68.8%. The average on the CERCLA question increased from 64.2% to 82.3%.

For ENVS-420 the class average decreased from 98.7% on the final exam, to 90.8%, but still a dramatic improvement from the 74.6% average two years ago. Nine students in the class were ENVS majors but only six of them passed with at least an 78.3% or better. Two students did not even take the final exam and both of them have withdrawn from the university. The two other students who failed the exam were brothers that have performed poorly on everything in their first two years and are also not planning on returning next year. One student was a Petroleum Management major and she earned an 89% on her final exam. In ENVS-350 only one person who took the final exam failed, but the other nine (90%) passed easily. One other person did not take their exam but had not turned in any assignments during the semester. The ENVS-356 Intro to GIS class had 2 ENVS majors taking the class, and they both passed with an average of 70.1%, but this is a decrease in class scores from the previous year. Similarly, both ENVS students passed their final GIS project with grades ranging from 83.3% to 100%, which is pretty much the same as the previous year.

- c. Decisions and Actions: Students achieved acceptable success in the ENVS-210 and ENVS-340 classes. The student performance on the five ENVS-340 questions did not improve as much as desired, and actually regressed on the RCRA question. RCRA and CERCLA continue to be the most difficult questions for the students to successfully pass. Interestingly the question they struggled on the most two years ago (RCRA) decreased back to a similar score (70.6%) from 78.3% to 68.8%. Students also maintained good performance on the ENVS-356 Intro to GIS final project with all students passing the project compared to only 77.8% last year. The student achievement in ENVS-420 decreased a bit from the previous year but we were very happy with the student's continued success on the final in this course as well as ENVS-350. The Instructor will need to continue to address the RCRA and CERCLA definitions for the ENVS-340 final exam. Recommendations include study/review sessions and/or tutoring to improve student performance on the final. The ENVS faculty are considering changing the method of assessing this outcome from specific questions and final exams to a pre- and post-examination on general Environmental Science knowledge common within the

field. This change of methodology would occur next year if an appropriate exam can be created.

2. Student Learning Outcome #2: Graduates will design and conduct research appropriate to their chosen field.
 - a. Methods of Assessment (Rubric, Essay, Panel, Portfolio, etc.): Graduates will design and conduct research appropriate to their chosen field.
 - b. Assessment Results: In the Academic Year 2016-17, the ENVS Program had 5 students attempt to complete their Senior Research Project. Of these five, all of them successfully completed their project with 3 A's and 2 B's. Those with B's received them based on procrastination during the completion of their Senior Research Project. The previous year all six ENVS major attempting their Senior Research Project passed with at least a B, and the year before that all four ENVS passed with at least a B. Three years in a row of successful completion of the Senior Research Project provides evidence that if we can get them successfully through the program to this stage, the students are able to complete their capstone project. The issue within the program is more of a Retention problem. Many students who attempt the ENVS program are clearly not academically capable of handling rigorous science courses and are simply interested in "playing" outdoors. The creation of the Natural Resource Management (NARM) program will likely attract most of these students, but may also decrease enrollment in the ENVS program.
 - c. Decisions and Actions: No actions needed at this time, but recruitment and retention need to be monitored closely into the future.
3. Student Learning Outcome #3: Graduates will demonstrate awareness of cultural and historical aspects of environmental issues and application of appropriate laws and regulations.
 - a. Methods of Assessment (Rubric, Essay, Panel, Portfolio, etc.): Students will produce projects as part of course curriculum involving community relations with specific environmental tasks or goals that require awareness of cultural and historical aspects as well as appropriate laws and regulations. Courses including such projects include ENVS-350 Applied Environmental Policy, and ENVS-430 Environmental Risk Analysis.
 - b. Assessment Results: ENVS-430 was taught for the first time this year and all three students passed the class. However, one student only received a D (63.2%) in the class while the other two earned an A and a B. The one who received a D did poorly on the Final Exam and did not turn in one of the homework assignments. In ENVS-430, the course includes consideration of cultural issues when determining exposures to environmental hazards, especially focusing on environmental justice issues. Nine out of 11 ENVS-350 students passed their final exam with at least a 70% average and with an overall average of 81.7%. This class includes community relations, cultural and historical issues and the appropriate application of the environmental regulations and policies in each of the 7 projects assigned in the class. The overall course grades in ENVS-350 were

3 A's, 5 B's, 1 C's, and 2 F's with an average of 74%. One of the students never handed in an assignment and did not take their final exam.

- c. Decisions and Actions: The ENVS-430 class should have a final/group project that includes a case study of a health risk scenario with an environmental justice factor to improve the student exposure to such cultural issues. The instructor will make this change to the course requirements.

4. Student Learning Outcome #4:

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

5. Student Learning Outcome #5:

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

Assessment Report for Program Student Learning Outcomes.

Name of Program: Journalism & Professional Writing

Period Covered: 2016-2017

Submitted by: John Davies

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

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

b. Assessment Results:

- Mean score for COMM 175 on the AP style quizzes was 64%. Additional scrutiny of the scores showed a bi-modal distribution of scores, with one group achieving a mean score of 77% and the other group achieving a mean score of 45%.
- Qualitative evaluation of Battler Columns showed that some students were applying AP style to writing and some were clearly not. Some articles had minor to no AP style errors, while others appeared to ignore AP style altogether.

c. Decisions and Actions: Quantitative and qualitative assessments suggest that more attention needs to be devoted to AP style in the curriculum. In future iterations of COMM 175, the unit on AP style will need to be expanded. Even a mean score of 77% is somewhat lower than would be desired.

Despite the low mean scores on AP quizzes for the class as a whole, it is clear that some students have applied principles learned in COMM 175 as they wrote for the Battler Columns. Those students with very low scores on the AP quizzes, also struggled with style issues as they wrote for the paper. (It should also be noted that several writers for the paper did not take COMM 175 and have not been exposed to AP style).

This assessment shows that some students are clearly not relying on the AP manual as they write. Although I could blame these students for this, perhaps they also lack an understanding of the need to rely on the manual as a writing tool. The assessments focus on memorization of AP style, which is an essential skill. However, if the assessments focus on the use of the manual as a writing tool rather than on memorization, then AP style errors should diminish. Memorization of style will then be the natural outcome. Therefore, the next time I teach COMM 175, I will reduce requirements to memorize sections of the AP manual (focusing on only frequently occurring errors) and increase requirements to use the manual in writing assignments.

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

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

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

b. Assessment Results:

Student Identifier	Mean Score for 3 articles on Rubric	Final Grade for Project (b)	Code of Conduct Assignment (a)	Discrepancy between Theory and Practice (b) – (a)

Student #1	4	80%	90%	10%
Student #2	4.25	85%	90%	5%
Student #3	4.35	87%	100%	13%
Student #4	4.2	84%	90%	6%
Student #5	4.75	95%	100%	5%
Student #6	4.5	90%	100%	10%
Student #7	4.75	95%	100%	5%
Student #8	4.4	88%	100%	12%
Student #9	4.25	85%	100%	15%
Student #10	4.25	85%	100%	15%
Course Aggregate	4.37	87.4%	97%	9.6%

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

To correct for this discrepancy, I will give more emphasis to reporting and writing skills in this course the next time I teach it. Furthermore, when teaching the theory and philosophy of journalism, it would appear that more emphasis is needed on how the theory and philosophy can translate into real-world practice.

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

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

b. *Assessment Results:*

Student Identifier	Aggregate Test Percentages
Student 01	93.1%
Student 02	74.3%
Student 03	66.3%
Student 04	92.5%
Student 05	80%
Student 06	95%
Student 07	91.3%
Student 08	63.2%
Student 09	91.3%

Student 10	82.5%
Student 11	66.3%
Student 12	96.3%
Student 13	75%
Student 14	74.6%
Course Aggregate	81.6%

c. Decisions and Actions: while the class as a whole scored better than the 75% minimum, five students fell below 75%, therefore only 64.3% of the class met the requirement. We believe this was due to the use of publisher provided tests that were housed on their website. Students were required to purchase the online text to have access to the 8 exams. Some students waited until the final month of the class to purchase the text and others did not attempt all of the exams. It is our opinion that the use of the publisher's materials were more of a hindrance than a help for our students. In future sections, we will construct our own tests to be delivered on our LMS or in the classroom and limit the number of tests to two to four. Future tests will be based on the readings and the classroom discussion rather than solely on the readings. This will be more indicative of the course's overall learning.

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 Design Project
Student #1	90%
Student #2	83%
Student #3	85%
Course Aggregate	86%

c. Decisions and Actions: Project scores are appropriate for this outcome, although the sample is very small. Student feedback suggests that more instruction for the design program used to create the layout would be helpful. My own evaluation of the projects suggests that students have a basic understanding of editing principles, but sometimes lack attention to detail. In future iterations of this course I will develop a rubric to help students apply greater judgment when applying basic principles.

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

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

Creative Application Project

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

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

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

COMMS 251 Creative Brief

Client:	Product / Service:
Northern Lake Outdoor Gear	Northern Lake Tents
Key Fact	
A Northern Lake tent with ceiling to floor rain fly that is virtually waterproof	
Advertising Problem	
Backpackers don't realize that the quality construction of Northern Lake tents makes the difference between an enjoyable camping experience and a miserable one.	

Communication Objective

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

Target Audience / Consumer Profile

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

Key Benefit & Support

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

Tone

Tone should be adventurous.

