

# West Virginia University's Interim Report to the Higher Learning Commission

February 11, 2016

WVU has addressed the challenges identified in the 2014 HLC Visiting Team report. The summary below highlights WVU's efforts, paying particular attention to: first-time NCLEX-RN pass rates; a new General Education Foundations program; Quality Matters certification and training; the hiring of a new Director of Academic Excellence and Assessment; and clear evidence of ongoing assessment of programs. All efforts outlined below integrate all three campuses, as well as foster a vibrant culture of assessment.

## I. First-Time Nursing Pass Rates for the WVU Nursing Program at WVUIT

The August 2014 Action letter requested that WVU's 2016 Interim Report address the following:

3A: 1) The WVU Nursing Program on the WVUIT campus first-time pass rate is unacceptable. There is a plan in place to address this. The report should include progress made and future planning to avoid recurrence of this issue.

The first time NCLEX-RN passage rate in 2013 dropped drastically to 43.7 percent from the previous rate of 93.3 percent in 2012. The passage rate has since improved and additional efforts are being implemented to address the issue.

### A. Background

The West Virginia University School of Nursing (WVUSON) has offered a Commission on Collegiate Nursing Education (CCNE) accredited Bachelor of Science in Nursing (BSN) degree on the WVU Institute of Technology Campus (WVUIT) since 1997 with the first graduating class in 1999. Prior to June 2008, WVUIT had fiscal authority for the program, while WVUSON had academic authority. Diminished fiscal resources at WVUIT resulted in low faculty salaries and increasing use of adjunct faculty. In 2006, the NCLEX-RN passage rate was 56 percent, resulting in the WV Board of Examiners for Registered Professional Nurses (RN Board) placing the accreditation of the program on provisional status, limiting admissions to the program, and requiring a complete curricular analysis.

In 2008, WVUIT and WVUSON signed a Memorandum of Understanding (Appendix A) to allow for a change in administrative structure for the nursing program at WVUIT that gave WVUSON both academic and administrative authority for the program. With this MOU, organizationally the WVUIT Department of Nursing became a fourth department of the WVUSON. The budget for the program was established based on WVUSON resource review, and WVUSON was given the authority for administering the budget. Recruitment, hiring, and evaluation of faculty follow WVUSON policy. All faculty meet the criteria for national and state accreditation agencies and WVUSON policies. WVUIT Department of Nursing faculty members have voting privileges and are represented on committees. Salaries for faculty were raised to be equivalent to like ranks at WVUSON. In addition to faculty salaries, funds were provided to purchase high fidelity simulation equipment for the nursing skills lab.

After the change in administrative structure, the performance on the NCLEX-RN improved, increasing from 56.82 percent in 2006, to 89.5 percent in 2009. However, the passage rate continues to fluctuate and is

impacted by the decrease in number of students graduating as a result of the restriction in admission numbers.

## B. Improvement Plan

The WVUSON has made significant progress in improving the NCLEX-RN pass rate at the WVUIT campus through the implementation of a comprehensive improvement plan that included:

### 1. Updated skills lab and simulation center

A new nursing training center was established at Montgomery General Hospital in summer 2014 to be used by WVUIT nursing students and staffed by WVUIT faculty. The training center includes a basic skills lab and simulation center, which were moved to the new location prior to the start of the academic year. The center includes six patient rooms, storage areas, a central nurses' station and two large rooms for conferences and debriefing. Three of the patient rooms are equipped for basic skills with manikins. Three additional patient rooms are equipped with a high-fidelity SimMan, a high-fidelity child manikin, and a maternity simulation manikin.

### 2. Comprehensive evaluation of courses to ensure consistency in teaching-learning methodologies between the WVU Morgantown and WVUIT locations

The processes for annual course evaluation and annual curriculum evaluation were changed for the 2014-15 academic year. Previously, courses offered at the WVUIT location were reviewed only by WVUIT nursing faculty. This academic year, nursing courses at both locations are reviewed simultaneously by the WVUSON BSN Curriculum Committee, which includes faculty from Morgantown and WVUIT.

Annual course evaluations, which include student evaluations, standardized test analysis, classroom test analysis, faculty evaluation of strengths and areas for improvement, and faculty recommendations for course changes, are presented to the committee by course coordinators from both campuses. The committee reviews the evaluations and may offer additional recommendations for course improvement.

Annual curriculum evaluation by faculty members from both campuses also occurs at the end of the academic year in preparation for the upcoming year.

