

# Alderson Broaddus University

## Program Assessment Reports

2015-2016

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 2015-2016 academic year, each program was expected to report data for at least three (3) 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 second year of implementation during 2015-2016 and as such had no graduates. Additionally, programs which are being discontinued through the academic audit process, such as Musical Arts, are exempt from this reporting requirement.

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

## Complete List of Programs

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

## PROGRAM LEARNING OUTCOME WORKSHEET

The underlying philosophy of the Athletic Training Program corresponds with that of our host institution. We seek to prepare students with a comprehensive liberal arts education aimed at promoting better personal, social, spiritual, cultural, and mental adjustments.

The Athletic Training Program is committed to an ongoing self-evaluation to ensure our students are receiving the highest quality education possible.

The faculty and athletic training students are expected to maintain the highest standards of quality consistent with the National Athletic Trainers' Association Code of Ethics.

The Alderson Broaddus University Athletic Training Program aspires to be a program of recognized excellence. It is our intent to establish this program as a leader in athletic training education in West Virginia.

### **A. (a) Program Student Learning Outcomes**

And

### **(b) Program student Learning Outcomes Assessment Method**

1. (a) Students will evaluate and diagnose injuries and illnesses related to physical activity.

1. (b) Minimum competency score of 70% on the rubric associated with ATHL 324 Clinical Practicum IV  
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 an 18.86 for a 94%. The written section had a total of 60 points; the average score was a 45.29 for a 75%. When combined (a total of 80 points), the average score was a 64.14 for an 80%.

2. (a) Students will assess and prescribe exercise and rehabilitation therapies for multiple populations.

2. (b) Minimum competency score of 70% on the rubric associated with ATHL 370 Rehabilitation  
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 32 possible points. Seven Athletic Training students were in the course, their average score was a 26.58 for an 83%.

3. (a) Students will monitor patient outcomes and use information to improve patient care.

3. (b) 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 Athletic Training skills section of the Student Clinical Performance Evaluation Form consists of six critical skills. Preceptors evaluate the students' skills three times during the academic year; during their clinical rotations in fall, winter, and spring. The following is the list of the skills assessed as well as the average score for the senior class. Scores are based on a 1 to 5 Likert Scale.

Basic First Aid: 4.52

Taping Techniques: 4.48

Modality Application: 3.97

Injury Recognition and Evaluation: 4.00

Rehabilitation Techniques: 4.16

Documentation: 3.90

All scores met the minimum average of 3 out of 5.

4. (a) Of the graduates who challenge the Board Of Certification (BOC) examination, at least 70% will pass on their first attempt.

4. (b) Annual results of the BOC exam

As of May 26, 2016, only three of our seniors have attempted the BOC Examination, many other plan to take it in late June or August. All three who took the exam have passed (a 70% or better is required to pass the exam).

A mock examination was given to the students in late April, 10 students attempted the test; 7 have passed it. The other three are required to take and pass the BOC Practice Test prior to being cleared to sit for the BOC Exam.

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

BIOLOGY

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Name of Program \_\_\_\_\_

Period Covered: Fall 2015-Spring 2016

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:** Final exam scores for microbiology, botany, anatomy and physiology II and General Biology II were compiled for Biology majors only. These courses make up a representative sample of the broad knowledge base required of biology majors.
  - b. **Assessment Results:**
    - a) In Anatomy and Physiology II, 65.4% of biology majors achieved a passing score (>70%) on the final exam. The average was a 72.6%
    - b) In Microbiology, 97% of biology majors achieved a passing score on the (>70%) on the final exam. The average was an 87.3%
    - c) In General Biology II, 76% of biology majors achieved a passing score (>70%) on the final exam. The average was a 73.7%
    - d) In Botany, 87.8% of biology majors achieved a passing score (>70%) on the final exam. The average was an 85%
  - c. **Analysis:** Overall, we were satisfied with the fact that the majority of students in all classes reviewed achieved a grade of "C" or better. A lower passing rate in Anatomy and Physiology II may reflect the difficulty students may have had in adjusting to a substitute instructor mid-semester.
  
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: six in the Fall, thirteen in the Spring. All but two of the nineteen graduating seniors in 2016 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 2016. Of those who completed their project the average presentation score was 94.2% and the average poster score was 86.8%.

- b) Student presentations in conferences (student names are not showing):
  - a. 2015, Trichodermin induces G1/S cell cycle arrest in ovarian cancer cells 14th WV-INBRE Research Symposium, Huntington, WV. July 27, 2015.
  - b. 2015, Proanthocyanidins extracted from Chinese bayberry (*Myrica rubra*) leaves induces apoptosis through the intrinsic pathway in ovarian cancer cells. 14th WV-INBRE Research Symposium, Huntington, WV. July 27, 2013.
  - c. 2015. Regulation of Kisspeptin Neurons by Estradiol in Prepubertal Ewes. 14th WV-INBRE Research Symposium, Huntington, WV. July 27, 2015.
  - d. 2015. Proanthocyanidins isolated from Chinese bayberry leaves induces apoptosis through extrinsic pathway. 14th WV-INBRE Research Symposium, Huntington, WV. July 27, 2015.
  - e. 2015. Breeding Population Assessment of Northern Saw-whet Owls (*Aegolius acadicus*) in West Virginia. Appalachian College Association Summit. Kingsport, TN. October 3, 2015.
  - f. 2015. NK3R-Containing Cells in the Prepubertal Ovine Hypothalamus: Distribution and Influence of Estradiol. 14th WV-INBRE Research Symposium, Huntington, WV. July 27, 2013.
  - g. 2015. Sleep, Stress, and Other Risk Factors has Potential Impact on Cardiovascular Health. 14th WV-INBRE Research Symposium, Huntington, WV. July 27, 2015.
- c) Student receiving awards (student names are not included):
  - a. One student received ABU's Science, Technology, and Mathematics Writing Award in 2016.
  - b. One student received ABU's Science, Technology, and Mathematics Research Award in 2016.
  - c. One student received ABU's Science, Technology, and Mathematics Academic Award in 2016.
- c. **Analysis:** By performing research projects and presentations, students demonstrated the ability to follow and independently perform the scientific method. Some students excelled their experiences and gain recognition through presentation at local/national scientific conferences. Overall we were satisfied with the project scores and the 91.3% 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 December 2015 and May 2016 that were currently employed or had achieved acceptance into a post-graduate program.
- b. **Assessment Results:** Seniors who had completed all coursework by May 2016, we are aware of eight students or 37% that had achieved acceptance into a post-graduate program. To our knowledge, no Fall 2015/Spring 2016 graduates are currently employed full-time within their field. 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.
  - 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:** While we are not currently satisfied with a 37% employment or acceptance rate for our graduates, we realize that this number represents the proportion of students achieving employment or acceptance either before or immediately following graduation. We recognize that this may not accurately portray the success rate of our students post-graduation. In the future, we intend to analyze not only current graduates but also contact graduates one year out to allow students time to pursue avenues of employment. We also plan promote awareness of post-graduate opportunities among seniors in September and October of 2017.