Mandatories

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



b. Assessment Results:

Student Identifier	Project Score	Journalism Student?
Student #1	88%	No
Student #2	87%	No
Student #3	90%	No
Student #4	90%	No
Student #5	75%	No
Student #6	90%	No
Student #7	83%	No
Student #8	88%	No
Student #9	88%	No
Student #10	60%	No
Student #11	88%	No
Student #12	84%	No
Student #13	88%	Yes
Student #14	80%	No
Student #15	82%	No
Student #16	85%	No
Student #17	90%	No
Student #18	100%	Yes
Student #19	85%	No
Course Aggregate	85.32%	

c. Decisions and Actions: Exam scores are about where they should be for the project. However, the assessment method for the program outcome is probably too broad. This is because the project assesses a strategic and a creative element, the latter of which is somewhat irrelevant to the journalism and professional writing program. Grades of As were given to students who successfully executed a strategic and creative function for their advertisement. B grades were given to students whose ads reflected only one of these purposes (or both purposes at a lower level). As can be seen in the table above, the majority of the grades were Bs. Thus, it is unclear from the assessment whether the student mastered a strategic or a creative function in their advertising. For these reasons, a more detailed assessment method is desirable. Perhaps a rubric that separates scores into a strategic and creative element would be useful.

My own subjective assessment is that that students' did an 'okay' job of adapting writing to the audience. The two journalism students in the sample did a very good and excellent job in this task, which is hopeful, but of course these results are limited to a sample of two. In future iterations of this course, the idea of adapting to the audience should be emphasized throughout the course.

ALDERSON BROADDUS UNIVERSITY
ASSESSMENT REPORT FOR STUDENT LEARNING OUTCOMES

Name of Program: Legal Studies

Period Covered: 2016-17

Submitted by: John Hicks and Shannon Wolfe

Definitions:

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

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

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

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

1. Student Learning Outcome #1: Graduates will explain the structures and functions of legal institutions in American Society
 - a. Methods of Assessment (Rubric, Essay, Panel, Portfolio, etc.): Exit Exam Questions (True/false, Multiple Choice)
 - b. Assessment Results: The composite score of the four graduates was 70.25%, which met the goal of 70%, with a range of 67-80%. However, three of the four students missed the 70% mark by one incorrect question (each missed different questions).
 - c. Decisions and Actions: As this is the first time offering the exit exam, we will attempt to clarify and reassess the questions. After this “editing”, we will give this assessment to students enrolled in LEGL 200 as a form of pre-test in Fall 2017 (and will continue to do so).
2. Student Learning Outcome #2: Graduates will analyze legal procedures and processes of the American legal system
 - a. Methods of Assessment (Rubric, Essay, Panel, Portfolio, etc.): Exit Exam Questions (True/false, Multiple Choice)

- b. Assessment Results: The composite score of the four graduates was 71.25%, with a range of 65-85%. However, two of the four students missed the 70% mark by one incorrect question (each missed different questions).
 - c. Decisions and Actions: As this is the first time offering the exit exam, we will attempt to clarify and reassess the questions. After this “editing”, we will give this assessment to students enrolled in LEGL 200 as a form of pre-test beginning in Fall 2017.
- 3. Student Learning Outcome #3: Graduates will evaluate the legal and ethical principles and social factors that influence the administration of the American legal system.
 - a. Methods of Assessment (Rubric, Essay, Panel, Portfolio, etc.): Essay questions
 - b. Assessment Results: The composite score on the essay questions was 80%, with a range of 70-90%.
 - c. Decisions and Actions: This group of students appear to be adequately prepared to identify these legal and ethical principles and social factors that influence the administration of the American legal system. The open ended approach to assessment of this goal seems to give students the freedom to “brainstorm” these types of issues and their impact on the criminal justice system- students were given scenarios that included many legal and ethical issues to identify and address. We intend to continue the essay question approach to assessment of this goal.
- 4. Student Learning Outcome #4: Graduates will formulate and support arguments using primary and secondary research
 - a. Methods of Assessment: Research Paper Assessment
 - b. Assessment Results: The composite score for the four students was 83%, with a range of 78-96%. All of the students met the 70% mark.
 - c. Decisions and Actions: This group of students appear to be adequately prepared in this regard.

DISCUSSION/EXIT INTERVIEW WITH GRADUATES—4/27/17: Although not an official assessment procedure, we decided to have a group exit interview with our first graduates. John Hicks had a candid conversation — a free-for-all discussion — with the four first graduates of the Legal Studies major.

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

- COMM 240 (Argument and Persuasion): Students specifically stated that this course needs to be changed/adapted. They stated that the course is not specifically tailored to legal issues, and features little debate/argument. All of the students noted that the current class was not helpful, seeming like another version of COMM 130 (other students in the class expressed the same concerns). The students recommend that the class be changed into a practical oral presentation class, where students would “perform”, for example, cross examinations, practice as a witness in a trial, appellate argument, opening/closing statements, etc. They suggested that the new class should be the follow-up course to Legal Research and Writing (sort of the oral part of the process).
- To piggyback on the previous, the students expressed a desire for much more “mock” legal experiences in general.

- Additional “placement” opportunities should be built into the Legal Studies curriculum, much like education majors complete so many hours of observations of public school classrooms.
- PHIL 290 (Applied Logic) should be *optional* for those students planning to take the LSAT, rather than being program requirement.
- All would like to have a “paralegal certificate” option added to program.
- Students commented that they studied the same (important) constitutional law cases in a number of courses, and asked if there were options to address that. After some discussion about what could be done, Hicks asked if a course on “The Trial in American Life” (public spectacle, litmus test for the mood of the country ... treason trials, Scopes Monkey trial, O.J. Simpson, etc.) would be a good choice, and all of the students expressed approval.

ONE ANECDOTE: One student, who will attend law school in the Fall, stated that he had visited a law school class (on Torts). He noted: he was very comfortable sitting in the class; he was not intimidated by the experience (surprised him a bit); he felt that he was adequately prepared to tackle the rigors of law school.

CLOSING THE LOOP: Since this is the first class of the Legal Studies graduates, this is an opportune moment to consider adjusting the curriculum.

- We graduated our first class after only two years of the Legal Studies program. This raises a very important consideration: the majority of our majors either changed majors or added Legal Studies as a second major, and a number of students added a Legal Studies minor. We have had very few students begin their ABU career as Legal Studies majors. Looking at the students registered for LEGL 200 in the Fall, shows that this trend is continuing. This leaves us with an interesting problem: we have to ensure that students can complete the major courses in 2 years (assuming that students’ previous coursework allows this) AND make certain that we offer enough courses for incoming students to spread out their required courses. This also requires that we carefully schedule courses in conjunction with other programs, especially CJUS.
- We need to edit/adapt the exit exam to better judge student success according to the outcomes. This should be completed early in the Fall semester, so that the exam can be given to LEGL 200 students as a pre-test.
- Although COMM 240 (Argument and Persuasion) will not be offered until SP2019, we will consider whether to remove it and offer a different course or reconceive it (perhaps as a course that could be taken by CJUS students as well?).
- We will consider whether to continue PHIL 290 (Applied Logic) as a required course for the major.
- Other courses that may need offered include non-criminal law courses dealing particularly with civil law (torts particularly), administrative law, labor law and legal resolutions (negotiations/settlement agreements, mediation and plea bargains). Environmental law and business law courses seem to be good electives currently offered through other department on campus.
- The LEGL and CJUS professors will have a planning session or two to consider possible curricular changes and possible schedule/course sequencing alterations.

ALDERSON BROADDUS UNIVERSITY
ASSESSMENT REPORT FOR STUDENT LEARNING OUTCOMES

Name of Program: Marketing

Period Covered: 2016-17

Submitted by whom: Richard Foley

Definitions:

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

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

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

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

1. Student Learning Outcome #1:

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

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

Students must achieve a score of 75 percent on both the multiple choice and short answer components of the BUSI-250 Business Ethics final exam.

b. Assessment Results: Of the 52 students in the course 41 achieved a 75% or higher on the assessment. That is a 79% success rate.

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

2. Student Learning Outcome #2:

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

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

Students must achieve an average score of 80 percent on the 5 milestones in the rubric for the final research project.

- b. Assessment Results: Of the 34 students in the course 29 achieved the goal of 80% on the assessment.
- c. Decisions and Actions: No actions will be taken at this time.

3. Student Learning Outcome #3:

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

- a. Methods of Assessment (Rubric, Essay, Panel, Portfolio, etc.):
- b. Students must achieve a score of 75 percent on both the multiple choice and essay components of the BUSI 435 Marketing Management final exam.
- c. Assessment Results: This course was not offered this year. This is an every other year course.
- d. Decisions and Actions: No changes at this time

4. Student Learning Outcome #4:

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

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

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

b. Assessment Results:

The average points earned for the 38 BUSI-550 students was 84.56/100 (85%). Only 3 student scored below 80 for a 92% success rate.

c. Decisions and Actions:

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

ALDERSON BROADDUS UNIVERSITY
ASSESSMENT REPORT FOR PROGRAM STUDENT LEARNING OUTCOMES

Name of Program: Mass Communication

Period Covered: 2016-2017

Submitted by whom: James M. Owston, EdD

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

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

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

- b. Assessment Results:

Student Identifier	Initial Reading Errors	End Reading Errors	Reduction
Student01	3	5	-66.7%

Student02	2	3	-50.0%
Student03	7	5	28.6%
Student04	2	0	100.0%
Student05	13	7	46.2%
Student06	2	1	50.0%

Aggregate Percentage: 18.0% reduction.

