

Alderson Broaddus University

Program Assessment Reports

2014-2015

To continue the culture of assessment being established on campus, the Assessment Group under the guidance of the Associate Provost continues to work with each program in the preparation of annual assessment reports. At the conclusion of the 2014-2015 academic year, each program was expected to report data for at least two (2) student learning outcomes. The reports are reviewed by the Assessment Group, and guidance is provided to the programs concerning the results and any necessary curricular modifications.

Some programs were exempt from this requirement including the programs recently initiated, such as Legal Studies and Graphic & Web Design. These programs were in their first year of implementation during 2014-2015 and as such had no graduates. Additionally, programs which are being discontinued through the academic audit process are exempt from this reporting requirement.

This compilation of assessment reports is updated annually by the assessment group.

Complete List of Programs

Athletic Training	Mathematics
Biology	Nursing
Chemistry	Physical Education
Criminal Justice	Psychology
Elementary Education	Secondary Educ – Math
Environmental Science	Secondary Educ – Social Studies
Mass Communication	

ALDERSON BROADDUS UNIVERSITY
ASSESSMENT REPORT FOR STUDENT LEARNING OUTCOMES

Name of Program: Athletic Training Program

Period Covered: 2014-2015

Submitted by whom: Dr. 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 be able to identify and evaluate injuries/illnesses, utilize critical thinking skills to find solutions, implement solutions, and evaluate the consequences.
 - a. Methods of Assessment (Rubric, Essay, Panel, Portfolio, etc.): End of the Year Clinical Examination and Oral Practical Examinations
 - b. Assessment Results: Sophomore through Senior students were required to take an end of the year clinical examination. 80% of the Sophomore class, 73% of the Junior class, and 100% of the Senior class scored above a 70% on their first attempt at the exam. The students who scored below a 70% were given a second attempt using a different test. 100% of the students scored above a 70% on their second attempt.

-Oral Practical Examinations – Exam scores are tied into course grades. Students who score poorly on oral practical examinations meet with the instructor for remediation and then given a second opportunity to show proficiency with skills being assessed.

- c. Decisions and Actions: This was the first year for the end of the year clinical examinations. Though the examinations showed a high rate of competency, further development of skills as well as refining the tests needs to be explored.

2. Student Learning Outcome #2: Students will utilize evidence-based research to answer clinical questions and guide clinical practice.

- a. Methods of Assessment (Rubric, Essay, Panel, Portfolio, etc.): Case Study (graded by a rubric) and Senior Research
- b. Assessment Results: Junior students conducted case studies and the Senior completed a research project. 82% of the Juniors scored at least an 80% on the case study rubric. Only two students scored below an 80%, both of completed a meeting with the course instructor to discuss research techniques and quality. Case study scores were incorporated into a course grade.

Senior Research – the lone senior conducted a research project to examine if one type of thermometer was more consistent than another using 3 different types of thermometers. A rubric was used to score the project, which received a score over an 85%. The student also presented her research to the AT faculty and students.

- c. Decisions and Actions: Ideally, all students would score above an 80% on their case study. Further explanation of how to write research may be necessary as students do not have a research course until their senior year (however the case study was completed by Junior students.)

The senior research course is only one credit. Students do not have time to learn what is required by the accrediting body and conduct new research in such a short amount of time. The program needs to develop a second research course and extend the credit hours to 3 credits per course. The program director is looking at the two research courses taught in the College of Science, Technology, and Math to develop a proposal.

3. Student Learning Outcome #3:

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

4. Student Learning Outcome #4:

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

- b. Assessment Results:
- c. Decisions and Actions:

5. Student Learning Outcome #5:

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

ALDERSON BROADDUS UNIVERSITY
ASSESSMENT REPORT FOR STUDENT LEARNING OUTCOMES

Name of Program: Biology

Period Covered: 2014-2015

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:
 - a. Methods of Assessment (Rubric, Essay, Panel, Portfolio, etc.):
 - b. Assessment Results:
 - c. Decisions and Actions:
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 (Rubric, Essay, Panel, Portfolio, etc.): Senior research 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: Fourteen (14) Biology students took the Senior Research Project class in 2014-2015. Of the 14, two took an Incomplete in the class and have yet to finish their project and another student Failed the class but was not yet due to graduate and plans to take it again next year to finish the project. The remaining 11 (78.6%) all passed their Senior Research Project with at least a B in the class. The overall final paper scores were 87.2% and the presentation scores were 89.5%, but three scores are not included due to students not completing their assignments.
 - c. Decisions and Actions: Our goal is for at least 80% of our students to complete their Senior Research Project satisfactorily and while we were just shy of that goal this year, the goal may yet still be achieved once the students have completed their assignments and/or retaken the class. Those who do the work appropriately are able to pass the class with relatively high scores. The primary issue is students who are not scheduled to graduate the semester they take the NSCI-461 class often procrastinating and having to take Incomplete or Fail grades because they can "finish it later." Student motivation remains a critical issue in getting them to finalize their project. Those who are motivated perform well. More emphasis should be placed by the Research Advisors to their Advisees to stay on track with their project.
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 (Rubric, Essay, Panel, Portfolio, etc.): Tracking student employment and graduate school applications after receiving their Bachelor of Science in Biology degrees.
 - b. Assessment Results: Two students were accepted into the West Virginia School of Osteopathic Medicine, one student was accepted into the Sports Psychology Graduate Program at Seton Hall University, one student gained employment as a Biological Science Technician at APHIS with the USDA, and one student also gained employment as a Biological Science Technician at Resolute Forest Products in Fairmont, WV. Two other students were denied their applications to graduate programs (one only applied to WVU School of Dentistry) and two other students are undecided about what to do next. Thus, 55.6% have achieved their goals within 1 month of graduation and only 22.2% were not accepted into graduate school.
 - c. Decisions and Actions: We would prefer to have a higher rate of students being accepted into graduate school upon completion of their ABU degree. However, the two that were denied acceptance both only applied to a limited number of professional graduate programs and only had a GPA of 2.8 and 2.847. The two undecided students

had GPA of 3.345 and 3.055. Those who were accepted into graduate school had GPA of 3.438, 3.677 and 3.238. Those who received jobs had a GPA of 3.333 and 3.706. Clearly, GPA had much to do with their success in getting jobs and acceptance into graduate school. Students need to be reminded of the importance of their GPA for achieving their future career goals in order to motivate them to perform better in classes to boost the GPA. An additional recommended action should be to host an employment/grad school workshop, such as the one Zeta Alpha Gamma (ZAG) hosted in Spring 2015, that would stress the importance of employment/entrance requirements for various biological disciplines.

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:

PROGRAM STUDENT LEARNING OUTCOME REPORT- 2014-2015

Name of Program: B.S in CHEMISTRY

1. Learning Outcome #1

- (a) A graduate with a Chemistry major will understand the fundamental theories in chemistry which include atomic structure, chemical bonding, acids and bases, chemical principles and reactivity of inorganic compounds.
- (b) **Method of assessment utilized:** The assessment report is based upon evaluating the students' performance on the class exams and the final exam. The final exam was divided into sections comprising of questions from the topics outlined in (a).
- (c) The students' success was measured on a scale of 80% or higher in each section.

Assessment Period: Fall 2014 Inorganic Chemistry CHEM 215

Number of Chemistry Majors Enrolled and Assessed: 7

RESULTS:

Topics	% of students scoring >80%	% of students scoring between 60-80%	% of students scoring < 60%
Atomic Structure and Chemical Bonding	14%	57%	29%
Chemical Principles and Reactivity in Inorganic Chemistry	14.50%	14.50%	71%
Acid and Bases in Inorganic Chemistry	71%	29%	0%

Analysis: The knowledge of the students was evaluated based upon their overall performance on the class examinations and the final examination. The percentage of students exceeding the expected score of 80% overall was 28.5%. 43% of the class scored in the range of 70-80% and 28.5% had their overall grade in the range of 60-70%.

The performance on the final exam demonstrates that the chapters and sections related to the principles and reactivity of Inorganic Compounds are to be stressed upon while teaching this course. Methods to improve student performance will be investigated in the near future. Additionally, the mediocre performance on the sections associated with

atomic structure and chemical bonding; which constitute the back-bone to the later topics in this course might have contributed to the poor performance on the said section.