# PROGRAM STUDENT LEARNING OUTCOME REPORT- 2015-2016

**Name of Program: B.S in CHEMISTRY**

## **1. Learning Outcome #6**

- (a) A graduate with a Chemistry major will understand the fundamental theories in physical chemistry which include thermodynamics, phase rule, chemical equilibria and chemical kinetics.
- (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 2015 Physical Chemistry CHEM 315**

**Number of Chemistry Majors Enrolled and Assessed: 10 (3 seniors and 7 juniors)**

## **RESULTS:**

<b>Topics</b>	<b>% of students scoring &gt;80%</b>	<b>% of students scoring between 60-80%</b>	<b>% of students scoring &lt; 60%</b>
<b>Thermodynamics</b>	50%	30%	20%
<b>Chemical Equilibria and Phase rule</b>	20%	20%	60%
<b>Chemical Kinetics</b>	70%	20%	10%

**Analysis:** The knowledge of the students was 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 30%. 70% of the class scored in the range of 70-90%. On the final examination, 50% of the class exceeded the expected score of 80%. 20 % scored in the range of 70-80% and 20% scored in the range of 65-70%. The performance on the final exam demonstrates that the chapters and sections related to the principles and applications of equilibria and



phase rule 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 thermodynamics, which is the back-bone of the later topics in this course, namely chemical equilibria and phase rule 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 2016 Organic Chemistry(II)- CHEM 311**

**Total Enrollment in Spring 2016 for CHEM 311: 23**

**Number of Chemistry Majors Enrolled and Assessed: 5**

## RESULTS:

Topics	% of students scoring >80%	% of students scoring between 60-80%	% of students scoring < 60%
Theoretical Concepts	0%	40%	60%
Organic Reactions	0%	30%	70%
Spectroscopic Applications	10%	40%	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.

### **3. Learning Outcome #5:**

(a) Graduates will be able to access, understand and interpret scientific literature, design and execute original research. (SENIOR RESEARCH PROJECT)

(b) **Method of assessment utilized:** Students' success will be measured on a score of 80% or higher on the combined score of the senior research paper and presentation.

#### **Assessment Period: Fall 2015 NSCI 461 Senior Research Project**

**Total Enrollment in Fall 2015 for NSCI 461: 11**

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

The academic year 2015-2016 had only one chemistry major student enrolled for the NSCI 461 course. A score of 90% for the poster, 100% for the paper and 96% for the presentation demonstrate the student's aptitude on the research and contribute as a comprehensive measure of her success.

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

Name of Program: **Computer Science**

Period Covered: **Fall 2015 – Spring 2016**

Submitted by whom: **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. We expect 60% of the students to score at least a 70% on the finals in those classes.
  - b. Assessment Results: Due to the revamping of the CSCI curriculum and Student Learning Outcomes, we cannot directly assess the program changes since they haven't been implemented yet. However, for the purpose of this assessment and a form of baseline data, we are going to assess the new Student Learning Outcomes using the old curriculum. CSCI 261 and 262 are being replaced with CSCI 110 and 120. Thus for this year's assessment we will use the data from CSCI-261 and CSCI-262.

For CSCI-261 the class average on the final exam was 73.0% with 55% of the 11 CSCI students getting a C or better.

For CSCI-262 the class average on the final exam was 73.1% with 57% of the 7 CSCI students getting a C or better.

- c. Decisions and Actions: Students did not achieve acceptable success in the CSCI-261 and CSCI-262 classes. The student performance on the final exams was mixed with the average in both classes exceeding the minimum 70%, but less than 60% of the CSCI students actually scored a C or better. Generally, the students either performed well on the final exams or they did not (bimodal distribution) and the Math/CSCI dual majors performed better than the pure Computer Science majors. Recommendations include the inclusion of labs which will be addressed in the approved changes which will be implemented in Fall 2016. Without that crucial instruction and work time, only the exceptional students perform well. The department is heading towards a more rigorous future that avoids failure of students who are not academically prepared for the Computer Science work expectations.

2. Student Learning Outcome #2:

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

3. Student Learning Outcome #3:

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

4. Student Learning Outcome #4:

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

5. Student Learning Outcome #5:

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

b. Assessment Results:

c. Decisions and Actions:

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

Name of Program: Criminal Justice

Period Covered: **2015 - 2016**

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.

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 74%.
  - 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 70%.
    - All students completing internships received an average score of 4.38 for this outcome.
  - c. Decisions and Actions: This outcome was achieved according to both measures of assessment. 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 52%.
    - All students completing internships received an average score of 4.54 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. 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 55%.
    - All students completing internships received an average score of 4.00 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 instructor. During January of this academic year, 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 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 70%.
    - All students completing internships received an average score of 4.17 for this outcome.
  - c. Decisions and Actions: This outcome was achieved according to both measures of assessment. Program will continue in its current state.