This is a 69.1% loss in the 2015-2016 aggregate percentage of 58.4%.

Percentage of students attaining 30% reduction in errors: 50.0%. This is a decrease of 38.3% from the 2015-16 percentage of 81.1% percentage of the students achieving a 30% reduction in errors. Four students that had completed this assignment in COMM155 were exempt from this assessment in COMM220 and were given different assignments.

- c. **Decisions and Actions: This assessment was previously used in COMM155; however, with the change of that course from Intro to Broadcasting to Intro to Mass Communication, it was deemed unnecessary for the class. In addition, the size of the class grew from 8 students in 2014 and 11 students in 2015 to 23 in 2016, this increased the difficulty in the ability to do this series of assignments in COMM155. The move to COMM220 was to expose only mass communication majors and communication minors to these exercises as more non-communication majors were enrolled in previous and the most current version of COMM155. This indicates what we already knew, the non-communication majors performed better as announcers than the communication majors. More work needs to be done. The plan for 2017-2018 is to emphasize announcing practice in COMM220 and increase the number of**

the rip and read assignments. In addition, we will include all COMM220 students in the future in these activities.

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

- a. Methods of Assessment (Rubric, Essay, Panel, Portfolio, etc.): **Rubric. Students will attain a percentage of 85% for the final project in COMM350.**
- b. Assessment Results:

Student Identifier	Project Grade
Student01	97.2%
Student02	64.8%
Student03	88.2%
Student04	88.6%
Student05	70.6%
Student06	86.0%
Student07	78.1%
Student08	43.0%
Student09	83.6%
Student10	79.0%
Student11	66.0%
Student12	66.0%
Student13	68.9%
Student14	70.3%
Student15	90.9%

Student16	88.8%
Student17	79.8%
Student18	64.3%
Course Aggregate	76.4%

An additional student, who did none of the work, was not counted in the above scores. He/she failed the course. Only one-third of the students met the minimum acceptable score of 85%. The course aggregate fell below the 85% minimum acceptable score by 10.1%. This was the first time this course was offered and it was evident that students had great difficulty in choosing meaningful topics, using the software, and promoting their posts. Only one student that completed the assignment (#18) failed to have the required number of blog posts.

- c. Decisions and Actions: **When this class is taught again in fall 2018, an emphasis on topic development will be greatly reinforced. In addition, students will be introduced to the software during class rather than relying upon tutorials that were posted in Moodle. There was an assumption that because they used social media that they understood the promotional aspects of these channels and it was discussed in class, this will need to be reinforced.**
3. Program Student Learning Outcome #3: **The student will navigate a newspaper and be able to find and identify key sections, elements, stories, supplements, and advertisements.**
- a. Methods of Assessment (Rubric, Essay, Panel, Portfolio, etc.): **Rubric. The student will attain a score of 150 or greater on a 200 point assignment in COMM155.**

b. Assessment Results:

Student Identifier	Project Grade
Student01	181
Student02	181
Student03	179
Student04	155
Student05	190
Student06	152
Student07	158
Student08	150
Student09	173
Student10	146
Student11	134
Student12	188
Student13	197
Student14	130
Student15	169
Student16	185
Student17	155
Student18	179
Student19	149
Student20	60
Course Aggregate	160.6

Three students did not complete this assignment and failed the class. Their 0 scores are not included in the aggregate. Of those that completed the assignment, 75% achieved the desired minimum score of 150.

- c. **Decisions and Actions: Comments about the assignment were favorable and it achieved the goal of getting students to look at a newspaper in detail – something the majority of the class had never done. We will continue this assignment and provide a sample paper as guide in spring 2018.**

ALDERSON BROADDUS UNIVERSITY
ASSESSMENT REPORT FOR STUDENT LEARNING OUTCOMES

Name of Program: Mathematics

Period Covered: 2016-2017

Submitted by whom: Sarah Stevens and Igor Woiciechowski

Definitions:

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

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

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

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

Note: There were only four students who completed the Mathematics Program in 2017

1. Student Learning Outcome #1: Students will be knowledgeable of the mathematical concepts

and theories of calculus, discrete mathematics, and abstract algebra.

- a. Methods of Assessment (Rubric, Essay, Panel, Portfolio, etc.): Final Examinations
- b. Assessment Results: Final Exam. All four student obtained passing grades on their final exams in Discrete Math, Advanced Calculus, Linear Algebra and Algebraic structures.
- c. Decisions and Actions: No action was taken.

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

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

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

- a. Methods of Assessment (Rubric, Essay, Panel, Portfolio, etc.): Graduate Survey
- b. Assessment Results: One of the student has accepted a position as a high school math teacher, one has become a football coach at ABU, one is actively seeking employment as an actuary and has passed the first 2 exams, and the fourth is currently unemployed.
- c. Decisions and Actions: No action was taken.

ALDERSON BROADDUS UNIVERSITY
ASSESSMENT REPORT FOR STUDENT LEARNING OUTCOMES

Name of Program: Ministry & Leadership

Period Covered: 2016-2017

Submitted by whom: Dr. Danny Franke

Definitions:

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

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

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

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

1. Student Learning Outcome #1: The student will be introduced to and prepared for Leadership in Christian Service.
 - a. Methods of Assessment (Rubric, Essay, Panel, Portfolio, etc.): Based upon 20 hours of service and earning a B or better on the analysis papers in Religion 350.
 - b. Assessment Results: All students completed 20 hours of service; 4 of the 5 students earned a B or better.
 - c. Decisions and Actions: No actions taken at this time.

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

- a. Methods of Assessment (Rubric, Essay, Panel, Portfolio, etc.): Successful completion of papers, exams, and presentations in appropriate courses. (See curriculum map.)
 - b. Assessment Results: All students met the requirements.
 - c. Decisions and Actions: No actions taken at this time.
- 3. Student Learning Outcome #3: The student will compose and defend a personal theological statement.
 - a. Methods of Assessment (Rubric, Essay, Panel, Portfolio, etc.): Successful written and oral defense using rubric in Senior Seminar course.
 - b. Assessment Results: All students met the requirements.
 - c. Decisions and Actions: No actions taken at this time.

ALDERSON BROADDUS UNIVERSITY
ASSESSMENT REPORT FOR STUDENT LEARNING OUTCOMES

Name of Program: Music Education

Period Covered: 2016 - 2017

Submitted by whom: Lewis R. Hall

Definitions:

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

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

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

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

a. Student Learning Outcome #1: incorporating effective and current teaching methods and learning theories for

1. **instruction at all levels of music certification.**

- a. Methods of Assessment (Rubric, Essay, Panel, Portfolio, etc.): Rubric of Work Sample
- b. Assessment Results: Three Year Average 18 graduating Seniors 97%
- c. Decisions and Actions: State Changed to EDTPA New system.

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

2.

- a. Methods of Assessment (Rubric, Essay, Panel, Portfolio, etc.): General Music methods
Unit Plan with Rubric
 - b. Assessment Results: Three Year average involving 10 course completers: 94.4%
 - c. Decisions and Actions: Again State EDTPA requirements will change the project.
3. Student Learning Outcome #3: applying effective strategies for preparation and pedagogy based on theories of instructional
- a. Methods of Assessment (Rubric, Essay, Panel, Portfolio, etc.): Passing the PLT (Principals of Learning and Teaching) Praxis Exam. Standardized Test.
 - b. Assessment Results: 16 Years 100% Pass Rate.
 - c. Decisions and Actions:
4. Student Learning Outcome #4: perform music literature in their major area of emphasis at an appropriate professional level, showing technical competence and musical understanding by performing as soloists and as ensemble musicians. Successful completion of public solo and ensemble performance (demonstrating technical competence and appropriate musical interpretation) in recitals and/or concerts.
- a. Methods of Assessment (Rubric, Essay, Panel, Portfolio, etc.): Panel for hearings and Juries including an evaluation form for hearings.
 - b. Assessment Results: 100% Pass on recital hearings for all Music Education Majors.
 - c. Decisions and Actions:
5. Student Learning Outcome #5: incorporate knowledge of the theory, history, and literature of music in their functioning as practitioners of music.
- a. Methods of Assessment (Rubric, Essay, Panel, Portfolio, etc.): *Passing scores on Praxis II content specialty exams prior to certification Standardized Test.*

- b. Assessment Results: 16 Years 100% pass Rate.
- c. Decisions and Actions:

Alderson Broaddus University
SLO Assessment Report for Fall 2016 and Spring 2017
ASSESSMENT REPORT FOR STUDENT LEARNING OUTCOMES

Name of Program: School of Nursing

Period Covered: 2016-2017

Submitted by whom: Kimberly White and Nursing Faculty

Definitions:

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

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

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

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

ABU School of Nursing is required each semester to analyze 7 student learning outcomes related to program learning outcomes in their courses. Each semester the SON faculty is required to choose one SLO to measure and this information is then presented to the Curriculum committee for analysis. By continuing to assess our SLO and if students are able to achieve them guides the SON in making curricular decisions for the program. This analysis occurs each semester for every SON nursing course taught in all levels and programs.