### 3. Appointment of an Academic Counselor

One WVUIT faculty member has been assigned to work with at-risk students as part of her workload agreement. The responsibilities for this position mirror those held by a similar position at the Morgantown location. Responsibilities include:

- Providing individualized academic counseling to students, with a focus on study and test-taking strategies, time management, and stress management;
- Consulting with faculty to develop individualized study plans;
- Referring students to faculty for tutoring in specific content areas;
- Overseeing remediation for students who do not meet benchmarks on standardized tests;
- Making referrals to other campus resources;
- Consulting with students who fail the NCLEX-RN and assisting with the development of an individualized study plan and referral to appropriate resources;
- Coordinating the NCLEX-RN review course that is taken in the student's final semester of the program; and
- Using a new standardized testing predictor tool (ATI PULSE) that can identify students at the sophomore level and above who are at risk of not passing the NCLEX-RN.

#### 4. Change in the NCLEX-RN review course to individualize preparation for the NCLEX-RN exam

As part of the curriculum, students enroll in the NSG 486 course during the final semester, which focuses on NCLEX-RN licensure exam preparation. Changes have been made to this course to emphasize student accountability in preparing for the exam, as well as identifying individual students' strengths and weaknesses. In addition to reviewing content areas and taking practice tests, students develop a portfolio of review materials and previous standardized test results, which allows them to identify and focus on specific areas. Beginning in spring 2016, students will have access to a standardized testing predictor tool (ATI PULSE) that graphically predicts NCLEX-RN success based on individual student test results. Students also meet individually with an academic counselor to develop a customized review plan.

Students take multiple proctored exams in the computer lab that simulate the NCLEX-RN and a comprehensive standardized exam that predicts the likelihood of passing the NCLEX-RN. A three-day, on-campus NCLEX-RN review is conducted by STAT Nursing Consultants.

Students who do not meet the required benchmark of a 91 percent likelihood of passing NCLEX-RN on the comprehensive exam are allowed to retest. Students who do not meet the benchmark on the comprehensive exam may elect to enroll in online tutoring through ATI prior to retaking the comprehensive exam. If they do not meet the required benchmark on the retest, they are required to complete an additional online review with an individual tutor through ATI and do not successfully complete NSG 486 until the tutor believes the student is ready to pass the NCLEX-RN.

#### 5. New curriculum

A new WVUSON curriculum was implemented for the May 2014 graduating class. Juniors are now required to take two semesters of adult health nursing; previously only one semester was offered. This additional instruction has resulted in higher scores on the ATI content mastery test for adult medical surgical nursing. Scores for all ATI content mastery tests at the junior level increased from previous years.

## C. Progress Made

### 1. First-Time Pass Rates

In 2013, State Board RN NCLEX-RN first-time student pass rate at the WVU Nursing Program on the WVUIT campus was 43.75 percent (which amounts to seven out of 16 students). After students retook the exam, the 2013 pass rate was 81.25 percent.

The State Board of Nursing site visit in April 2014 resulted in the continued accreditation of the program, with follow-up reports required for the WVUIT campus prior to each Board meeting. In compliance with the Board's requirement, progress reports have been submitted prior to each Board meeting (Appendix B). In addition, a progress report is included with the annual report to the Board, due by August 31 of each year. The table below gives NCLEX-RN pass rates for the past four calendar years.

WVUIT NCLEX-RN PASS RATES				
Graduating Class	2012	2013	2014	2015
NCLEX-RN 1 <sup>st</sup> Time Pass Rate at WVUIT	93.33%	43.75%	81.48%	69.2%
<b>NCLEX-RN WVUIT pass rate all takers (first-time and repeat)</b>	100%	81.25%	96.3%	84.6%
Number of WVUIT Students Taking the NCLEX-RN for the 1 <sup>st</sup> Time	15	16	27	26

There is concern regarding the latest pass rate and that, despite additional efforts implemented last year, the first-time pass rate dropped again in 2015. Over the past few months, the WVUSON has implemented additional measures. Additionally, the qualifications of applicants in the southern part of West Virginia are lower than those who apply to the Morgantown campus. While the admissions criteria are the same, students who attend the WVUIT campus tend to fall in the lower range of admitted students and Morgantown students usually are in the higher range. To address this issue, the WVUSON is exploring whether admissions criteria should be increased and will implement a revised strategy in the near future. Moving the location of the WVU Nursing Program on the WVUIT campus to Beckley, WV from Montgomery, WV may also draw a larger pool of applicants that are more qualified.

Attrition is an additional issue that was addressed in the past year. In the past, no students were failed, which was taken as evidence of grade inflation. Since 2015, new standards have corrected the problem and the program expects to see an impact on the first-time pass rate with the May 2016 graduating class. Please see below for a table of the attrition pattern at the WVUIT campus.