2. Learning Outcome #3:

- (a) A graduate with a Chemistry major will understand the basic concepts in organic chemistry which include spectroscopic applications, principles and reactions of organic compounds.
- (b) **Method of assessment utilized:** The assessment report is based upon evaluating the students' performance on the final exam. The final exam was divided into sections comprising of questions from the topics outlined in (a) viz. concepts chemical reactions of organic compounds and spectroscopic applications.
- (c) The students' success was measured on a scale of 80% or higher in each section.

Assessment Period: Spring 2015 Organic Chemistry(II)- CHEM 311

Total Enrollment in Spring 2015 for CHEM 311: 24

Number of Chemistry Majors Enrolled and Assessed: 7

RESULTS:

Topics	% of students scoring >80%	% of students scoring between 60-80%	% of students scoring < 60%
Theoretical Concepts	0%	72%	28%
Organic Reactions	0%	57%	43%
Spectroscopic Applications	43%	28.50%	28.50%

Analysis: The knowledge of the students was evaluated based upon their overall performance on the class examinations and the final examination.

The performance on the final examination displays the fact that the students lack an intellectual understanding of the fundamental concepts of Organic Chemistry. The mediocre performance on the section constituting organic reactions and spectroscopic applications is a clear indication as to why this course is critical in the selection of students for professional careers. Methods to improve student performance will be investigated in the near future.

ALDERSON BROADDUS UNIVERSITY
ASSESSMENT REPORT FOR STUDENT LEARNING OUTCOMES

Name of Program: Criminal Justice

Period Covered: **2014 - 2015**

Submitted by whom: **Andrea Bucklew**

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: This is only the second graduating class from the criminal justice program. Therefore, there is little historical data which with to compare the current results. Additionally, only 1 student graduated from the program this year resulting in a rather small sample size.

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 80% or higher on Section 1 of the senior assessment exam.
 - b. Assessment Results: Assessment Exam – The student score on section 1 was 70%.
 - c. Decisions and Actions: Although the student did not achieve the goal of 80%, a sample size of only 1 student is not significant enough to justify changes to the curriculum. Previous data also shows that student performance was much higher and very near the goal of 80%.

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 80% 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:
 - The student scored 80% on Section 2
 - Student received a score of 4 from the internship supervisor.
 - c. Decisions and Actions: Both measures of assessment were achieved. Program will continue in its current state with continuing assessment and monitoring.
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 80% 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:
 - The student scored 70% on Section 3
 - Student received a score of 4 from the internship supervisor
 - 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. However, the practicum evaluation reveals that the student did 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 80% 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:
 - The student scored 90% on Section 4.
 - Student received a score of 4 from the internship supervisor
 - c. Decisions and Actions: Both measures of assessment were achieved. Program will continue in its current state with continuing assessment and monitoring.

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 80% 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:
 - The student scored 70% on Section 5.
 - Student received a score of 4 from the internship supervisor
 - c. Decisions and Actions: Although the student did not achieve the goal of 80%, a sample size of only 1 student is not significant enough to justify changes to the curriculum. Additionally, the practicum evaluation reveals that the student did exhibit these skills when placed in real-world settings.

Alderson Broaddus University
Assessment Record for Student Learning Outcomes

Name of Program: Elementary Education

Period Covered: 2014-15

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 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 raters of the student(s) are identified by grade level or placement number (for elementary). The means 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

Major		domain 1: content	domain 2: pedagogy	domain 4: instruction	domain 7: assessment	Mean
Elementary Ed K-6 Students N = 6	Mean	4.71	4.64	4.79	4.64	4.70

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 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	4.79

Analysis: Based on the ratings of cooperating faculty, the program goal was met with a strong to exemplary degree of efficacy for 2014-15.

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	4.93

Analysis: Based on the ratings of cooperating faculty, the program goal was met with a strong to exemplary degree of efficacy for 2014-15.

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	4.79

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 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

Major	domain 9: works collaboratively and effectively	
Elementary Ed K-6 Students N = 6	Mean	4.89

Analysis: Based on the ratings of cooperating faculty and college faculty the program goal was met with a strong to exemplary degree of efficacy for 2014-15.