**Alderson Broaddus University**  
**Assessment Record for Student Learning Outcomes**

**Name of Program:** Elementary Education

**Period Covered:** 2015-16

**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 = 4	<b>Mean</b>	<b>4.82</b>	<b>4.45</b>	<b>4.61</b>	<b>4.09</b>	<b>4.49</b>

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 = 4	<b>Mean</b>	<b>4.89</b>

Analysis: Based on the ratings of cooperating faculty, the program goal was met with a strong to exemplary degree of efficacy for 2015-16.

**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 = 4	<b>Mean</b>	<b>5.00</b>

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 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

Major	domain 3: recognizes individual differences	
Elementary Ed K-6 Students N = 4	<b>Mean</b>	<b>4.89</b>

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 = 4	<b>Mean</b>	<b>5.00</b>

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 the highest possible rating.

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

Name of Program: **Environmental Science**

Period Covered: **Fall 2015 – Spring 2016**

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 86.6% on the final exam questions with 81.8% of the 11 ENVS students getting a C or better. The two students getting a D or F on the ENVS-210 final exam, are brothers who struggled to adjust to the rigors of college academics. They improved their performance slightly in the spring semester but are both targets for potential ongoing academic issues, especially for the required Chemistry courses.

For ENVS-340 the class average was 77.5% on the final exam with 80% of the 15 ENVS students getting a C or better. Three of ENVS students in the class got a D on the

final exam, but two of them were high D's (>68%) and passed the class and one of them was also not planning on returning next year. Similarly, the one student who failed the ENVS-340 final exam had done well during the semester and told me that they choose not to study for this final so they could have more time to study for other final exams. They failed the ENVS-340 final exam horribly with only 45.5%, but still squeaked out a B in the class because they had performed so well throughout the semester. The five specific questions on the ENVS-340 final exam were analyzed separately and the overall average was 80.4%. No single question was passed by all students. Only 35.7% of the students passed all five questions. The question on CERCLA was the one that gave the students the most difficulty, with an average of only 64.2%, in stark contrast to last year when all students passed it. The questions on Point vs. NonPoint Sources and SDWA were passed by all but one student (92.9%). The question on Section 404 Wetlands was passed by 71.4% of the students, a decrease from last year's 81.4%, 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 78.3% of the students, and the three who did not pass failed because they left out the Conditionally Exempt Small Quantity Generator definition or switched the length of days the generators were allowed to store their waste.

For ENVS-420 the class average was 98.7% on the final exam, a dramatic improvement from the 74.6% average the previous year. All 10 students in the class were ENVS majors and all passed the final exam with at least an 83.5% or better. The ENVS-356 Intro to GIS class had 10 ENVS majors taking the class, and they all passed with an average of 84.6%. Similarly, all 10 ENVS students passed their final GIS project with grades ranging from 84.4% to 100%, which is an improvement over 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. Interestingly the question they struggled on the most last year (RCRA) improved from 70.6% to 78.3%, but the CERCLA question had dramatic decrease in performance (100% to 57.4% passing). 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 dramatically improved from the previous year and we were very happy with the 100% passing rate on the ENVS-350 final exam. The Instructor will need to address how to make sure students do a better job of retaining ENVS-340 definitions information for the final exam. Recommendations include study sessions and/or tutoring to improve student performance on the final. Improvement especially needs to come from the RCRA and CERCLA 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 2015-16, the ENVS Program had 6 students attempt to complete their Senior Research Project. Of these six, all of them successfully completed their project with 3 A's and 3 B's. Those with B's received them based on the rigor of their Senior Research Project papers. The previous year all four ENVS majors attempting their Senior Research Project also passed with at least a B, providing evidence that if we can get them successfully through the program to this stage, the students are able to complete their capstone project.
    - c. **Decisions and Actions:** No actions needed at this time.
- 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:** This Method is going to be assessment as part of the ENVS-430 Environmental Risk Analysis class which has not been taught yet (it is scheduled for Fall 2016), and the ENVS-350 class which was offered this year. All six ENVS-350 students passed their final exam with at least a 79.5% average and with an overall average of 87.8%. 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 B's and 3 A's, with an average of 89.1%.
  - c. **Decisions and Actions:** No actions need to be taken at this time.
- 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: 2015-2016

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	4	1	75.0%

Student02	5	2	60.0%
Student03	6	0	600.0%
Student04	5	6	-17.6%
Student05	2	1	50.0%
Student06	7	2	71.5%
Student07	1	0	100.0%
Student08	7	1	86.0%
Student09	6	3	50.0%
Student10	3	2	33.3%
Student11	7	7	00.0%

**Aggregate Percentage: 100.7% reduction**

**Removing the two outliers, the aggregate percentage equals 58.4% reduction. This is an increase in the 2014-2015 aggregate percentage of 38.9%**

**Percentage of students attaining 30% reduction in errors: 81.1%.**

**This is an increase from the 2014-15 percentage of 77.7% percentage of the students achieving a 30% reduction in errors.**

- c. Decisions and Actions: **Will review again in 2016-17 and web may change this outcome as more non-communication students will be enrolling in this course.**
2. Program Student Learning Outcome #2: **The student will demonstrate knowledge of various mass media legal and ethical concerns, such as libel, slander, intellectual property, performance rights, first amendment rights, protection of sources, and various FCC regulations.**
  - a. Methods of Assessment (Rubric, Essay, Panel, Portfolio, etc.): **The student will attain an aggregate score of 75% or greater on all exams in COMM355.**

b. Assessment Results:

Student Identifier	Aggregate Test Percentages
Student01	93.1%
Student02	74.3%
Student03	66.3%
Student04	92.5%
Student05	80.0%
Student06	95.0%
Student07	91.3%
Student08	63.2%
Student09	91.9%
Student10	82.5%
Student11	66.3%
Student12	96.3%
Student13	75.0%
Student14	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 that 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 eight 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 publishers' 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 classroom discussion rather than solely on the readings. This will be more indicative of the course's overall learning.**

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: 2015-2016

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 two students who completed the Mathematics Program in 2016**

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. Both students demonstrated quite high scores, above 90% in the final examinations on 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: Both students were successful in their projects. They demonstrated their ability to work independently, using different mathematical methods. Both students succeeded in the course obtaining “A” grades.
- 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 is employed as a high school mathematics teacher in Yuma Union High School, Arizona. No information on the second student yet
- c. Decisions and Actions: No action was taken.