Alderson Broaddus University
SLO Assessment Report for Fall 2016 and Spring 2017

Course Number Level	Student Learning Outcome	Method of Assessment	Assessment Results	Decision: Impact on Program and/or Course	Action: Change Implemented (If Applicable)
NRSG 205.95 Level I Summer 2017	Not Taught until Summer 2017				
NRSG 210.01 Level I Fall 2016	# 6 Use information technology to communicate, manage knowledge, mitigate error and support decision-making.	Library research Assignment: Identified sources from appropriate subject area/article and citation	10% of students received 100% on assignment with 71% received 75% 19% received 50%	No Changes	
NRSG 220.01 Level I Fall 2016	# 1 Contribute patient-centered, safe, quality evidence-based nursing care with diverse patients across the life span.	Prep U: Nursing Process: Nursing Diagnosis Quiz with mastery level of 5.	Class average of 5.1 19 or 86% of class achieved a minimum of a mastery level of 5. 20/22 students completed.	No changes: Continue utilizing Prep U	
NRSG 250.01 Level I Fall 2016	# 1 Contribute patient-centered, safe, quality evidence-based nursing care with diverse patients across the life span.	Head to Toe Assessment Utilizing full Checkoff to evaluate students success	19/21 or 90.5 % successfully completed Head to Toe Assessment in front of instructor.	No changes.	
NRSG 250.95 Level I	With change in sequencing will not be taught until Fall 2017				
NRSG 260.01	# 1 Contribute patient-	Small group: Cultural	21/21 or 100% of	Continue utilizing this	05/26/17 2

Alderson Broaddus University
SLO Assessment Report for Fall 2016 and Spring 2017

Level I N = Spring 2017	centered, safe, quality evidence-based nursing care with diverse patients across the life span.	Poster Presentation	students scored a 95-100% utilizing a rubric for formative assessment of the presentation.	learning activity.	
NRSG 260.95 Level I	With change in sequencing will not be taught until Spring 2018. NRSG 350.95 will be taught in Fall 2017 for the last time in the curriculum.				
NRSG 270.01 Level I Spring 2017	# 1 Contribute patient-centered, safe, quality evidence-based nursing care with diverse patients across the life span.	Exam 1 Question 10 R/T dosage calculation based upon a child's weight.	15/18 or 83.33% correctly answered the question.	Continue use of question to identify students ability to provide safe care.	
NRSG 270.95 Level I Fall 2016	# 7 Analyze professional, ethical and legal guidelines in practice as a baccalaureate-prepared professional nurse.	Read, review ANA Standards of Professional Nursing Practice with verbal presentation and discussion.	100% of students obtained 100% on verbal presentation.	No Changes in Assignment	
NRSG 280.01 Level: I Spring 2017	# 4 Communicate/ collaborate with members of the interprofessional team, the patient family and community to provide and improve patient care.	Students written care plan developed from verbal report, review of patient chart, patient and families.	Utilizing a grading rubric, the methods portion of the care plan was assessed. This section allows the students to discuss how they will educate the patients on medications, safe environment, treatments necessary,	No Changes identified to assignment	

Alderson Broaddus University
SLO Assessment Report for Fall 2016 and Spring 2017

			etc. 20 students completed it. 2 adequate 12 excellent and 6 above average		
NRSG 280.95 Level: I Fall 2016	# 3 Engage critical thinking necessary to provide quality patient care.	Discussion Board discussion related to: Required to research innovative treatment for disease and discuss impact on patient care.	100% class participation in discussion board posting and responses.	No Changes	Will continue to identify current articles for class discussion.
NRSG 310.01 Level: II Fall 2016	# 7 Incorporate professional, ethical and legal guidelines in practice as a baccalaureate-prepared professional nurse.	Mid-term question: A research hypothesis always... Predicts a relationship	100% of class received full credit for question	No changes	
NRSG 310.95 Level: II N =	With change in sequencing will not be taught until Fall 2017				
NRSG 330.01 Level: II Fall 2016	#1 Provide patient-centered, safe, quality evidence-based nursing care with diverse patients across the life span.	Post-Partum Teaching Presentation	100 % of students received 100	Rubric for presentation could include addressing adaptations to teaching and learning needs from at least one faith-based and or ethnic perspective.	Recommended changes will be reflected on rubric for next course
NRSG 330.95 Level: II Spring 2017	#1 Provide patient-centered, safe, quality evidence-based nursing care with diverse	Care Plans	Utilizing a rubric, the nursing diagnosis was assessed 8/8 students prepared	Although the nursing diagnosis could indicate a patient problem related to diversity, it is	

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	patients across the life span.		care plans. Part D of the rubric addressed the nursing diagnosis, interventions and teaching plan for. All 8 students scored 100% in this section of the rubric planning care for infants and mothers including 3 infants born to drug addicted mothers.	not common in this area to have patient problems passed on culture. I need to consider adding discussions where the use of evidenced based practice is used to answer discussion problems	
NRSG 340.01 Level: II Fall 2016	# 3 Make judgments using critical thinking necessary to provide quality patient care.	Case study (HESI)	9/13 or 69% scored 100%. Overall 77% passed with a 78% or above	HESI case study is a great evaluation tool. The students are able to apply information learned in the classroom to a practical setting. It also is a confidence builder for the students.	
NRSG 340.95 Level: II Spring 2017	# 3 Make judgments using critical thinking necessary to provide quality patient care.	VSIm assignment from additional resource	Graded via computer program giving a participation score as this was a new assessment being evaluated for future use. A post quiz was taken after reading the material, taking pre-quiz and completing the scenario. All students completed at 100%?	Students enjoyed this exercise and application of knowledge to real world situation.	Add this to the syllabus grade sheet as a required assignment in the future.

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NRSG 350.01 Level: II Spring 2017	#1 Provide patient-centered, safe, quality evidence-based nursing care with diverse patients across the life span.	Small group: Cultural Poster Presentation	12/12 or 100% students scored a 95-100% utilizing a rubric for formative assessment of the presentation.	Continue utilizing this learning activity.	
NRSG 350.95 Level: II Fall 2016	# 3 Make judgments using critical thinking necessary to provide quality patient care.	Student able to prioritize nursing action to maintain safety based on Exam 3 Question 1 "A paranoid client presents with bizarre behaviors..."	100% (8/8 students) was able to prioritize the safety interventions.	Continue utilizing this question on Exam.	
NRSG 370.01 Level: II Spring 2017	#1 Provide patient-centered, safe, quality evidence-based nursing care with diverse patients across the life span.	Safety portion of clinical practicum	Wrong ID Band 81.8% Wrong dose of dilaudid running on PCA pump: 54.5% Patient was groggy and hard to arouse 54.5% No frequency for Tylenol 0% O2 saturations were 90% on room air 100%	The results are disheartening because these are Level 1 skills, basic safety. All students should have been able to identify and prioritize these problems.	
NRSG 370.95 Level: II Fall 2016	#1 Provide patient-centered, safe, quality evidence-based nursing care with diverse patients across the life span.	Safety portion of clinical practicum.	Wrong ID Band 71.42% Wrong dose of dilaudid running on PCA pump: 57.14% Patient was groggy and hard to arouse 42.85% O2 saturations were 90% on room air 100%	Three of the four results are disheartening because these are Level 1 skills and basic safety. Also, the students are practicing LPN's. All students should have been able to identify and	

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				prioritize problems.	
NRSG 380.01 Level: II Spring 2017	# 4 Therapeutically communicate/collaborate with members of the interprofessional team, the patient family and community to provide and improve patient care.	Verbal care plan. Utilizing a rubric for the METHOD section to discuss additional needs for the patient regarding cultural, ethnic or religious needs. Medications and laboratory values are also discussed at length at this point.	14/14 Successfully completed with 100%.	There are no changes at this time. I think the verbal care plans make the students think on the spot which is done constantly in nursing.	
NRSG 380.95 Level: II Spring 2017	# 3 Make judgments using critical thinking necessary to provide quality patient care.	Written care plan utilizing a rubric. Nursing Diagnosis, Plan of Care with goals, evaluations and outcomes, and METHOD teaching.	9/9 completed the 3 sections at 100%?	After reviewing care plans for my students, I provided additional text resources for choosing and evaluating nursing diagnosis and did additional teaching on how to choose a diagnosis specific to patient presentation.	
NRSG 410.01 Level: III Fall 2016	# 3 Generate critical thinking necessary to provide quality patient care.	Test question: PaO ₂ = 83; SaO ₂ = 91; Ph = 7.5; PaCO ₂ = 24; HCO = 22. Answer: Respiratory Alkalosis.	100% of students got the exam questions correct.	Continue utilizing same teaching strategies related to ABG's and use of test question.	
NRSG 410.95 Level: III Fall 2016	# 3 Generate critical thinking necessary to provide quality patient care.	Test question: PaO ₂ = 83; SaO ₂ = 91; Ph = 7.5; PaCO ₂ = 24; HCO = 22. Answer: Respiratory Alkalosis.	100% of students got the exam questions correct.	Continue utilizing same teaching strategies related to ABG's and use of test question.	
NRSG 420.01	#4 Professionally	Process recordings of	92.3% (N=28) scored	Continue to use process	

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Level: III Fall 2016	communicate/collaborate with members of the interprofessional team, the patient family and community to provide and improve patient care.	therapeutic communication with patients in the community mental health setting.	80% or above on process recordings.	recoding template and rubric to facilitate therapeutic communication techniques.	
NRSG 420.95 Level: III	With change in sequencing will not be taught until Fall 2017				
NRSG 430.01 Level: III Fall 2016	# 3 Generate critical thinking necessary to provide quality patient care.	PassPoint: Quiz Health Promotion I with a mastery level of 6	Class average 5.79 N=28 89% achieved level 6 mastery, 3.6% reached a level 8 and 7.2% achieved a level 2 mastery	Continue using PrepU/Passpoint.	
NRSG 430.95 Level: III Fall 2016	# 3 Generate critical thinking necessary to provide quality patient care.	PassPoint: Quiz Health Promotion I with a mastery level of 6	Class Average 6 N=8 with 100% reaching level 6 mastery	Continue using PrepU/Passpoint.	
NRSG 440.01 Level: III	NRSG 440 merged into NRSG 470 to = 4 Credit Course. Last Time NRSG 440 taught was FALL 2015				
NRSG 450.01 Level: III Spring 2017	#4 Professionally communicate/collaborate with members of the interprofessional team, the patient family and community to provide and improve patient care.	Professional issues project. Written and oral presentation grading utilizing a rubric. Assessed the element of Impact on the Nurse Leader: Opinions and Conclusions.	6/6 (small groups) scored 100% on this section by including all PSLO, accurately selecting and interpreting the literature to form complete opinions and conclusions related to	Continue assignment. No changes.	