WVUIT PATTERN OF ATTRITION					
Starting Year	Number of student starting	Total completing the program within 6-8 semesters	Percent attrition	Graduating years	NCLEX-RN 1 <sup>st</sup> only / 1 <sup>st</sup> & 2 <sup>nd</sup>
FALL 2009	17	15	12%	All in 2012	93.3% / 100%
FALL 2010	21	16	24%	All in 2013	43.75% / 81.25%
FALL 2011	33	30	10%	27 in 2014, 3 in 2015*	81.48% / 92.69%
FALL 2012	25	25	0%	23 in 2015, 2 will graduate in 2016**	69.23% / 84.61%
FALL 2013	24	18	25%	17 will 2016, 1 will graduate in 2017***	
FALL 2014	19	13	32%	Due to graduate 2017	
FALL 2015	23	End of fall 2018+			

\*Of the three students graduating a year late, two had to repeat a nursing course and one stopped out for personal reasons. All but one of the students repeating a nursing course passed NCLEX-RN the first attempt.

\*\*Of the two students graduating a year late, one had to repeat a nursing course and one stopped out for military leave.

\*\*\*One projected to be a year late had to repeat a nursing course.

+Four failed first nursing course, two plan to return and repeat fall 2016. One additional student transferred to Morgantown.

## 2. Specialized Accreditations

At its March 2015 meeting, the WV RN Board recognized that the NCLEX-RN passage rate is above the 80 percent benchmark in two of the last three years but continued the provisional status of the WVUIT nursing program with required quarterly progress reports addressing NCLEX-RN improvement issues. The same action was required of all other programs in the state that met the 80 percent benchmark in two of the last three years. Accreditation status and required progress reports are determined on an annual basis.

A Continuous Improvement Plan Report (CIPR) was submitted to CCNE in June 2014 for the BSN program for all campuses, including WVUIT. The CIPR is required of all accredited programs, and was submitted five years into the 10-year accreditation cycle. The report documented that the NCLEX-RN pass rate met the CCNE standard of 80 percent for all test takers (first time and repeat) for the most recent calendar year. The program continues to be fully accredited by CCNE through June 2019, with the next site visit scheduled for fall 2018.

## D. Summary for 3A, Part 1

The WVUSON is committed to continual improvement, not only to raise students' first-time NCLEX-RN pass rates, but also to better prepare its nurses both academically and professionally. The WVUSON will continue to engage faculty from the divisional campuses as part of a holistic approach to examining the goals of the BSN program.

## II. Assessment Plans

The August 2014 Action letter requested that WVU's 2016 Interim Report address the following:

3A: 2) Evidence of consistent assessment plans including the learning goals should be provided for all programs across campus.

WVU has in place consistent assessment plans for all programs that incorporate a variety of assessment and planning strategies. Through specialized accreditation, mandated institution and statewide program review, annual program review within colleges, and initiatives like the SpeakWrite program, degrees receive multiple reviews for learning goals, student success, curriculum mapping, and overall assessment.

### A. Examples of Programs with Mature Assessment Practices

#### 1. Specialized accreditation

WVU, including WVUIT and PSC, holds 98 specialized accreditations that require on-going documentation of assessment and commitment to external review of our academic programs. ([link](#)).

#### 2. West Virginia University Board of Governors (BOG) and Higher Education Policy Commission Program Review

In addition to the specialized accreditations, all programs are reviewed every five years at the campus and state levels. BOG Policy 1 ([link](#)) specifies program review procedures for WVU and its additional locations. The WVHEPC Series 10 Policy Regarding Program Review ([link](#)) describes the statewide policy for program review. These processes assure that programs participate in continual assessment with internal and external feedback. Key elements in the program review processes include defined program objectives and explanations of the strategies that have been implemented as a result of previous program reviews and internal assessment.

#### 3. Collegiate focus

The Eberly College of Arts and Sciences (ECAS) is home to the majority of programs for which specialized accreditation is not available. As a result, ECAS has made program assessment an ongoing commitment within each of its 24 undergraduate academic programs. Comprehensive annual feedback from the Dean's Office recognizes departmental efforts and achievements, strives to maintain momentum, and facilitates department sharing of strategies and ideas across units. ECAS is in its 11<sup>th</sup> year implementing the following assessment protocol:

- ECAS follows an annual program assessment protocol in accord with an established template. (See Appendix C for an example)
- Between December and March of each year, program faculty hold a meeting for at least two hours at which the only agenda item is the question, "How well are we achieving learning outcomes for our undergraduate degree program(s)?" At the meeting, the faculty examine all available data related to student achievement of learning outcomes and select one or more action item(s) that they believe may enhance student learning. At the same meeting, the program faculty decide who will be responsible for the action(s), and establish a timeline for completion.

- Annual reports include attendees at the meeting, program learning outcomes, findings of assessment measures (data collected the past year), a summary of the faculty's discussion, an action plan for the next cycle, and an assessment plan for the next cycle.