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

Name of Program: School of Nursing

Period Covered: Fall 2015 and Spring 2016

Submitted by whom: Lesa Jordan 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:*

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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.



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<b>Course Number Level Number of Subjects (N)</b>	<b>Program Student Learning Outcome</b>	<b>Method of Assessment</b>	<b>Assessment Results</b>	<b>Decision: Impact on Program and/or Course</b>	<b>Action: Change Implemented (If Applicable)</b>
NRSG 250.95 Level I N = 8  <b>Summer 2015</b>	# 3 Engage in critical thinking necessary to provide quality patient care.	Video submission of complete physical assessment and health history	100%	No changes suggested.	
NRSG 420.95 Level III N = 11  <b>Summer 2015</b>	# 3 Generate critical thinking necessary to provide quality patient care.	Self-Reflection Analysis (Final Course Paper) Students had to analyze and describe how they met each of the SLO's. Number 3 selected for SLO Assessment.	6/8 or 75% was able to clearly identify how they met this SLO in this course. (1 did not address and 1 addressed pertaining to their work environment).	Continue to work with students and monitor this outcome.	
NRSG 520.50 RN-BSN N = 4  <b>Summer 2015</b>	# 3 Generate critical thinking necessary to provide quality patient care.	Poster Presentation. Utilize the critique guidelines on a research article.	75% received partial points and 25% received full points. All students received > 93% on presentation	Students critically think with research articles. No changes suggested.	
NRSG 532.50 RN-BSN N = 5  <b>Summer 2015</b>	# 4 Professionally communicate/collaborate with members of the interprofessional team, the patient family and community to provide and improve patient care.	Self-Reflection Analysis (Final Course Paper) Students had to analyze and describe how they met each of the SLO's. Number 4 selected for SLO Assessment.	100% of students completed paper (1 did not complete course) and clearly discussed meeting objected.	No changes at this time.	

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<p>NRSG 210.01 Level: I N =</p> <p><b>FALL 2015</b></p>	<p># 1 Contribute to patient-centered, safe, quality evidence-based nursing care with diverse patients across the life span.</p>	<p>Library assignment. Student spends time in the library and research topics in nursing and learning to search for credible sources for research. The entire assignment shows students to effectively research topics for evidence based care.</p>	<p>Research methods 100%</p>	<p>None</p>	
<p>NRSG 220.01 Level: I N = 15</p> <p><b>Fall 2015</b></p>	<p># 1 Contribute to patient-centered, safe, quality evidence-based nursing care with diverse patients across the life span.</p>	<p>Students had safety issues on each exam</p>	<p><b>Exam 1:</b> 66% identify 5/5 and 33% identified 4/5.  <b>Exam 2:</b> 100% identified all safety issues.  <b>Exam 3:</b> 60% Wrong ID 33% Restraint/ side rail. 73.3% Bed in high 80% Table with water away from bed. 60% Bed pan on over bed table. 0% identified all 5 safety concerns.  <b>Exam 4:</b> 78.5% siderails 100% ID band 21.4% Wrong IV fluid 28.5% No date on IV</p>	<p>Continue to have safety issues on each exam.</p>	

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NRSG 250.01 Level: I N = 15  <b>Fall 2015</b>	# 6 Use of information technology to communicate, manage knowledge, mitigate error and support decision-making.	During Sims lab students had to complete a head to toe assessment on multiple patients with both normal and abnormal findings then complete a video of a full head to toe assessment.	100% of students scored 85% or above.	Would like to have more time in Sims Lab. No changes were sent to curriculum committee.	
NRSG 270.95 Level: I N = 7 <b>Fall 2015</b>	# 3 Engage in critical thinking necessary to provide quality patient care.	Students were required to develop a care plan focused on a medical diagnosis. The care plan consisted of identifying the nursing diagnosis, interventions, expected outcomes, goals related to a chronic illness.	Identified nursing diagnosis = 25% or 25 points.	No changes identified.	
NRSG 280.95 Level: I N = 7  <b>Fall 2015</b>	# 3 Engage in critical thinking necessary to provide quality patient care.	Practicum Exam – Had to place steps of nasopharyngeal suction in correct order ensuring a sterile environment.	100% students were able to critically put steps in correct sequential order.	Continue use in future classes.	
NRSG 310.01 Level: II N = 29 <b>Fall 2015</b>	# 3 Make judgments using critical thinking necessary to provide quality patient care.	Students chose a quantitative or qualitative research to critique in 250 words. 1. Examine title, critique problem and purpose, conceptual theoretical model and literature	Analysis and evaluation 30%	No changes documented.	

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		review, evaluate research question/hypothesis, critically evaluate aspects of the research methodology, critique results, and examine study discussions/conclusions.			
NRSG 310.95 Level: II N = 12  <b>Fall 2015</b>	# 3 Make judgments using critical thinking necessary to provide quality patient care.	Poster Presentation: Highlights conclusions of the study by the evidence.	100% of students received 100% of points.	No changes.	
NRSG 330.01 Level: II N = 30  <b>Fall 2015</b>	# 1Provide patient-centered, safe, quality evidence-based nursing care with diverse patients across the life span.	Two care plans on post-partum patients are required in the course during clinical rotations. Nursing assessment and nursing process	Diagnostic sheet 15% Priority Assessment 10% Nursing care plan 20% QSEN 5 % Patho 15% Teaching Plan 10% Medication 15% Patient diagnosis 10%	No changes recommended.	
NRSG 340.01 Level: II N = 32	# 1Provide patient-centered, safe, quality evidence-based nursing care with diverse patients across the life span.	Patient care plans. Method section. This teaching section is directed for each individual patient it causes the student to look at the patient through Erikson.	100%	No changes at this time.	