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			the issue under exploration.		
NRSG 450.95 Level: III Spring 2017	#4 Professionally communicate/collaborate with members of the interprofessional team, the patient family and community to provide and improve patient care.	Professional issues project. Written and oral presentation grading utilizing a rubric. Assessed the element of Impact on the Nurse Leader: Opinions and Conclusions.	4/4 (small groups) scored 100% on this section by including all PSLO, accurately selecting and interpreting the literature to form complete opinions and conclusions related to the issue under exploration.	Continue assignment. No changes.	
NRSG 460.01 Level: III Spring 2017	# 1Create patient-centered, safe, quality evidence-based nursing care with diverse patients across the life span.	Sepsis simulation lab that progressed to multi-organ failure with related lab questions on exam.	13/26 students struggled in SIMS lab regarding lab values and unable to correctly answer exam questions regarding related lab values.	Continue sepsis lecture and SIMS lab.	Add sepsis to other appropriate lectures such as trauma/burns. Note: There will be new instructor and book for this course starting next semester.
NRSG 460.95 Level: III Spring 2017	# 1Create patient-centered, safe, quality evidence-based nursing care with diverse patients across the life span.	Sepsis simulation lab that progressed to multi-organ failure with related lab questions on exam.	4/8 students struggled in SIMS lab regarding lab values and unable to correctly answer exam questions regarding related lab values.	Continue sepsis lecture and SIMS lab.	Add sepsis to other appropriate lectures such as trauma/burns. Note: There will be new instructor and book for this course starting next semester.
NRSG 470.01 Level: III Spring 2017	#4 Professionally communicate/collaborate with members of the interprofessional team, the patient family and community to provide	Gordon's Community Assessment	Criteria- Evidence of research conducted in the community that assessed 11 areas of community. Written paper to demonstrate	Students spend time face to face with community health care team.	Lower limit of on-line research to a lower % and increase face to face time to 65%.

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	and improve patient care.		<p>services available. From assessment student identified a community service need.</p> <p>26 students completed assessment rubric that consisted of 80% of grade for identifying Gordon's 11 areas of community assessment and 20% for needs assessment. 26/26 students completed at 100%</p>		
NRSG 470.95 Level: III Spring 2017	#4 Professionally communicate/collaborate with members of the interprofessional team, the patient family and community to provide and improve patient care.	Small groups utilizing Gordon's Community Assessment to identify a needed service in the community.	Group presentation with 8/8 students scoring 100%	No changes	
NRSG 480.01 Level: III Spring 2017	# 3 Generate critical thinking necessary to provide quality patient care.	Passpoint safety and infection control quiz.	26/26 students achieved the target mastery score of 7.	No changes.	
NRSG 480.95 Level: III Spring 2017	# 3 Generate critical thinking necessary to provide quality patient care.	Passpoint safety and infection control quiz.	8/8 students achieved the target mastery score of 7.	No changes.	

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List of Program Student Learning Outcomes

1(Contribute/Provide/Create) patient-centered, safe, quality evidence-based nursing care with diverse patients across the life span.
2 (Contribute/Provide/Design) a caring environment for the patient, family and community to promote wellness, prevent disease, and facilitate healing.
3 (Engage/Make judgments using/Generate) critical thinking necessary to provide quality patient care.
4 (Communicate/Therapeutically/Professionally) communicate/collaborate with members of the interprofessional team, the patient family and community to provide and improve patient care.
5 (Recognize/Demonstrate/Exemplify) leadership in a variety of healthcare settings for diverse patient populations
6 (Use/Evaluate/Synthesize) information technology to communicate, manage knowledge, mitigate error and support decision-making.
7 (Analyze/Incorporate/Assimilate) professional, ethical and legal guidelines in practice as a baccalaureate-prepared professional nurse.

ALDERSON BROADDUS UNIVERSITY
ASSESSMENT REPORT FOR STUDENT LEARNING OUTCOMES

Name of Program: **Petroleum Management**

Period Covered: **2016-17**

Submitted by whom: **Ross Brittain**

Definitions:

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

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

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

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

1. Student Learning Outcome #1: Graduates will synthesize knowledge of ecology, Geographic Information Systems (GIS), risk analysis and regulatory requirements of the petroleum industry.
 - a. Methods of Assessment (Rubric, Essay, Panel, Portfolio, etc.): Graduates will need to achieve a score of at least 80% on each section related to the knowledge bases in 1(a) above on a comprehensive examination conducted during the last semester of their degree completion program.
 - b. Assessment Results: The first student to graduate from the Petroleum Management Program successfully completed the program in May 2017. This student was non-traditional and already had several years of experience in the Petroleum Industry. Since she was the first and only student in the program, we did not develop the full comprehensive examination for this biased sample. Instead we chose to assess her based on her performance on specific projects in relevant classes. In ENVS-210 she earned an A on her Acid Mine Drainage Lab Report. She earned a B on her Wetland Delineation Report in ENVS-420. She earned an 85% on her Risk Analysis Final Exam in ENVS-430. She also earned an A on her final GIS project in ENVS-356. She earned an 89%

on her Final Exam in ENVS-350 Applied Environmental Policy. In ENVS-340 she earned scores of 46, 45, and 48 (out of 50) on her three Policy Papers.

- c. Decisions and Actions: This one student is a biased sample based on her previous experience in industry. She performed well on her assignments and in her classes. Since she represents our entire sample of students in the Petroleum Management program, these results are likely not particularly representative of what we anticipate in the future. Thus, there are no decisions to make or actions to take at this time, except to develop the comprehensive examination.
- 2. Student Learning Outcome #2: Graduates will complete an environmental science and/or business internship within the petroleum industry.
 - a. Methods of Assessment (Rubric, Essay, Panel, Portfolio, etc.): Graduates will achieve an aggregate score of 4 out of 5 on a Likert Scale evaluated by the Internship Supervisor.
 - b. Assessment Results: The one student who graduated from the Petroleum Management program in 2017 was a non-traditional student who had completed an Internship in Oklahoma before coming to ABU. This internship transferred in to ABU and met the requirements to complete her internship requirement. Since this internship had been completed several years prior to arrival at ABU, there was no opportunity to contact the Internship Supervisor. However, the student had earned an A in the internship.
 - c. Decisions and Actions: There are no changes to be made at this time. We need more data to make any appropriate changes.
- 3. Student Learning Outcome #3: Graduates will demonstrate the ability to implement basic business practices in the areas of management, human resources, accounting and operations.
 - a. Methods of Assessment (Rubric, Essay, Panel, Portfolio, etc.): Graduates will need to achieve a score of at least 80% on each section related to the knowledge bases in 3(a) above on a comprehensive examination conducted during the last semester of their degree completion program.
 - b. Assessment Results: Not assessed this year. This Outcome was not assessed this year.
 - c. Decisions and Actions: N/A

Alderson Broaddus University
Assessment Record for Student Learning Outcomes

Name of Program: K12 Physical Education

Period Covered: 2016-17

Method of Assessment: - Program outcomes are assessed using items from the Performance Assessment Indicator (PAI) during student teaching. The student is evaluated by the cooperating teacher using a Likert Scale ranging from 1 (unacceptable) to 5 (exemplary). The students are evaluated in each of their placements (in most cases two), this gives a minimum of two ratings for each domain measured by the PAI. The mean scores are reported for the following domains to measure:

Critical Thinking

- PAI Domain One- Knows the Content
- Domain Two – Knows Pedagogy
- Domain Four – Plans and Implements Effective Instruction)
- Domain Seven – Uses Assessment

Communication

- PAI Domain Six – Uses Communication Strategies

Ethics

- PAI Domain Eight Applies Ethical standards, Legal responsibilities and a values structure

Diversity

- PAI Domain Three – Recognizes Individual Differences

Civic Engagement

- PAI Domain 9 – Works Collaboratively and Effectively

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

Assessment Results: The results for Critical Thinking Skills are found on Table One.

Table One: Critical Thinking

1- Unacceptable 2 – Weak 3 - Satisfactory 4 – Strong 5- Exemplary

Critical Thinking						
Major		domain 1: content	domain 2: pedagogy	domain 4: instruction	domain 7: assessment	Mean
Phys. Ed: 5-Adult Students N = 5	Mean	4.4	4.1	4.7	3.9	4.3

Analysis: The goals of the program were met with a strong degree of efficacy. This is confirmed by the scores from cooperating faculty when assessing performance to think critically during student teaching experience.