An example of an assessment activity within ECAS is the new SpeakWrite program, which was approved in fall 2015 and will be formally implemented with the 2016 WVU Catalog, when SpeakWrite will define the Writing and Communication Skills requirement for all ECAS majors. SpeakWrite is a college-wide enterprise developed from and in concert with annual program assessment. The SpeakWrite initiative builds on already articulated program learning outcomes, establishing a common language used across contexts to help students analyze writing and speaking situations they encounter in their classes, in their work, and in their community. SpeakWrite fosters students' abilities in writing, speaking, visual presentations, and multimedia communication by helping students become aware of four key components:

1. Purpose: What exactly do I want to happen as a result of this communication?
2. Audience: Who is reading, listening, or viewing?
3. Conventions: What is expected in this context?
4. Trouble spots: What could get in the way of my goals?

When 50 percent or more of graduating students' programs of study in the major regularly consist of SpeakWrite certified courses, that major program is eligible to be "SpeakWrite Certified." The certification is done at the college level and maintained through the department's annual assessment process.

Programs that do not seek or are not ready for SpeakWrite Program Certification may be designated in the 2016 Catalog as SpeakWrite affiliated majors if they:

1. publicly indicate that they embrace a commitment to the SpeakWrite principles;
2. affirm that commitment through identifying one or more program learning outcomes for the major (on which annual assessment activities are based) that explicitly reference communication skills; and
3. require the completion of a minimum of six SpeakWrite certified courses.

As of January 2016, 263 courses and nine major programs have been SpeakWrite certified, which constitutes approximately a quarter of ECAS undergraduate programs. Three additional programs have been designated SpeakWrite affiliated.

## B. Quality Matters™

Quality Matters™ (QM) is a recognized organization that provides internationally normed standards for determining the quality of online courses. It is a faculty-centered, peer review process designed to certify the quality of online and hybrid courses. While the process focuses on quality in online course design and development, the underlying pedagogy emphasizes student learning that provides a foundation for all instruction, whether face-to-face, hybrid, or online. All campuses of WVU have embraced QM standards and implemented professional development for application in overall course design ([link](#)).

QM's criteria for certifying online learning ensure the highest-quality design, development, engagement, accessibility, content, and material in courses. Across WVU, 640 individuals at all three locations have participated in QM training to date (Appendix D). Since professional development training for faculty and the online peer review process are implemented across the WVU system, QM provides a foundation for faculty to review courses delivered in traditional, online, and hybrid formats. This is evidenced in the syllabus builder process ([link](#)) used across campuses, which includes many elements of the QM rubric.

One of the effects of the QM review documentation process is that individual colleges have developed their own internal review teams and procedures to assess the courses and programs proposed within their disciplines. For instance, the College of Business and Economics has developed a rigorous review process that establishes the standard for any new course proposals—whether online, face-to-face, or hybrid.

To meet state standards for the National Council for State Authorization Reciprocity Agreements (NC-SARA), all online courses must have documented QM reviews. While WVU has been designing courses to instructional design standards for years, the formal review process was initiated in 2015 to comply with the documentation of quality standards. To date, documented course reviews stand as follows:

- 31 courses have passed QM review
- 27 courses are currently under revision
- 16 courses are currently under review
- The iDesign staff typically develop approximately 30-40 courses annually. All courses developed since fall 2014 adhere to QM standards.

### C. Curriculum Inventory Management System

Over the course of the 2014-15 academic year, WVU implemented software that allows for an efficient, transparent and standardized process to create and approve new academic programs and changes to existing academic programs. The Curriculum Inventory Management (CIM) system provides a mechanism to collect data about how courses and programs will be and are being assessed. Each course and academic program proposal has a standardized workflow in CIM through which it proceeds to receive final approval. During each step of workflow the reviewer has the ability to modify, deny, or approve the proposal.

When a new course or new academic program is proposed, the initiator must supply all of the elements necessary for approval by the various academic governance entities. For new academic programs, three of the required elements for the proposal are:

1. evidence of the need for the program;
2. the learning outcomes for the program; and
3. an assessment plan that outlines the approach the program will use to assure high quality standards.

Three primary elements required for each new course proposal that facilitate assessment are the curriculum-based rationale, expected learning outcomes, and syllabus. At the program level, program outcomes and evidence of how student outcomes will be assessed to determine program coherence must be specified. At the course level, the measures used to assess student learning in the course must validate the course expected learning outcomes.

WVU's Faculty Senate Curriculum Committee has established instructions for developing course proposals, including creating appropriate learning outcomes and a syllabus items checklist (Appendix E). Once a course has been submitted, the committee utilizes a rubric to evaluate each course proposal (Appendix F). All of these measures are manifested through the submission and approval process via CIM to ensure that WVU has the prerequisite systems in place to undertake robust efforts for program and course assessment.

## III. Director of Assessment and the Culture of Assessment

Finally, the August 2014 Action letter requested that WVU's 2016 Interim Report address the following:

4B: A realistic assignment of duties for a director of assessment with achieved and future goals provided is necessary to demonstrate a culture of assessment across the University and its constituencies.