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<b>Fall 2015</b>		Students take the info collected in the clinical and apply it to the method teaching plan.			
NRSG 350.95 Level: II N = 11  <b>Fall 2015</b>	# 6 Evaluate information technology to communicate, manage knowledge, mitigate error and support decision-making.	Search library data base for current research pertaining to mood disorders. Read and analyze study and write a review including how it would or would not benefit practice.	100% of students successfully discussed how current research benefits nursing practice.	Continue to utilize in course.	
NRSG 410.01 Level: III N = 14  <b>Fall 2015</b>	Responsibilities of RN in high acuity setting	HESI Case Studies Team development Syngery	No results given	Address with every lecture and test.	
NRSG 410.95 Level: III N = 8  <b>Fall 2015</b>	Responsibilities of RN in high acuity setting	HESI Case Studies Team development Syngery	No results given	Address with every lecture and test.	
NRSG 420.01 Level: III N =  <b>Fall 2015</b>	# 5 Exemplify leadership in a variety of healthcare settings for diverse patient populations	Self-Reflection Analysis Paper: Students to analyze then describe how their leadership skills have	Average of 98.5% on student's abilities to describe growth and improvement in their leadership skills after	Continue to utilize self-reflection at the end of the course to assess effectiveness of leadership skills taught	

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<b>Fall 2015</b>		improved through group leadership and participation in community programs.	leading therapeutic groups at a community day treatment program.	and student's abilities after leading groups.	
NRSG 430.01 Level: III N =  <b>Fall 2015</b>	# 3 Generate critical thinking necessary to provide quality patient care.	HESI Exit Exam to achieve pass rate of >900. 150 students took exam nationally, reliability of 0.81, percentile rank of 23.40, mean 742, median 738 mean conversions 70.58 and range 440-961. ABU Mean = 742 National BSN Mean = 823.	2/14 or 14% of ABU students passed EXIT Exam I.	All 14 students will take the RN Exit Exam 2 in Spring 2016 after remediation if they do not achieve >900 will follow policy II B 2.	
NRSG 440.01 Level: III N = 14  <b>Fall 2015</b>	# 4 Professionally communicate/collaborate with members of the interprofessional team, the patient family and community to provide and improve patient care.	Complete Gordon's Community Assessment by gathering data from health care team in community setting. Conduct interview with community health care provider, written in APA style assessment/interview. Assessment Interview – 25%	Written assessment is 25% and Presentation of Assessment/Interview is 50%. Assessment Interview – 25%/25 points written formal APA paper describing Interview(s) and assessment from information gathered by student from interprofessional health care team members/provider.	None identified.	
NRSG 440.95 Level: III	# 3 Engage in critical thinking necessary to	By gathering information, identify	Assignment Value 25 points. Data collection/	No changes identified.	

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N =	provide quality patient care.	community need after completing community needs assessment. Present to class verbally. Information data collection, research, documents, students used technology for research of services in community developed power point presentations. Information data collective research documents – 25 points, Presentation iof information gather 50% odi and Powerpoint.	interviews/presentation, odi and Powerpoint 50% 50% of grade.		
Fall 2015					

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**SLO Assessment Report\_Summer - Fall 2015**

<b>Course Number Level Number of Subjects (N)</b>	<b>Program Student Learning Outcome</b>	<b>Method of Assessment</b>	<b>Assessment Results</b>	<b>Decision:  Impact on Program and/or Course</b>	<b>Action:  Change Implemented (If Applicable)</b>
NRSG 280.01 Level I N = 15  <b>Spring 2016</b>	# 3 Engage in critical thinking necessary to provide quality patient care.	Practicum – Steps of Nasopharygeal suctioning in correct sequence ensuring sterile environment. Practicum worth 7 points = 100%	11 of 15 students (73%) scored 100%.	Continue to monitor in future classes so can reach goal of 100%.	Incorporate critical thinking skills into didactic content to increase student skills.



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NRSG 330.95 Level II N = 9  <b>Spring 2016</b>	# 2 Provide a caring environment for the patient, family and community to promote wellness, prevent disease, and facilitate healing.	Careplan X 2 required using required format.	8 of 9 (89%) students scored 100% on both careplans. 1 of 9 (11%) scored 98% and 100% on careplans	Continue with no changes.	
NRSG 340.95 Level II N = 8  <b>Spring 2016</b>	# 3 Make judgements in critical thinking necessary to provide quality patient care.	Practicum – Steps of intravenous insertion in correct sequence ensuring sterile environment. Practicum worth 5 points = 100%	8 of 8 (100%) students scored 100%.	Continue with no changes	
NRSG 350.01 Level II N = 28  <b>Spring 2016</b>	# 4 (Communicate/Therapeutically/Professionally) communicate/collaborate with members of the interprofessional team, the patient family and community to provide and improve patient care.	Process Recordings	31% scored 85-90%  69% scored 91-100%	No changes – continue to use this project.	
NRSG 370.01 Level II Day 1 N=14 Day 2 N=15	# 1Provide patient-centered, safe, quality evidence-based nursing care with diverse patients across the life span.	Practical Exam focusing on safety of client.	Day 1 1. Wrong ID Band – 71% identified. 2. IV fluid set 100 ml too high – 33% identified 3. Patient was	Changes need to be made to fundamentals in Level I as these are Level I skills and basic safety issues	Make changes in Level I courses to exemplify these skills

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<p><b>Spring 2016</b></p>			<p>c/o pain – 21% identified 4. Allergy to Sulfa and Bactrim ordered- 64% identified</p> <p>Day 2 1. Wrong ID band – 80% identified 2. Wrong dose of dilaudid running on PCA pump – 40% identified. 3. Patient was groggy and hard to arouse – 13% identified 4. O2 saturation were 90% on room air – 60% identified</p>		
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**SLO Assessment Report\_Summer - Fall 2015**