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

Results: The results for Communication are shown on Table Two.

1-Unacceptable 2-Weak 3- Satisfactory 4-Strong 5-Exemplary

Table Two - Communication

Communication		
Major		domain 6: communication strategies
Phys. Ed: 5-Adult Students N =5	Mean	4.7

Analysis: Based on the ratings of cooperating faculty and college faculty the program goal was met with strong degree of efficacy for 2016-17.

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

Assessment Results: The results for Ethics are shown on Table Three.

1-Unacceptable 2 -Weak 3 -Satisfactory 4- Strong 5- Exemplary

Table Three: Ethics.

Ethics		
Major		domain 8: ethical standards
Phys. Ed: 5-Adult Students N = 5	Mean	4.5

Analysis: Based on the ratings of cooperating faculty and college faculty the program goal was met with a strong degree of efficacy for 2016-17.

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

Assessment Results: The results for Diversity are shown on Table Four.

1-Unacceptable 2 -Weak 3 -Satisfactory 4-Strong 5- Exemplary

Table Four – Diversity

Diversity		
Major		domain 3: recognizes individual differences
Phys. Ed: 5-Adult Students N = 5	Mean	4.6

Analysis: The goals of the program were met with a strong degree of efficacy. This is confirmed by the high scores from cooperating faculty when assessing her performance to meet diverse learner needs during student teaching experience.

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

Assessment Results: The results for Civic Engagement are shown on Table Five.

1-Unacceptable 2-Weak 3-Satisfactory 4-Strong 5-Exemplary

Table Five – Civic Engagement

Civic Engagement		
Major		domain 9: works collaboratively and effectively
Phys. Ed: 5-Adult Students N =5	Mean	4.3

Analysis: Based on the ratings of cooperating faculty and college faculty the program goal was met with a strong degree of efficacy for 2016-17.

ALDERSON BROADDUS UNIVERSITY
ASSESSMENT REPORT FOR STUDENT LEARNING OUTCOMES

Name of Program: Political Science

Period Covered: 2016-2017

Submitted by whom: Dr. Michael P. Bobic

Definitions:

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

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

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

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

1. Student Learning Outcome #1 Articulate verbally and in writing a Christian and public ethic of public service. (This is a New Outcome, it has not been assessed this year)
 - a. Methods of Assessment (Rubric, Essay, Panel, Portfolio, etc.): Second Exam, State and Local Government; essay submitted in Senior Seminar.
 - b. Assessment Results: No Results at this time. Expectation is that 75% of students in the major would receive a passing (80% or better) grade on these two assessments.
 - c. Decisions and Actions: In order to accomplish this objective, my State and Local Government class and the Intro to Political science course will add a longer module on ethics. Dr. Franke will be guest lecturer. Additionally, students will take the ethics course as part of the major.
2. Student Learning Outcome #2: Demonstrate an understanding of Political Structures in the US and abroad
- 3.

- a. Methods of Assessment (Rubric, Essay, Panel, Portfolio, etc.): grade of 75% or greater on the Second Exam in POLS 190; a grade of 75% or greater on the third exam in POLS 200 and POLS 210.
 - b. Assessment Results: In 2015, students taking the Second Exam in Intro to Political Science (POLS 190) achieved a Mean Score of 75.4%, with 50% of those students passing. In 2016, those taking the third exam achieved a mean Score of 94%. And 90% Passing the exam. In State and Local Government (POLS 210), in 2016, those taking the third exam in POLS 210 achieved a Mean Score of 90.9%, with 89% passing the exam. In 2017 Students taking the Third Exam achieved Mean Score 89.0%. with 73% achieving a passing grade. In American Government (POLS 200), those taking the Third Exam in 2015 achieved a Mean Score of 91.0%, with 90% earning a passing grade. In 2016, students taking the Third Exam earned a Mean grade of 94.5%, with 87% achieving a Passing grade.
 - c. Decisions and Actions: These data oversell our success. Because these are large classes, these exams were given online through Moodle, with three attempts per student. Examining individual attempts, one finds an interesting pattern. Most students spent under five minutes completing the exam on the first try, with mean grades between 22% and 31%. The second attempt saw improved grades, and slightly more time spent on the exam. The final attempt generally took students an hour to 90 minutes to complete the exam, and the grades improved substantially. However, these classes are cumulative—terms and definitions learned in POLS 190 are repeated in POLS 200 and POLS 210. An examination of the exam questions testing these definitions from exam to exam demonstrates that students do not retain these definitions from one class to the next. It would appear that, given the chance to take an exam more than once, students pay closer attention to answer patterns rather than retaining information. I propose to 1) reduce the number of repeats of an exam to 2, and I propose to use more interactive exercises in class so students have to know and apply definitions. Hopefully this will increase retention (Bean, 173-174).
4. Student Learning Outcome #3: Demonstrate familiarity with Social Science research methods and questions
- a. Methods of Assessment (Rubric, Essay, Panel, Portfolio, etc.): 85% or greater for the written draft produced in POLS 550 and by a grade of 75% or more on the Methods Exam in SOCI 250, Research Methods.
 - b. Assessment Results: Data are available for 2017 only. In SOCI 250, the mean grade for the Methods exam was 82.8%, with 87% of students achieving a passing grade. In POLS 550, the mean grade was a 91.8%, with 89% of students achieving the benchmark grade of 85% or greater.
 - c. Decisions and Actions: This was my first time teaching these courses. Students have little familiarity with research methods or research design when they enter the Senior Seminar. We spent much of our time developing outlines and defining acceptable sources. I am redesigning the writing assignments in all POLS classes, so that students build key research skills from POLS 190 until POLS 550. In POLS 190 and POLS 200, students will draft 2 500 word essays, where the focus is on developing a good answer to a research question. In POLS 210, students will develop a group presentation requiring research on a specific element of State or Local Government. This exercise will

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

5. Student Learning Outcome #4: discuss political philosophy and its impact on political systems;
 - a. Methods of Assessment (Rubric, Essay, Panel, Portfolio, etc.): 75% or greater on the essay in POLS 320, Comparative Politics and a grade of 80% or greater in the essay in POLS 330, International Relations.
 - b. Assessment Results: In 2016, the mean essay grade was 86.57, with 92% of students achieving the desired outcome. In 2017, the mean grade for the essay was 90.5%, with 98% of students achieving the desired outcome.
 - c. Decisions and Actions: Since there is only one year's worth of data, and many students in POLS 320 also took POLS 330, no decisions or actions can be taken as of yet. I want to see how students do in Spring of 2018. However, once again, the writing skill of students left much to be desired, which suggests the revisions mentioned above should impact overall writing quality. Students submitted rough drafts and revisions several times throughout the term to achieve these grades. Had they not been required to do this, their grades would have been much lower, with the majority either not passing, or not achieving the target outcome.

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

Psychology Program Assessment Report 2016-2017

Psychology Program Goal 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.

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>

Ten students, those graduating in May, August, or December 2017, took the exam. The table below shows summary statistics of the *percentile scores* for this group of students.

Test Results	Range	Mean	Median	Standard Deviation	# Students Above 50th Percentile
Overall Score	3–63	30.70	27	22.09	3
S1: Learning, Cognition, Memory	4–41	23.90	26	14.07	0
S2: Perception, Sensation, Physiology	1–81	27.60	24.50	26.94	2
S3: Clinical, Abnormal, Personality	1–81	33.70	24.50	28.27	3
S4: Developmental, Social	3–61	29.30	23.50	19.39	2

These statistics are consistent with those of the past few years and continue to paint an unfavorable picture of the content knowledge of ABU psychology seniors compared to students at other institutions. The mean and median percentiles scores overall and for each of the different content areas were below the 50th percentile. However there was a fair amount of variability in this group as can be seen by the range of scores as well as their standard deviations. And, a third of this group performed above the 50th percentile overall, and there were some students who performed well above the 50th percentile in sub-content areas, demonstrating that good students can benefit from what the program offers.

There are several possible explanations for the generally poor performance of the majority of these students on the psychology major field test:

1. The test is given at the end of the semester when students have the pressure of finishing coursework and preparing for finals. There are no consequences for poor performance on this exam, and students have no practice opportunities for this exam unlike students who will take a licensure exam linked to their majors. So there is little incentive for students to review psychological concepts before the exam or even to take this exam as seriously as

Psychology Program Assessment Report 2016-2017

they do those in courses for which their final grade is tied to the exam score. Some students completed the exam much more quickly than a really serious effort warranted. The ETS exam is a valuable tool to assess our students' knowledge of psychology, but changes need to be made in when the test is scheduled and steps need to be taken to ensure that students take the test seriously.

2. The Major Field Test assesses knowledge of a broad range of psychological concepts, but our students would have learned many of those concepts only in the survey course, which they took as freshmen students. Our current curriculum is a very cursory one—only 12 psychology courses are required of the major, including the survey course which must be directed towards non-majors given the high demand for the course. The subtest scores indicate knowledge of the conceptual areas of undergraduate psychology that are considered important by the American Psychological Association. Yet for those subtests, we offer specific courses only in the areas of learning, physiology, abnormal, developmental, and social and only the learning, abnormal, and developmental courses are required of all majors. So students very likely encountered some questions concerning concepts that they had either never learned about or had learned about perhaps three years before taking the exam.
3. While many of the institutions that administer the Psychology Major Field Test are similar to ours (i.e., Wheeling Jesuit University), a great many of the institutions are much larger and offer a more varied curriculum to their students. While it is useful to be able to compare our students to other undergraduate psychology majors in the U.S. (especially since they will be competing with students from other universities for admission to graduate programs), it would be helpful if percentile figures were available for institutions like ours alone.