WVU has revised the role of the director of assessment to engage with faculty in the ongoing implementation and review of teaching and learning strategies and promote a culture of assessment.

## A. Revised Assignment of Duties

In August 2015, a new Associate Provost for Undergraduate Education was appointed with a specific assignment to examine the position description and role of the former Director of Assessment. After meeting with the Assessment Council, the Program Review Committee, deans, and faculty leaders, and following the recommendations of the Higher Learning Commission's evaluation team report, the Provost's Office redesigned the position. The duties of the former Director of Assessment were divided into two new roles:

1. The newly hired Executive Director of Academic Advising and Student Success focuses on planning and developing educational programs and support services for undergraduate academic advising, first year experience, and student success initiatives.
2. The *Director of Academic Excellence and Assessment* provides university-wide leadership in the areas of quality assurance, assessment, and program evaluation.

The Director of Academic Excellence and Assessment was placed within the Teaching and Learning Commons (TLCommons). This position joins two other Directors of iDesign and iTeach, all reporting to the Executive Director of the TLCommons. The TLCommons has three pillars:

1. the iTeach pillar designs and delivers professional development in teaching and learning;
2. the iDesign pillar includes instructional design, graphic and media design, and University classrooms; and
3. the *Academic Excellence and Assessment pillar* guides faculty in measures and assessment of teaching and learning, including course and program review. (See attached org chart, Appendix G)

The goal is to encourage faculty to see the importance of both formative and summative assessment in the cyclical implementation and review of teaching and learning strategies. The Director of Academic Excellence and Assessment was strategically placed in the TLCommons in response to multiple requests from faculty for a service-oriented support structure to assist them not only in guiding program review, but also in applying the recommendations of the various levels of reviews. Faculty testimonials demonstrate the importance of having such a director to provide meaningful, actionable feedback that can be directly used to improve outcomes.

The transfer of the TLCommons from Academic Innovation to the Provost's Office clearly evidences the priority given to applied assessment and feedback. The placement of the position in the TLCommons emphasizes the position's commitment to teaching and learning and creates a faculty resource that builds a network of committed professionals advancing teaching and learning excellence. The Director of Academic Excellence and Assessment job description is available in Appendix H. It is anticipated that the position will be filled by March 2016.

The Director of Academic Excellence and Assessment will also lead the Assessment Council for WVU and work closely with the Director of Assessment and Instructional Development at WVUIT and the Coordinator for Institutional Effectiveness at Potomac State College (PSC). Program reviews from all campuses are coordinated through the Director of Academic Excellence and Assessment.

## B. Culture of Assessment

### 1. Program Learning Outcomes

As part of the process of enacting President Gee's vision of "One WVU," all campuses—which formerly held three separate accreditations—have come under central coordination.

For example, WVU Morgantown (main campus) has begun to integrate the course catalogs for WVU, PSC and WVUIT. Such centralization will ensure direct access and timely updates to all information across all three locations. It is anticipated that catalog integration will begin in spring 2016 as the Office of the

University Registrar works with assessment officers and campus provosts at WVUIT and PSC to ensure a smooth transition.

Currently, each degree program within a college lists program learning outcomes in the catalog (see links below), however many individual majors have not yet listed their specific outcomes in the catalog. For the 2016-17 catalog, programs will be editing their catalog descriptions to include clearly articulated program learning outcomes in a separate tab on each program's catalog page. This scribing will take place in spring 2016, once the catalog is again open for editing. To date, the following colleges or units on the WVU Morgantown campus have articulated those outcomes and mapped them to program components:

1. Statler College of Engineering and Mineral Resources ([link](#))
2. School of Medicine ([link](#))
3. School of Nursing ([link](#))
4. School of Dentistry ([link](#))
5. Davis College Agriculture, Natural Resources, and Design ([link](#))
6. Eberly College of Arts and Sciences ([link](#)). ECAS undergraduate programs have all prepared program learning outcomes, which will be posted once the catalog is open for editing in 2016.
7. College of Business and Economics ([link](#))
8. College of Creative Arts ([link](#))
9. College of Education and Human Services ([link](#))
10. Reed College of Media ([link](#))
11. College of Physical Activity and Sports Sciences ([link](#))
12. School of Public Health ([link](#))
13. University College ([link](#))

## 2. Assessment Activities on the WVU Morgantown Campus

Programs and colleges across WVU's Morgantown campus have implemented assessment strategies that have resulted in demonstrable improvement in learning and contributed to WVU's culture of assessment.

For example, as a result of the Reed College of Media's implementation of its updated assessment plan (Appendix I), the Journalism major capstone assessment shows clear progress. Students' projects received the highest scores this past year since the original assessment in spring 2010.

Recent program-level assessment in the Math department has also resulted in meaningful findings about section sizes and the department has acted on its conclusions to reduce class sizes and change course sequences to increase students' success (Appendix J).