NRSG 380.01 Level II N = 33  <b>Spring 2016</b>	# 3 Generate critical thinking necessary to provide quality patient care.	Simulation of Blood Transfusion Reaction. Pass/Fail using the clinical evaluation tool.	100% of students passed the Simulation lab experience.	Continue assessment without changes	
NRSG 450.01 Level III N= 14  <b>Spring 2016</b>	# 6 (Use/Evaluate/Synthesize) information technology to communicate, manage knowledge, mitigate error and support decision-making.	Professional issues project – this provides the opportunity to investigate a current issue with in healthcare or nursing and allows the student to begin to gain an understanding of and an appreciation for the impact of these various issues and controversies for the nurse leader. Group project with formal written paper and oral presentation.	Rubric used. Section 3 = Impact on the nurse on this issue: must address all 7 PSLOs after analyzing the research gathered, present opinions and conclusions. Support these with information you have gathered in the literature review. 4 groups out of 4 groups scored 100% on that section of the rubric	Continue assessment without changes	

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NRSG 450.95 Level III N=8  <b>Spring 2016</b>	# 6 Synthesize information technology to communicate, manage knowledge, mitigate error and support decision-making.	QSEN reflection papers	Rubric used. Assessed on understanding of ability to apply each QSEN competency. 100% students scored 91-100% on this criteria	Continue assessment without changes.	
NRSG 460.01 Level III N=14  <b>Spring 2016</b>	# 4 Professionally communicate/collaborate with members of the interprofessional team, the patient family and community to provide and improve patient care.	Entire care plan using the required rubric	100% students scored 91-100% on the care plans	Continue assessment without changes	
NRSG 460.95 Level III N = 8  <b>Spring 2016</b>	# 4 Professionally communicate/collaborate with members of the interprofessional team, the patient family and community to provide and improve patient care.	Entire care plan using the required rubric	100% students scored 91-100% on the care plans	Continue assessment without changes	
NRSG 470.01 Level III N = 14  <b>Spring 2016</b>	# 4 Professionally communicate/collaborate with members of the interprofessional team, the patient family and community to provide and improve patient care.	Class divided into three groups. Identified community health need			

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NRSG 470.95 Level III N= 8  <b>Spring 2016</b>	# 5 (Recognize/Demonstrate/Exemplify) leadership in a variety of healthcare settings for diverse patient populations	Interviewed, discussed health issues with members of health team in community. Submitted written documentation of hours spent, topics discussed. Assessed needs from interviews and time spent at organization.	100% of students met the goals of this assessment with a score of 91-100%	No changes to assessment.	
NRSG 480.01 Level III N = 14  <b>Spring 2016</b>	# 1 Create patient-centered, safe, quality evidence-based nursing care with diverse patients across the life span.	Pass Point mastery assignments. Students must reach mastery level 7 (on PassPoint level system of 0-8) on content.  Subsection: Safety and Infection Control	65% reached Mastery Level 7 21% reached Mastery Level of 8 14% reached Mastery Level of 6	Continue using Mastery Level of 7 as desired level for this course	
NRSG 480.95 Level III N = 8  <b>Spring 2016</b>	# 3 Generate critical thinking necessary to provide quality patient care.	Hesi Exit Exam: to achieve a pass rate of 900 or better	2 of 8 students (25%) achieved a score >900. National average = 824. Class average = 864. Scores ranged from 773 to 1031. Mean	Continue assessment with a goal of 100% reaching a score of >900.	Continue to use Hesi Specialty Exams throughout curriculum with more emphasis on the importance of the testing.

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**SLO Assessment Report\_Summer - Fall 2015**

			Conversion Score = 77.85%		
N531.50 Level III N = 4  <b>Spring 2016</b>	# 7 Assimilate professional, ethical and legal guidelines in practice as a baccalaureate-prepared professional nurse.	Change project – 1. To provide an opportunity for the student to identify a problem/situation which reflects their observation and/or understanding of a situation that has been encountered during their work place experience. 2. To share change concepts and strategies with staff/management/peers while researching a planned change. 3. Foster growth in critical thinking skills  Subsection: Evaluation Consider the appropriateness of the selected change and explain how the change may accomplish one or more of the following: improve patient care, enhance staff	The students scored the following grades on the evaluation portion of the assessment 75%, 82.5%, 87.7%, and 95%	Continue assessment without changes.	

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		<p>satisfaction, improve productivity and efficiency</p> <p>Also identify strengths and weaknesses that may occur because of the change.</p> <p>And describe the importance of effective leadership throughout a change process.</p>			
<b>Course Number</b> <b>Level</b> <b>Number of Subjects</b> <b>(N)</b>	<b>Program Student Learning Outcome</b>	<b>Method of Assessment</b>	<b>Assessment Results</b>	<b>Decision:</b>  <b>Impact on Program and/or Course</b>	<b>Action:</b>  <b>Change Implemented (If Applicable)</b>

**Alderson Broaddus University**  
**SLO Assessment Report\_Summer - Fall 2015**

**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:** 2015-16

**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

<b>Critical Thinking</b>						
Major		domain 1: content	domain 2: pedagogy	domain 4: instruction	domain 7: assessment	Mean
S.S. Ed: 5-Adult Students N = 1	<b>Mean</b>	<b>4.00</b>	<b>3.67</b>	<b>4.67</b>	<b>4.33</b>	<b>4.17</b>

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

<b>Communication</b>		
Major		domain 6: communication strategies
S.S. Ed: 5-Adult Students N = 1	<b>Mean</b>	<b>4.67</b>

Analysis: Based on the ratings of cooperating faculty and college faculty the program goal was met with strong degree of efficacy for 2015-16.

**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.

<b>Ethics</b>		
Major		domain 8: ethical standards
S.S. Ed: 5-Adult Students N = 1	<b>Mean</b>	<b>4.50</b>

Analysis: Based on the ratings of cooperating faculty and college faculty the program goal was met with a strong degree of efficacy for 2015-16.