ALDERSON BROADDUS UNIVERSITY
ASSESSMENT REPORT FOR STUDENT LEARNING OUTCOMES

Name of Program: **Environmental Science**

Period Covered: **Fall 2014 – Spring 2015**

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 81% on the final exam questions with 76% of the 17 ENVS students getting a C or better. Of the four students getting a D or F on the ENVS-210 final, two of them are no longer at ABU including the one person who failed the final.
For ENVS-340 the class average was 86.5% on the final exam with 94% of the 16 ENVS students getting a C or better. Only one ENVS-340 student did not pass with a C or better (they got a D) and that student is not planning to attend ABU next year. The five specific questions on the ENVS-340 final exam were analyzed separately and the overall

average was 87%. The questions on Point vs. NonPoint Sources and the CERCLA cleanup categories were passed by all students. The question on SDWA was passed by 94% of the students (only one did not pass and they are not coming back to ABU next fall). The question on Section 404 Wetlands was passed by 82.4% of the students and of the three who did not pass, one of them was the same student who is not returning next year. The question on RCRA was passed by 70.6% of the students and 5 of the students who did not pass failed because they only put down the Large Quantity Generator definition and left out the Small Quantity Generator definition.

For ENVS-420 the class average was 74.6% on the final exam questions with 67% of the 12 ENVS students getting a C or better on all questions. Four students did not pass the ENVS-420 final with a C or better and three of them (25% of the class) failed the final exam. One of those failing the ENVS-420 exam has already left the program but is still at ABU in the School of Education. Additionally, ENVS-350 was offered for the first time this year but had only three students. All ENVS-350 students passed the class, two with an A and one with a B. This course was not originally required of the ENVS majors but is now required so we will add this course to the assessment schedule.

The ENVS-356 Intro to GIS class had 10 ENVS majors taking the class and all 10 of the students passed with at least a C grade (2 A's, 6 B's and 2 C's). Similarly, all 10 ENVS students passed their final GIS project with grades ranging from 70.6% to 93.8%.

- c. Decisions and Actions: Students achieved good success in the ENVS-210 and ENVS-340 classes. The student performance on the five ENVS-340 questions improved from 2014 to 2015 with all students passing two of the five questions and only one question having a relatively low pass rate (RCRA small quantity generator) of 70.6% and having a lower success rate than the previous year (73%). Students also improved on their 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 was lower than preferred. We wish to have at least 80% of the class pass the final exams with a C or better, but only 67% passed in Wetlands. This lower passing rate may be a product of teaching the class for the first time at ABU, but is more likely a product of the increased rigor in this course, or the fact that several. The Instructor will need to address how to make sure students do a better job of retaining this information for the final exam. Recommendations include study sessions and/or tutoring to improve student performance on the final. Improvement still needs to come from the RCRA program definitions.
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 2014-15, the ENVS Program had 4 students attempt to complete their Senior Research Project. Of these four, all of them successfully completed their project with 2 A's and 2 B's. Those with B's received them

based on the premise of not having completed all of the recommended edits of their Senior Research Project papers, but merely accepting the B in the class.

- c. Decisions and Actions:
-
- 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.
 - b. Assessment Results:
 - c. Decisions and Actions:
-
- 4. Student Learning Outcome #4:
 - a. Methods of Assessment (Rubric, Essay, Panel, Portfolio, etc.):
 - b. Assessment Results:
 - c. Decisions and Actions:
-
- 5. Student Learning Outcome #5:
 - a. Methods of Assessment (Rubric, Essay, Panel, Portfolio, etc.):
 - b. Assessment Results:
 - c. Decisions and Actions:

ALDERSON BROADDUS UNIVERSITY
ASSESSMENT REPORT FOR PROGRAM STUDENT LEARNING OUTCOMES

Name of Program: Mass Communication

Period Covered: 2014-2015

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 COMM190 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	18	12	33.3%

Student02	12	6	50.0%
Student03	8	4	50.0%
Student04	6	5	16.7%
Student05	20	13	35.0%
Student06	11	3	73.7%
Student07	10	6	40.0%
Student08	14	13	7.1%
Student09	11	6	45.4%

Aggregate Percentage: 38.9% reduction

Percentage of students attaining 30% reduction in errors: 77.7%

- c. Decisions and Actions: **Instructor will add three additional announcing assignments to the current number of five.**
2. Program Student Learning Outcome #2:
 - a. Methods of Assessment (Rubric, Essay, Panel, Portfolio, etc.):
 - b. Assessment Results:
 - c. Decisions and Actions:
3. Program Student Learning Outcome #3:
 - a. Methods of Assessment (Rubric, Essay, Panel, Portfolio, etc.):
 - b. Assessment Results:
 - c. Decisions and Actions:
4. Program Student Learning Outcome #4:
 - a. Methods of Assessment (Rubric, Essay, Panel, Portfolio, etc.):