In fall 2015, the College of Physical Activity and Sports Sciences (CPASS) began a college centric Live-Learn Community and offered First Year Seminar sections designed exclusively for CPASS students as well as special topics courses for freshmen to gain additional project based learning experiences. While comparative data is limited to one year, the number of first-time freshmen placed on academic probation has decreased significantly from 74 in fall 2014 to 47 in fall 2015.

At the institutional level, the TLCommons sponsors an ongoing professional development series. An upcoming session, which has 42 individuals registered so far, will focus on assessing students' learning, self-assessment for students and instructors, and peer coaching.

WVU also is partnering with a new organization, Association of College and University Educators (ACUE), to showcase exemplary college professors in a nationwide faculty development program. WVU is one of 12 institutions piloting these programs. One core area of ACUE's framework is assessing students (Appendix K: ACUE Participant Guide, p. 16). ACUE has closed on a major partnership with the American Council on Education (ACE), which will be announced at their March 2016 conference. ACE will endorse ACUE's Effective Practice Framework as a leading statement of the teaching skills and knowledge that every college educator should possess.

WVU is in contract negotiations to offer ACUE's program to faculty starting fall 2016. WVU, PSC, and WVUIT faculty who satisfy module and course requirements will earn an ACE-endorsed and co-branded certificate. The Statler College of Engineering and Mineral Resources has already committed to piloting a required professional development initiative for their new faculty using these materials.

### 3. Assessment Activities on the WVUIT Campus

WVUIT has an established assessment cycle that includes both an annual assessment plan and an assessment report. In 2014, all department chairs and faculty members received a copy of the Campus-Wide Assessment Handbook for Academic Affairs, after which the Director of Assessment and Instructional Development reviews the Handbook with each department, ensuring that everyone on campus understands the fundamentals of assessment. The Handbook is included as Appendix L.

WVUIT also has standardized templates for the Assessment Plan and the Assessment Report. Outcomes and objectives are reported in separate documents, enabling departments to track their assessment efforts. These documents are used for WVUIT's HLC reporting.

All programs at WVUIT list their outcomes in the course catalog. The overarching learning outcomes are listed on pages 11-12 in the online catalog ([link](#)) and the program-level learning outcomes are listed throughout the online catalog, which is provided as Appendix M.

As part of the ongoing assessment efforts, WVUIT is reviewing the program outcomes listed in the course catalog to ensure that they are current and relevant, as well as to standardize structure. Some of this review will involve revising learning outcomes to ensure their measurability. Included here are the program-level Objectives Assessment Chart used at WVUIT (Appendix N), the Sample Program Outcomes Assessment Plan (Appendix O), the template for the Program Objectives Assessment Report (Appendix P), and the Program Outcomes Assessment Chart (Appendix Q).

WVUIT's programs are also engaged in ongoing assessment practices that have resulted in demonstrable improvement in learning. For example, the Biology department noticed that majors were having difficulties with research design and execution as well as developing and writing papers associated with their research activities. A multi-year assessment and discussion took place and in fall 2014 and fall 2015 Biology piloted a new course that provided the students an opportunity to do a research project. The pilot was successful and the course is now part of the required curriculum.

The Social Sciences and Public Administration department determined that its senior seminar needed to be reformatted. In spring 2014 the course was redesigned to focus on future academic and career options so that students understood professional requirements outside of the undergraduate experience and prepared for them. Student course evaluations give high marks to this newly redesigned seminar. Assessment of the effectiveness of the current senior seminar format is underway. Graduates will be surveyed on how the senior seminar helped them prepare for the transition.

In May 2015 the Chemical Engineering department reviewed students' design projects, research projects, and lab reports and found that the discussion sections of these learning activities consistently lacked well-developed critical arguments to support the conclusions. To address these issues, the department developed models for the discussion section and added instructional time during class. In May 2016, Chemical Engineering will collect student design projects, research projects, and lab reports from AY 2015-16 and assess student performance. This assessment is focused on identifying improvements and areas that may continue to show weakness that will allow the faculty to make further adjustments, if necessary.

### 4. Assessment Activities on the Potomac State College (PSC) Campus

PSC's Coordinator for Institutional Effectiveness has focused on implementing a new assessment model in two stages:

1. Developing new assessment plans for those degrees identified by the WVU Undergraduate Council as needing new outcomes and assessment plans, which had an October 30, 2015 deadline; and
2. Working with remaining programs to submit new assessments plans in the spring 2016.

PSC's plan for the 2016 cycle includes the following actions for each division:

1. Select (or develop) one to two program-specific outcomes to assess;
2. Review the Assessment Handbook for proper construction of outcomes statements;
3. Identify a capstone course from a degree cluster;
4. Collaborate to develop an assessment project;
5. Identify assessment methodology;
6. Complete the appropriate template for an assessment plan; and
7. Complete the assessment schedule template for phasing in outcomes over the five-year review cycle.