**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

<b>Diversity</b>		
Major		domain 3: recognizes individual differences
S.S. Ed: 5-Adult Students N = 1	<b>Mean</b>	<b>5.00</b>

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

<b>Civic Engagement</b>		
Major		domain 9: works collaboratively and effectively
S.S. Ed: 5-Adult Students N = 1	<b>Mean</b>	<b>4.50</b>

Analysis: Based on the ratings of cooperating faculty and college faculty the program goal was met with a strong degree of efficacy for 2015-16.

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

Name of Program: Psychology

Period Covered: 2015-2016

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 this year were in the second academic year cohort that took the test that was revised for 2015. While 2014 ABU graduates were compared to 25,895 other students who took the test from 2010–2014, both the 2015 and 2016

graduating classes were compared to the same reference group comprised of 6302 students. Comparative data for students taking the test after June 30, 2015 have not yet been made available by ETS. 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: Eight students were scheduled to graduate with the psychology degree in May, August, or December of 2016. An August graduate was unable to take the exam due to health reasons but will take the exam before she graduates. So the table below summarizes the results of seven students. 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	1–30	13.29	14	8.81	0
S1: Learning, Cognition, Memory	1–56	13.71	8	18.08	1
S2: Perception, Sensation, Physiology	2–37	16.71	13	11.68	0
S3: Clinical, Abnormal, Personality	1–81	25.71	28	26.23	1
S4: Developmental, Social	3–25	10.43	9	6.54	0

- c. Decisions and Actions: These statistics paint an unfavorable picture of the content knowledge of ABU psychology seniors compared to the students in the relatively small reference group. The mean and median percentile scores overall and for each of the different content areas were below the 50th percentile, and only the S3 subscore was even as high as the 25th percentile. No individual student's overall score was above the 50th percentile and only one student achieved above the 50th percentile on any subtest (the same student scored above the 50th percentile on S1 and S3). There are several possible explanations for the generally poor performance of these students on the psychology major field test:
- a. 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.
- d. This year's scores are among the lowest that we have seen in the years in which we have been administering the ETS major field exam as an assessment tool. Our experience has been that those students who go to graduate school perform better on this exam than those who do not. They typically are better students during their undergraduate education and take academic psychology more seriously than those for whom the bachelor's degree in psychology is the end point of their psychology education. None of the students who took the exam this year applied to a graduate school in psychology.

If we want to continue using this exam for assessment of this goal, we need to devise a way to ensure that students take the exam more seriously and in a way that encourages their best performance. But more importantly, as in previous years, this assessment suggests a review of the psychology curriculum to ensure that students have experience with more of the foundational concepts in psychology. Prior to that review, however, the goals and focus of the psychology program should probably be revisited by the faculty and academic administration in light of recent and impending staffing changes: the Family Studies major provided many of the clinical psychology curriculum

components to our majors, and that major has been discontinued by the university. We no longer have a licensed clinical psychologist as a faculty member, and no current psychology faculty has much clinical psychology expertise. It is no longer feasible to provide the learning course with a live-animal lab, and the faculty member whose expertise is learning and basic research will be retiring at the end of the upcoming academic year. So this is a good time to determine the future direction of the program both in terms of hiring new faculty and meeting the needs of our psychology majors. Dr. Nussear and Ms. Maxwell advised 53 psychology majors in the 2015-16 academic year making psychology is the second most popular major in the College of Humanities and Social Sciences. Since psychology is considered a general liberal arts degree rather than a professional one, students choose the major for a variety of reasons. But the change in student demographics at ABU resulting in the majority of our majors being student-athletes suggests investigation of a move towards sports psychology for the program. Ms. Maxwell taught an introductory sports psychology course as a special topics course in the Spring 2016 semester that was very highly enrolled (more students wanted to take the course than could be accommodated) and highly evaluated. Students have expressed a desire to make it a regular part of the curriculum. A curriculum with a sports psychology emphasis is one possible direction for refocus of the program, if the continuing faculty and administration determine that is necessary.

Student Learning Outcome #2: Behaviors related to psychological research

Goal 2a: Critiquing existing research

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

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

Goal 2a was assessed through class assignments in two courses: Psyc 301: Psychology of Learning and Psyc 360: Research Methods. The class average for the Psyc 301 critiques was 82%, while the mean for the Psyc 360 critiques was 79%. These assignments involved identifying errors in research reports written by the instructor to include deliberate errors, critique published research, and analyze theoretical reports. Our students seem to do a good job identifying errors related to reporting results of research and the better students were able to identify methodological errors in research. Almost all students had some difficulty analyzing the discussion sections of research and future courses should emphasize this aspect of research critiques. Theoretical articles proved more difficult to critique for all students.

Goal 2b was assessed through the activities of Psyc 550: Senior Seminar. (A course that is taught only once every two years and thus includes both juniors and seniors). This course is the third course of the research sequence in psychology: Psyc 260 Statistics, Psyc 360: Research Methods, and Psyc 550. In this course students choose a research topic, conduct a review of the literature once that research topic is approved, design an empirical study to investigate a hypothesis related to that topic, seek approval for that research from the ABU Institutional Review Board, conduct the research project after IRB approval, analyze the results of that research using appropriate statistical techniques, then report the results of their research by preparing a poster suitable for



presentation to an undergraduate research conference, presenting their research to the class, and submitting an APA style research report to the instructor. The grading guidelines for all aspects of this project are found in the Appendix. The following table shows summary statistics for the 19 students who completed research projects, and the values refer to the points identified in the grading rubric. (Maximum possible point values are denoted in parentheses)

b. Assessment Results:

Research Component	Range	Mean	Median	Standard Deviation
Research Proposal (70 pts)	60–70	68.95	70	3.07
Conducting the Research (100 pts)	100–100	100	100	0
Research Presentation (50 pts)	40–50	47.74	50	2.84
APA Style Research Report (150 pts)	67.5–137.5	116.29	122	18.33

- c. Decisions and Actions: These statistics indicate that most of our majors are learning to conduct, analyze, and present the results of their research in a manner that is suitable for those who may go to graduate school. All students developed a suitable proposal and conducted their research appropriately. All but three presented the results of their research in graphic, oral, and written formats in an average, above average, or exceptional manner. Writing an APA style research report seems to be the aspect of research that is most problematic for our students, and this showed the most variability among students of all the different components of the seminar project. To a large extent, this is due to the variability in students' writing abilities and can best be improved by assigning more APA style reports in other psychology courses in which this is appropriate so that students have more writing practice, and asking students to utilize the ABU writing lab earlier and more often in the writing process. In terms of specifics of the APA style report, our students need to improve their writing of the introduction and discussion sections of the research report.