Recommendations for a review of the psychology curriculum were made in the 2015-16 academic year program assessment report. That review was not conducted for a variety of reasons. With the retirement of a long-term faculty member in December 2017 and the addition of a new full-time tenure track position faculty member in August 2017, it seems very important to conduct that review during the 2017-18 academic year. This review should address curriculum changes in light of the changing demographics of psychology students at the university and the need to provide internship experiences for students in addition to clarifying the future direction of the program.

Psychology Program Goal 2: Behaviors related to psychological research

Goal 2a: Critiquing existing research

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

Neither Goal 2a nor 2b were assessed during the 2016-17 academic year since their assessment is done via course assignments conducted in two courses required of all majors: Psychology 360: Research Methods and Psychology 550: Senior Seminar. These courses are taught on an every-other-year basis, that last time being 2015-2016. This goal was assessed and recommendations made in the 2015-16 report. Achievement of these goals will be assessed again as part of the 2017-18 program assessment.

Psychology Program Goal 3: Behaviors related to the Profession of Psychology

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

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observe and practice the ethical standards of the profession; and demonstrate beginning intervention skills.

This goal was identified when Alderson-Broaddus University offered a Family Studies degree and most family studies majors also majored in psychology to meet the requirements for the temporary social work license in West Virginia. That major has since been discontinued, but many psychology majors should meet this goal since they desire a career in social services. The field placement was required for the family studies major, but was always optional for the psychology major since the psychology major is a springboard to a variety of different professional programs. However, this is a program goal for those psychology majors who seek employment immediately after graduation from ABU or who will pursue a graduate degree in social services. We currently have no course in the psychology curriculum that directly addresses this goal as we did in the family studies major, and we have not had any students complete a field placement/internship since Fall 2015. Consequently, this goal was not assessed as part of this report. There were 49 psychology majors in 2016-17 and many have expressed a desire for internships. Ms. Maxwell currently advises the student psychology organization which has addressed some aspects of this goal. During the 2016-17 academic year there were 14 active members of the organization and they went on a tour of the Trans-Allegheny Lunatic Insane Asylum, sponsored a fundraiser for the Wounded Warriors project, had a guest speaker from the Veteran's hospital about PTSD treatment, visited and delivered Christmas cards to the Broaddus Hospital nursing home, and hosted a guest speaker on graduate school/career preparation.

Assessment Report for Program Student Learning Outcomes.

Name of Program: Public Relations

Period Covered: 2016-2017

Submitted by: John Davies

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

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

b. *Assessment Results:*

Student Identifier	Aggregate Test Percentages
Student 01	93.1%
Student 02	74.3%
Student 03	66.3%
Student 04	92.5%
Student 05	80%
Student 06	95%
Student 07	91.3%
Student 08	63.2%
Student 09	91.3%
Student 10	82.5%
Student 11	66.3%
Student 12	96.3%
Student 13	75%
Student 14	74.6%
Course Aggregate	81.6%

c. *Decisions and Actions:* while the class as a whole scored better than the 75% minimum, five students fell below 75%, therefore only 64.3% of the class met the requirement. We believe this was due to the use of publisher provided tests that were housed on their website. Students were required to purchase the online text to have access to the 8 exams. Some students waited until the final month of the class to purchase the text and others did not attempt all of the exams. It is our opinion that the use of the publisher's materials were more of a hindrance than a help for our students. In future sections, we will construct our own tests to be delivered on our LMS or in the classroom and limit the number of tests to two to four. Future tests will be based on the readings and the classroom discussion rather than solely on the readings. This will be more indicative of the course's overall learning.

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

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

b. Assessment Results:

- Mean score for COMM 175 on the AP style quizzes was 64%. Additional scrutiny of the scores showed a bi-modal distribution of scores, with one group achieving a mean score of 77% and the other group achieving a mean score of 45%.
- Qualitative evaluation of Battler Columns showed that some students were applying AP style to writing and some were clearly not. Some articles had minor to no AP style errors, while others appeared to ignore AP style altogether.

c. Decisions and Actions: Quantitative and qualitative assessments suggest that more attention needs to be devoted to AP style in the curriculum. In future iterations of COMM 175, the unit on AP style will need to be expanded. Even a mean score of 77% is somewhat lower than would be desired.

Despite the low mean scores on AP quizzes for the class as a whole, it is clear that some students have applied principles learned in COMM 175 as they wrote for the Battler Columns. Those students with very low scores on the AP quizzes, also struggled with style issues as they wrote for the paper. (It should also be noted that several writers for the paper did not take COMM 175 and have not been exposed to AP style).

This assessment shows that some students are clearly not relying on the AP manual as they write. Although I could blame these students for this, perhaps they also lack an understanding of the need to rely on the manual as a writing tool. The assessments focus on memorization of AP style, which is an essential skill. However, if the assessments focus on the use of the manual as a writing tool rather than on memorization, then AP style errors should diminish. Memorization of style will then be the natural outcome. Therefore, the next time I teach COMM 175, I will reduce requirements to memorize sections of the AP manual (focusing on only frequently occurring errors) and increase requirements to use the manual in writing assignments.

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

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

b. *Assessment Results:*

Student Identifier	Mid term	Final
Student #1	79%	80%
Student #2	93%	92%
Student #3	93%	90%
Student #4	85%	86%
Student #5	93%	83%
Student #6	80%	70%
Course Aggregate	87%	84%

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

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

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

b. *Assessment Results:*

Student Identifier	Final Design Project
Student #1	90%
Student #2	83%
Student #3	85%
Course Aggregate	86%

c. *Decisions and Actions:* Project scores are appropriate for this outcome, although the sample is very small. Student feedback suggests that more instruction for the design program used to create the layout would be helpful. My own evaluation of the projects suggests that students have a basic understanding of editing principles, but sometimes lack attention to detail. In future iterations of this course I will develop a rubric to help students apply greater judgment when applying basic principles.

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

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

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

b. *Assessment Results:*

Student Identifier	Mean Score for 3 articles on Rubric	Final Grade for Project (b)	Code of Conduct Assignment (a)	Discrepancy between Theory and Practice (b) – (a)
Student #1	4	80%	90%	10%
Student #2	4.25	85%	90%	5%
Student #3	4.35	87%	100%	13%

Student #4	4.2	84%	90%	6%
Student #5	4.75	95%	100%	5%
Student #6	4.5	90%	100%	10%
Student #7	4.75	95%	100%	5%
Student #8	4.4	88%	100%	12%
Student #9	4.25	85%	100%	15%
Student #10	4.25	85%	100%	15%
Course Aggregate	4.37	87.4%	97%	9.6%

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

To correct for this discrepancy, I will give more emphasis to reporting and writing skills in this course the next time I teach it. Furthermore, when teaching the theory and philosophy of journalism, it would appear that more emphasis is needed on how the theory and philosophy can translate into real-world practice.

Alderson Broaddus University
Assessment Record for Student Learning Outcomes

Name of Program: Secondary Education Math

Period Covered: 2016-17

Method of Assessment: - This domain was assessed using items from the Performance Assessment Indicator during student teaching. This student is evaluated by the cooperating teacher and uses a scale ranging from 1 (unacceptable) to 5 (exemplary). The student is evaluated in each of their placements (in most cases two), this gives a minimum of two ratings for each domain measured by the PAI. The mean scores are reported for the following domains to measure:

Critical Thinking

- PAI Domain One- Knows the Content
- Domain Two – Knows Pedagogy
- Domain Four – Plans and Implements Effective Instruction)
- Domain Seven – Uses Assessment

Communication

- PAI Domain Six – Uses Communication Strategies

Ethics

- PAI Domain Eight Applies Ethical standards, Legal responsibilities and a values structure

Diversity

- PAI Domain Three – Recognizes Individual Differences

Civic Engagement

- PAI Domain 9 – Works Collaboratively and Effectively

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

Assessment Results: The results for Critical Thinking Skills are found on Table One.

Table One: Critical Thinking

1- Unacceptable 2 – Weak 3 - Satisfactory 4 – Strong 5- Exemplary

Critical Thinking					
Major	domain 1: content	domain 2: pedagogy	domain 4: instruction	domain 7: assessment	Mean
S.S. Ed: 5-12 Students N = 1	4.5	3.5	4.5	2.5	3.8

Analysis: In most areas, the goals of the program were met with a satisfactory to strong degree of efficacy. The exception to this is assessment. We are currently looking into the assessment content of our program to improve efficacy.

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

Assessment Results: The results for Communication are shown on Table Two.

1-Unacceptable 2-Weak 3- Satisfactory 4-Strong 5-Exemplary

Table Two - Communication

Communication			
Major		domain 6: communication strategies	Mean
Math Ed: 5-Adult Students N = 1	Mean	4.8	4.8

Analysis: The goals of the program were met with a strong degree of efficacy. This is confirmed by the scores from cooperating faculty when assessing her performance to effectively communicate with all stakeholders during student teaching experience.

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

Assessment Results: The results for Ethics are shown on Table Three.