The PSC Office of Institutional Effectiveness is also offering assessment workshops in spring 2016 on learning outcomes, designing assessment tools, and analyzing and implementing assessment results. Any faculty member or staff member may participate in individual workshops or complete all workshops and a culminating project to complete the Assessment Certificate Program (Appendix R).

Included in this report are the Assessment Monitoring Tool Spreadsheet (Appendix S), the October 30, 2015 follow-up report to the WVU Undergraduate Council (Appendix T), and the Assessment Overview (Appendix U).

## 5. General Education Foundations

At the May 2014 meeting of the WVU Faculty Senate, the new General Education Foundations (GEF) program was approved. This new program represents a major initiative to replace the General Education Curriculum (GEC), in place from 2005 until August 2016. The GEF areas transform the curriculum to equip students with skills necessary to succeed in a rapidly changing society. At all campuses, students entering WVU in fall 2016 will be under the new GEF areas and requirements.

The new program reduces hours from 41-43 to 31-37, facilitates transfers by simplifying the categories from nine to eight areas, and offers a Focus category that is more flexible for accepting transfer credits. The old GEC program had a larger number of categories complicated by overlap and lack of clarity in delineating the math and science categories.

In the 2015-16 academic year, 59 of WVU's 193 academic programs require 120 credit hours. In the past year, programs have reduced overall program credit hours to the 120 recommended level. WVU continues to encourage its colleges and schools to streamline curricula in their degree program requirements to 120 credit hours when possible.

WVU's new GEF courses are aligned with the Association of American Colleges & Universities' (AACU) Liberal Education and America's Promise (LEAP) outcomes ([link](#)) that empowers individuals and prepares them to deal with complexity, diversity, and change. While helping students to develop social responsibility, as well as strong intellectual and practical skills that span all major fields of study, the LEAP skills also encourage innovations in teaching. While LEAP is being brought into the new GEF, the long-term goal is to introduce LEAP content to the overall education at WVU, diffusing LEAP skills through the major curricula and major capstone courses. Appendix V includes the GEF area descriptions as well as the WVU GEF learning outcomes.

As part of the GEF revision, new WVU GEF learning outcomes have been developed, providing a clear framework for assessment at the course level. The new assessment model consists of three prongs:

1. GEF faculty answer a set of questions as part of the application process in the online course management system. This set of questions enables the GEF Committee (a subset of Faculty

Senate) to understand the link between the specific course learning outcomes and the general WVU LEAP learning outcomes, as well as how faculty are using in-class assessments to determine student learning.

2. Faculty teaching GEF courses are asked to upload course syllabi on a regular basis. The updated syllabi reflect currency in learning outcomes, assessment, methodology, and content, as well as capture annual assessment impact.
3. As part of the new electronic student evaluation of instruction, the GEF Committee then asks a set of questions to yield student perception data tailored to the WVU LEAP learning outcome identified by faculty as integral to the course. This information is used to determine the extent to which WVU's GEF is achieving the learning outcomes identified.

The courses currently approved for GEF will gradually be taken through a workshop process to ensure faculty implementation and understanding of the learning outcomes, as well as best practices for course-level GEF assessment. The workshops will be facilitated by the WVU TLCommons to stress the importance of aligning course outcomes, learning activities, and assessments. Additional consultation will be provided as warranted or requested.

### **C. Summary for 3A, Part 2 and 4B**

WVU recognizes that assessment is an ongoing commitment that requires continual attention and follow-through. As a result of WVU's efforts to build a culture of assessment, it has learned that it must respond to faculty and staff in an individualized manner with solutions to address specific, varying, and complex needs. As a large comprehensive university with two divisional campuses, WVU must take a multi-pronged approach, and the above examples reflect the many facets of assessment at WVU.

## List of Appendices

- Appendix A: WVUIT and WVUSON Memorandum of Understanding
- Appendix B: NCLEX-RN Improvement Plans
- Appendix C: Example Assessment Plan from Psychology's 2015 Assessment Report
- Appendix D: QM™ Training Participants
- Appendix E: WVU Faculty Senate Curriculum Committee Syllabus Items Checklist
- Appendix F: WVU Faculty Senate Curriculum Committee Rubric for Evaluating a Course Proposal
- Appendix G: Teaching and Learning Commons Organizational Chart
- Appendix H: Director of Academic Excellence and Assessment Job Description
- Appendix I: Assessment Plan for the Reed College of Media
- Appendix J: Math Department Assessment of Course Sizes
- Appendix K: ACUE Participant Guide
- Appendix L: WVUIT Assessment Handbook for Academic Affairs
- Appendix M: WVUIT Course Catalog
- Appendix N: WVUIT Program-level Objectives Assessment Chart
- Appendix O: WVUIT Sample Program Outcomes Assessment Plan
- Appendix P: WVUIT Template for Program Objectives Assessment Report
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- Appendix R: PSC Assessment Certificate Program
- Appendix S: PSC Assessment Monitoring Tool Spreadsheet
- Appendix T: PSC Follow-up Report to the WVU Undergraduate Council October 2015
- Appendix U: PSC Assessment Overview
- Appendix V: GEF Area Descriptions and Learning Outcomes