- b. Assessment Results:
- c. Decisions and Actions:

5. Program Student Learning Outcome #5:

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

ALDERSON BROADDUS UNIVERSITY
ASSESSMENT REPORT FOR STUDENT LEARNING OUTCOMES

Name of Program: Mathematics

Period Covered: 2014-2015

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: Only one student completed the Mathematics Program in 2015

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. The student demonstrated quite high scores, above 90% in the final examinations.
 - 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.

Note: The current 2015-2016 year is the first year when MATH-450 is offered.

- a. Methods of Assessment (Rubric, Essay, Panel, Portfolio, etc.): MATH-450
Mathematics/Computer Science Capstone
 - b. Assessment Results: N/A
 - c. Decisions and Actions: N/A
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: The student is employed as a high school mathematics teacher in West Virginia. She is planning to take courses toward a master degree.
 - c. Decisions and Actions: No action was taken.

ALDERSON BROADDUS UNIVERSITY
ASSESSMENT REPORT FOR STUDENT LEARNING OUTCOMES

Name of Program: School of Nursing

Period Covered: Fall 2014 and Spring 2015

Submitted by whom: Brenda Mason 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 are 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.

Course Number Level Number of Subjects (N)	Program Student Learning Outcome	Method of Assessment	Assessment Results	Decision: Impact on Program and/or Course	Action: Change Implemented (If Applicable)
NRSG 250.01 Level: I N = 37	# 6 Use information technology to communicate, manage knowledge, mitigate error and support decision-making.	Prep U – Assigned 10 quizzes in which students must reach the mastery level of 3.	100% meet level 3 mastery level.	Continue to use PrepU.	Recommendation: assign questions for each Chapter covered in future.
NRSG 280.01 Level I N = 39	# 3 Engage in critical thinking necessary to provide quality patient care.	Practicum I – Steps of SQ injection in correct sequence ensuring sterile environment. Practicum II – Nasopharyngeal suction in correct sequence providing sterile environment.	Practicum I = 87% Practicum II 92%	Continue to monitor in future classes so can reach goal of 100%.	

NRSG 330.95 Level II N =13	# 2 Provide a caring environment for the patient, family and community to promote wellness, prevent disease, and facilitate healing.	Teaching Project on postpartum topic (breastfeeding, wound care etc.) graded via rubric.	100%	Continue with no changes.	
NRSG 370.01 Level II N =15	# 6 Evaluate information technology to communicate, manage knowledge, mitigate error and support decision-making.	Administered same math proficiency as students took in Nursing 220.	26.6% passed. Remediation given and retake of similar exam resulted in 80% pass rate with 10 students scoring 91% or above.	Continue to place math on each nursing exam, but that does not seem to promote retention of the material as proved (by results).	Recommendation: Every clinical Nursing course should have a math proficiency attached to each course to reinforce the math concepts.
NRSG 350.01 Level II N = 15	#2 – Provide a caring environment for the patient, family and community to promote wellness, prevent disease, and facilitate healing.	Clinical case presentation	86.6% completed presentation at 90% grade or above.	No changes – continue to use this project.	
NRSG 380.01 Level II N = 15	# 4 Therapeutically communicate/collaborate with members of the interprofessional team, the patient family and community to provide and improve patient care.	Clinical Experience via Clinical Evaluation Form	100% met.	Continue without changes	

NRSG 412.95 Level III N = 12	Communicator	Mock Disaster with Barbour County EMS, Belington EMS and Fire Department, Philippi Fire Department, Health Net, Broaddus Hospital via Attendance and Participation.	100% met.	Continue without changes	
NRSG 415.01 Level III N = 16	Communicator	Mock Disaster with Barbour County EMS, Belington EMS and Fire Department, Philippi Fire Department, Health Net, Broaddus Hospital via Attendance and Participation.	100% met.	Continue without changes	
NRSG 416.01 Level III N = 16	Communicator	Professional Issues Project: (Subsection of Literature Review and Impact on the Nurse as a member of a profession, manager of care and provider of care related to issues) Present your opinions and conclusions.	95%	Students need better understanding of section requirements.	Recommendation: Ensure students have a better understanding of this section.
NRSG 416.95 Level III N = 12	Communicator	Professional Issues Project: (Subsection of Literature Review and Impact on the Nurse as a member of a profession, manager of care and provider of care related to issues) Present	87.5%	Students need better understanding of section requirements.	Recommendation: Ensure students have a better understanding of this section of the rubric requirements.