1-Unacceptable 2-Weak 3-Satisfactory 4- Strong 5- Exemplary

Table Three: Ethics.

Ethics			
Major		domain 8: ethical standards	Mean
Math Ed: 5-Adult Students N = 1	Mean	2.5	2.5

Analysis: We are concerned with this low rating. Ethics in this case responds to non-teaching responsibilities, personal characteristics, and values structures. Because the program, as an overall entity, typically performs well in this domain, we feel that this particular student failed to meet the expectations of cooperating teachers during student teaching experience. This will be addressed and emphasized with future student teachers and faculty.

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

Assessment Results: The results for Diversity are shown on Table Four.

1-Unacceptable 2-Weak 3-Satisfactory 4-Strong 5- Exemplary

Table Four – Diversity

Diversity

Major		domain 3: recognizes individual differences	Mean
Math Ed: 5-Adult Students N = 1	Mean	4.5	4.5

Analysis: The goals of the program were met with a strong degree of efficacy. This is confirmed by the high scores from cooperating faculty when assessing performance to meet diverse learner needs during student teaching experience.

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

Assessment Results: The results for Civic Engagement are shown on Table Five.

1-Unacceptable 2-Weak 3-Satisfactory 4-Strong 5-Exemplary

Table Five – Civic Engagement

Civic Engagement			
Major		domain 9: works collaboratively and effectively	Mean
Math Ed: 5-Adult Students N = 1	Mean	3.5	3.5

Analysis: Domain 9 examine the preservice teacher's ability to work collaboratively and effectively. We feel that this is an isolated case, and reflects the disposition of the student and not of the program. We will emphasize the importance and value of collaborating with cooperating teachers and stakeholders with future students.

Alderson Broaddus University
Assessment Record for Student Learning Outcomes

Name of Program: Secondary Education Social Studies

Period Covered: 2016-17

Method of Assessment: - This domain was assessed using items from the Performance Assessment Indicator during student teaching. This student is evaluated by the cooperating teacher and uses a scale ranging from 1 (unacceptable) to 5 (exemplary). The student is evaluated in each of their placements (in most cases two), this gives a minimum of two ratings for each domain measured by the PAI. The mean scores are reported for the following domains to measure:

Critical Thinking

- PAI Domain One- Knows the Content
- Domain Two – Knows Pedagogy
- Domain Four – Plans and Implements Effective Instruction)
- Domain Seven – Uses Assessment

Communication

- PAI Domain Six – Uses Communication Strategies

Ethics

- PAI Domain Eight Applies Ethical standards, Legal responsibilities and a values structure

Diversity

- PAI Domain Three – Recognizes Individual Differences

Civic Engagement

- PAI Domain 9 – Works Collaboratively and Effectively

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

Assessment Results: The results for Critical Thinking Skills are found on Table One.

Table One: Critical Thinking

1- Unacceptable 2 – Weak 3 - Satisfactory 4 – Strong 5- Exemplary

Critical Thinking						
Major		domain 1: content	domain 2: pedagogy	domain 4: instruction	domain 7: assessment	Mean
S.S. Ed: 5-12 Students N = 1	Mean	3.9	3.9	3.9	3.6	3.8

Analysis: - The goals of the program were met with a satisfactory degree of efficacy.

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

Assessment Results: The results for Communication are shown on Table Two.

1-Unacceptable 2-Weak 3- Satisfactory 4-Strong 5-Exemplary

Table Two - Communication

Communication		
Major		domain 6: communication strategies
S.S. Ed: 5-12 Students N = 1	Mean	4.0

Analysis: Based on the ratings of cooperating faculty, the program goal was met with a satisfactory to strong degree of proficiency for 2016-17.

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

Assessment Results: The results for Ethics are shown on Table Three.

1-Unacceptable 2 -Weak 3 -Satisfactory 4- Strong 5- Exemplary

Table Three: Ethics.

Ethics		
Major		domain 8: ethical standards
S.S. Ed: 5-12 Students N = 1	Mean	4.4

Analysis: Based on the ratings of cooperating faculty and college faculty the program goal was met with a strong degree of efficacy for 2016-17.

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

Assessment Results: The results for Diversity are shown on Table Four.

1-Unacceptable 2 -Weak 3 -Satisfactory 4-Strong 5- Exemplary

Table Four – Diversity

Diversity		
Major		domain 3: recognizes individual differences
S.S. Ed: 5-12 Students N = 1	Mean	3.6

Analysis: The goals of the program were met with a sufficient degree of efficacy, but we recognize a need for improvement. Diversity in this case pertains to addressing the different needs of learners, an aspect of teaching that is difficult for preservice to grasp. This will be addressed in future teaching methods courses.

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

Assessment Results: The results for Civic Engagement are shown on Table Five.

1-Unacceptable 2-Weak 3-Satisfactory 4-Strong 5-Exemplary

Table Five – Civic Engagement

Civic Engagement		
Major		domain 9: works collaboratively and effectively
S.S. Ed: 5-12 Students N = 1	Mean	3.8

Analysis: The goals of the program were met with a sufficient degree of efficacy. Program faculty will encourage future preservice teachers to better engage with community and stakeholders during student teaching experience.

ALDERSON BROADDUS UNIVERSITY
ASSESSMENT REPORT FOR STUDENT LEARNING OUTCOMES

Name of Program: Sport Management

Period Covered: 2016-17 Academic Year

Submitted by whom: Philip T. Fetty

Definitions:

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

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

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

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

1. Student Learning Outcome #1: Present different career paths and identify a selected avenue of interest within the sport management field. Comprehend the variety of roles and career paths in which sport management students can become practitioners. (SPMT-200)
 - a. Methods of Assessment (Rubric, Essay, Panel, Portfolio, etc.): The Sport Management Assessment was performed on the SPMT-200 course enrollees. The assessment began with a question on the first day of class, “What career do you want to pursue with your degree when you graduate?” Over the course of the semester the students were exposed to a number of guest lecturers from different professional areas within the field of sport

management and at the end of the semester using data collected on day one were grouped with individuals who shared their career pursuit to present that career to the class. At the conclusion of the presentations students were asked if their career goals have changed.

Assessment Results:

Initial Student Career Choice:

Coach/Recruiter 5

Sport Marketer 2

Sport Facility Owner 5

General Manager 1

Athletic Director 1

Agent 3

Undecided: 7

Other: 4

Post Guest Lectures & Career Presentations:

No Change To Career Plan	5
Considering a New Area	18
Change Direction Completely	2
No Response	3

b. Decisions and Actions:

The data collected through this assessment will be used to assist in the continuing growth and development of the Sport Management program. As we continue to increase the number of students in the program the goal will be to use this data to setup different concentrations within the major, giving students a more career goal intensive

training and preparing the students better for their internships, graduate school and careers in Sport Management.

Student Learning Outcome #2: Understand the foundations and concepts of sport law and ethics in sport. (SPMT-255)

- a. Methods of Assessment (Rubric, Essay, Panel, Portfolio, etc.): Students were placed into groups of four (eight groups), each group represented either a professional team or player. The groups were expected to research comparable players, and put together a contract for the athlete and then negotiate with the team or player. Students needed to consider not only monetary value, but also years, termination terms, sponsorship deals and client limitations.
- b. Assessment Results: Six of the eight groups reached fair contracts, the other two groups failed to do adequate research to determine the fair market value of the athlete whose contract they were negotiating. The program goal for this project was to have 8 well negotiated contracts, we did not meet that goal.
- c. Decisions and Actions: Based on the results of the project, moving forward it will expand beyond athlete contracts, adding coaches contracts, facility and sponsor agreements to assist in creating a more well-balanced project.

Student Learning Outcome #3: -Apply knowledge, skills, and techniques of sport management in the professional setting. Develop professional competencies, relationships, and etiquette. Observe, participate, and understand the professional organizational culture. Evaluate one's perceptions of sport industry and professional career path through evaluations and reflections of internship experience. (SPMT-500)

- a. Methods of Assessment (Rubric, Essay, Panel, Portfolio, etc.): The Sport Management Program utilizes a Portfolio to assess the success of our interns as they progress through their fieldwork.

- b. Assessment Results: 80% (16-20) of the student interns successfully completed their portfolio at a level they will be able to use as a resource to assist them in getting a job.
- c. Decisions and Actions: The internship experience is a tremendous asset, but it is one that is misunderstood to a degree by the underclassman. Looking forward to next year in addition to the portfolio students will be tasked with a presentation demonstrating not only to themselves but also to the younger Sport Management majors what they learned and how the internship has helped them as they prepare for the future.

Student Learning Outcome #4: Understand the role of event and facility management in the business industry. Acquire and apply a working knowledge of the different units of operating departments within the realm of event and facility management. (SPMT-420)

- a. Methods of Assessment (Rubric, Essay, Panel, Portfolio, etc.): SWOT Analysis of ABU Sport Facilities. Students were asked to perform a in-depth SWOT Analysis of an outdoor and an indoor athletic event on the ABU campus
- b. Assessment Results: 23 of 29 students were successful in their in-depth analysis of ABU Sporting Events and provided a high level of feedback which was used in another project in which they designed a hypothetical new facility for ABU.
- c. Decisions and Actions: Based on the quality of work provided by the students and their use of knowledge obtained in the course, the next plan of action will be to have someone from athletics attend the presentations next year, as the students have provided a fresh perspective.

Student Learning Outcome #5:

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