## Appendix

### Psychology 550 Individual Project Grading Form

#### *Proposal: 80 pts.*

Formulating research questions into hypothesis form, identifying literature sources for your research questions and choosing one hypothesis for project—10 pts.

Literature review preliminary to final APA project—30 pts.

Research Outline—10 pts.

IRB Requirements—20 pts.

Written ABU IRB proposal: 10 pts.

Presenting proposal to IRB: 10 pts.

#### *Devising and Conducting the Study: 100 pts.*

Hypothesis is logical, clearly articulated, and amenable to scientific research—10 pts.

Type of study devised and conducted is appropriate to investigate the hypothesis—20 pts.

Work done preliminary to conducting the study (i.e., development of materials, pretesting method, etc) is adequate to ensure satisfactory conduction of the study—30 pts.

Study is conducted in a professional, ethical manner—30 pts.

Debriefing is provided to the participants/respondents—10 pts.

*Report of the Study: 200 pts.*

Class Presentation—20 pts.

- Identifies rationale for research to someone unfamiliar with area
- Clearly describes procedure, results, and conclusions
- Adequately answers questions from audience about the research

Research Poster—30 pts.

- Incorporates descriptions of all aspects of research report
- Includes both graphical and verbal descriptions
- Visually Appealing

APA Style Research Report—150 pts.

Title & Title Page—5 pts.

Abstract—10 pts.

Introduction—30 pts.

- Did it set the stage for the research?
- Was the hypothesis clearly stated?
- Was a literature review conducted; studies compared and contrasted; and summarized (minimum of 6 sources)?

Method—20 pts.

- Subject/Participants section
- Materials/Apparatus Section
- Procedure Section. (Could I possibly replicate)?

Results—20 pts.

- Narrative description (including graphs if appropriate)
- Statistical Analysis

Discussion—25 pts.

- Interprets results in terms of previous research
- Discusses problems of present study.
- Discusses directions for future research
- Discusses implications of present study

References—20 pts.

- All studies cited in paper are referenced
- Only those cited in paper are referenced
- Correct form used for all citation

Style—20 pts.

- All parts of paper in correct order
- Paper has “scientific” tone
- Appendices done correctly
- References cited within paper correctly
- Very few grammatical and spelling errors; paper reads well

**Alderson Broaddus University**  
**Assessment Record for Student Learning Outcomes**

**Name of Program:** Secondary Education Math

**Period Covered:** 2015-16

**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

<b>Critical Thinking</b>						
Major	rater	domain 1: content	domain 2: pedagogy	domain 4: instruction	domain 7: assessment	Mean
S.S. Ed: 5-12 Students N = 1	<b>Mean</b>	<b>4.33</b>	<b>4.67</b>	<b>4.00</b>	<b>4.33</b>	<b>4.25</b>

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 her 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

<b>Communication</b>			
Major	rater	domain 6: communication strategies	Mean
Math Ed: 5-Adult Students N = 1	<b>Mean</b>	<b>4.67</b>	<b>4.67</b>

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 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.

<b>Ethics</b>			
Major	rater	domain 8: ethical standards	Mean
Math Ed: 5-Adult Students N = 1	<b>Mean</b>	<b>4.33</b>	<b>4.33</b>

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

**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

<b>Diversity</b>			
Major	rater	domain 3: recognizes individual differences	Mean
Math Ed: 5-Adult Students N = 1	<b>Mean</b>	<b>4.67</b>	<b>4.67</b>

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

<b>Civic Engagement</b>			
Major	rater	domain 9: works collaboratively and effectively	Mean
Math Ed: 5-Adult Students N = 1	<b>Mean</b>	<b>5</b>	<b>5</b>

Analysis: Based on the ratings of cooperating faculty, the program goal was exceeded for 2015-16. 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:** 2015-16

**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

<b>Critical Thinking</b>						
Major		domain 1: content	domain 2: pedagogy	domain 4: instruction	domain 7: assessment	Mean
S.S. Ed: 5-12 Students N = 1	<b>Mean</b>	<b>4</b>	<b>4</b>	<b>3.5</b>	<b>4</b>	<b>3.88</b>

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

<b>Communication</b>		
Major		domain 6: communication strategies
S.S. Ed: 5-12 Students N = 1	<b>Mean</b>	<b>3.5</b>

Analysis: Based on the ratings of cooperating faculty, the program goal was met with a satisfactory to strong degree of proficiency for 2015-16.

**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.

<b>Ethics</b>		
Major		domain 8: ethical standards
S.S. Ed: 5-12 Students N = 1	<b>Mean</b>	<b>4</b>

Analysis: Based on the ratings of cooperating faculty and college faculty the program goal was met with a strong degree of efficacy for 2015-16.

**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

<b>Diversity</b>		
Major		domain 3: recognizes individual differences
S.S. Ed: 5-12 Students N = 1	<b>Mean</b>	<b>4</b>

Analysis: The goals of the program were met with a strong degree of efficacy. This is confirmed by the scores from cooperating faculty of student's' 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: 5-12 Students N = 1	Mean	4.5

Analysis: The goals of the program were met with a strong degree of efficacy. This is confirmed by the scores from cooperating faculty of student's' performance to encourage and engage with community and stakeholders during student teaching experience.