		your opinions and conclusions.			
NRSG 491.01 Level III N = 16	Leader – nurse incorporates ethical and professional nursing standards as well as accountability in practice.	HESI Exit Exam	37.5% scored 900 or above		Increase amount of NCLEX-RN practice questions.
NRSG 491.95 Level III N = 12	Leader – nurse incorporates ethical and professional nursing standards as well as accountability in practice	HESI Exit Exam	8.3% scored 900 or above		Increase amount of NCLEX-RN practice questions.

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 Record for Student Learning Outcomes

Name of Program: K12 Physical Education

Period Covered: 2014-15

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 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 raters of the student(s) are identified by grade level or placement number (for elementary). The means 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-Adult Students N = 1	Mean	4.33	4.00	4.33	4.67	4.33

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
S.S. Ed: 5-Adult Students N = 1	Mean	4.33

Analysis: Based on the ratings of cooperating faculty and college faculty the program goal was met with strong degree of efficacy for 2014-15.

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-Adult Students N = 1	Mean	4.33

Analysis: Based on the ratings of cooperating faculty and college faculty the program goal was met with a strong degree of efficacy for 2014-15.

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-Adult Students N = 1	Mean	4.33

Analysis: The goals of the program were met with a high 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
S.S. Ed: 5-Adult Students N = 1	Mean	5.00

Analysis: Based on the ratings of cooperating faculty and college faculty the program goal was met with a high degree of efficacy for 2014-15. Each rater gave the student teacher the highest possible rating.

ALDERSON BROADDUS UNIVERSITY
ASSESSMENT REPORT FOR STUDENT LEARNING OUTCOMES

Name of Program: Psychology

Period Covered: 2014-2015

Submitted by whom: Dr. Valerie Nussear

Definitions:

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

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

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

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

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

- a. Methods of Assessment (Rubric, Essay, Panel, Portfolio, etc.): Students' achievement of this goal is assessed using graduating seniors' performance on the Educational Testing Service's Major Field Test in Psychology. There is no national accrediting body for undergraduate psychology programs, and thus no universally accepted exam measuring students' knowledge of psychological concepts. But the ETS Major Field Test is a standardized test that allows us to compare our graduating seniors with those from other colleges in the U.S. Our students took a newly revised test in 2015 that allows comparison with a much smaller pool of students than was previously the case. While 2014 ABU graduates were compared to 25,895 other students who took the test from 2010–2014, the 2015 graduating class is compared to 6302 students. Test results are reported as an overall score on the comprehensive exam designed to

assess the outcomes identified in Psychology Goal 1, as well as four subtest scores designed to assess students' knowledge in four major content areas of the psychology undergraduate program. Those areas are: S1–Learning, Cognition, Memory; S2–Perception, Sensation, Physiology; S3–Clinical, Abnormal, Personality; and S4: Developmental and Social. This URL links to the ETS description of their major field tests and then to a description of the psychology exam: <http://www.ets.org/mft/about>

- b. **Assessment Results:** Six students graduated with the psychology major during the 2014-15 academic year. The table below shows summary statistics of the *percentile scores* for this group of students.

These statistics paint an unfavorable picture of the content knowledge of ABU psychology seniors compared to students at other institutions. The mean and median percentile scores overall and for each of the different content areas were below the 50th percentile. However 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 it must be pointed out that one student did very well—her lowest percentile score was 72 and she was in the 83rd percentile overall, demonstrating that a good student can benefit from what the program offers. This student was also the student with the best performance in her undergraduate psychology courses and highest overall GPA of all the psychology majors at Alderson Broaddus. She is also the only student who is attending graduate school in the year following her graduation. But the fact remains that only two of the six students saw any of their scores exceed the 50th percentile.

Test Results	Range	Mean	Median	Standard Deviation	# Students Above 50th Percentile
Overall Score	11–83	32.83	30	26.41	1
S1: Learning, Cognition, Memory	8–76	24.17	12	26.05	1
S2: Perception, Sensation, Physiology	2–81	30.50	22.50	30.63	1
S3: Clinical, Abnormal, Personality	10–72	38.17	41	24.82	2
S4: Developmental, Social	13–80	37.67	30	23.60	1

- c. **Decisions and Actions:** There are several possible explanations for the generally poor performance of the majority of these students on the psychology major field test:
- The test is given at the end of the semester when students have the pressure of finishing coursework and preparing for finals. There are no consequences for poor performance on this exam, and students have no practice opportunities for this exam unlike students who will take a licensure exam linked to their majors. So there is little incentive for

students to review psychological concepts before the exam or even to take this exam as seriously as they do those in courses for which their final grade is tied to the exam score. Some students completed the exam much more quickly than a really serious effort warranted.

- b. 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.
- c. 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.

ACTION: This assessment suggests a review of the psychology curriculum to ensure that students have experience with more of the foundational concepts in psychology. (This review is also needed due to the demise of the Family Studies major that provided many of the clinical psychology curriculum components to our majors). We also need to devise a way to ensure that students take the exam more seriously and in a way that encourages their best performance.

Student Learning Outcome #2: Behaviors related to psychological research

Goal 2a: Critiquing existing research

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

Learning outcome 2 was not assessed during the 2014-15 academic year since this 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 only taught every other year. Achievement of this outcome will be assessed as part of the 2015-16 program assessment.

Alderson Broaddus University
Assessment Record for Student Learning Outcomes

Name of Program: Secondary Education Math

Period Covered: 2014-15

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 Likert 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 raters of the student(s) are identified by grade level or placement number (for elementary). The means 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	Mean	5	5	5	5	5

Analysis: Based on the ratings of cooperating faculty, the program goal was exceeded for 2014-15. Each rater gave the student teacher the highest possible rating.

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	5	5

Analysis: Based on the ratings of cooperating faculty, the program goal was exceeded for 2014-15. Each rater gave the student teacher the highest possible rating.

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	5	5

Analysis: Based on the ratings of cooperating faculty, the program goal was exceeded for 2014-15. Each rater gave the student teacher the highest possible rating.

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	5	5

Analysis: Based on the ratings of cooperating faculty, the program goal was exceeded for 2014-15. Each rater gave the student teacher the highest possible rating.

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	5	5

Analysis: Based on the ratings of cooperating faculty, the program goal was exceeded for 2014-15. Each rater gave the student teacher the highest possible rating.

Alderson Broaddus University
Assessment Record for Student Learning Outcomes

Name of Program: Secondary Education Social Studies

Period Covered: 2014-15

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 Likert 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 raters of the student(s) are identified by grade level or placement number (for elementary). The means 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	Mean	4	4	3.25	2.75	3.5

Analysis: - The goals of the program were met with a satisfactory to strong degree of efficacy. This is confirmed by the scores from cooperating faculty when assessing student's 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

Communication			
Major		domain 6: communication strategies	Mean
S.S. Ed: 5-12 Students N = 1	Mean	4	4

Analysis: Based on the ratings of cooperating faculty, the program goal was met with a strong degree of proficiency for 2014-15.

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
S.S. Ed: 5-12 Students N = 1	Mean	5	5

Analysis: Based on the ratings of cooperating faculty and college faculty the program goal was met with a high degree of efficacy for 2014-15. Each rater gave the student teacher the highest possible rating.

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
S.S. Ed: 5-12 Students N = 1	Mean	3	3

Analysis: The goals of the program were met with a satisfactory degree of efficacy. This is confirmed by the scores from cooperating faculty and college faculty when students' performance to meet diverse learner needs during student teaching experience. Although the low number (1) may not reflect the program's effectiveness as a whole, the School of Education recognizes the need to improve our efforts in addressing candidates understanding of diverse learning needs.

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
S.S. Ed: 5-12 Students N = 1	Mean	3.75	3.75

Analysis: Based on the ratings of cooperating faculty and college faculty the program goal was satisfactory for 2014-15. Although the low number (1) may not reflect the program's effectiveness as a whole, the School of Education recognizes the need to improve our efforts in addressing candidates understanding the importance of civic and community engagement.