**MEMORANDUM OF UNDERSTANDING**

**WEST VIRGINIA UNIVERSITY INSTITUTE OF TECHNOLOGY  
and  
WEST VIRGINIA UNIVERSITY**

**OFFERING OF WEST VIRGINIA UNIVERSITY  
SCHOOL OF NURSING'S BACHELOR OF SCIENCE IN NURSING  
PROGRAM**

*Corrected  
7/4/08  
G. F. Murray*

The West Virginia University School of Nursing (WVUSON) has offered a Commission on Collegiate Nursing Education accredited Bachelor of Science in nursing (BSN) degree for over 10 years at the West Virginia University Institute of Technology (WVU Tech). WVUSON has academic administrative authority and WVU Tech has fiscal authority for the program that delivers the BSN degree at WVU Tech. An administrative structure that places in a single college or school concurrent authority for academic and fiscal issues relative to a program is necessary for the efficient and quality delivery of a program. WVU Tech and WVUSON agree on this fundamental premise and predicate this memorandum of understanding on this premise. The tenets or principles of this memorandum facilitate a change in administrative structure for this program that gives WVUSON both academic and administrative authority of the program. Both WVU Tech and WVUSON intend to maintain the tenets of this agreement while an assessment of the best means of satisfying the need for delivering a nursing program in Montgomery on behalf of the region served by WVUTech is completed.

The following tenets and principles constitute the working policies of this memorandum of understanding:

**Organizational Structure**

For the term of this agreement, the WVU Tech Department of Nursing will become a fourth department of the WVU School of Nursing (Health Restoration, Health Promotion, Charleston and WVU Tech).

**MEMORANDUM OF UNDERSTANDING****WEST VIRGINIA UNIVERSITY INSTITUTE OF TECHNOLOGY  
and  
WEST VIRGINIA UNIVERSITY****OFFERING OF WEST VIRGINIA UNIVERSITY  
SCHOOL OF NURSING'S BACHELOR OF SCIENCE IN NURSING  
PROGRAM**

The West Virginia University School of Nursing (WVUSON) has offered a Council on Collegiate Nursing Education accredited Bachelor of Science in nursing (BSN) degree for over 10 years at the West Virginia University Institute of Technology (WVU Tech). WVUSON has academic administrative authority and WVU Tech has fiscal authority for the program that delivers the BSN degree at WVU Tech. An administrative structure that places in a single college or school concurrent authority for academic and fiscal issues relative to a program is necessary for the efficient and quality delivery of a program. WVU Tech and WVUSON agree on this fundamental premise and predicate this memorandum of understanding on this premise. The tenets or principles of this memorandum facilitate a change in administrative structure for this program that gives WVUSON both academic and administrative authority of the program. Both WVU Tech and WVUSON intend to maintain the tenets of this agreement while an assessment of the best means of satisfying the need for delivering a nursing program in Montgomery on behalf of the region served by WVU Tech is completed.

The following tenets and principles constitute the working policies of this memorandum of understanding:

**Organizational Structure**

For the term of this agreement, the WVU Tech Department of Nursing will become a fourth department of the WVU School of Nursing (Health Restoration, Health Promotion, Charleston and WVU Tech).

### **Administrative and Curricular Responsibility**

1. The nursing program shall be administered by the Dean of the West Virginia University School of Nursing. The Dean of the WVUSON will have ultimate authority over programming and resources, as required by certifying bodies.
  - a. Within the School of Nursing, administrative responsibility for the program will rest with the office of the Associate Dean for Academic Affairs, Southern Region (AADA).
  - b. The WVU Tech Department Chairperson will assume administrative responsibility for day to day operation of the program.
  - c. The AADA and the Department Chairperson will have joint responsibility for programming, curriculum, committee assignments, teaching assignments, budget, and faculty review and evaluation.
  - d. The same General Education Curriculum requirements used on the WVU Morgantown campus will be used on the WVU Tech Montgomery campus for this program. All parties of this agreement understand that the specific courses available to satisfy these GEC requirements on the Montgomery campus may differ from courses used to satisfy these requirements on the Morgantown campus.
2. Policies and procedures for implementation of the program will be developed and reviewed regularly by an interinstitutional task force composed of representatives from both parties.

### **Budget**

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2. Funds to support the budget awarded at the beginning of the fiscal year are derived from all tuition and fees collected for the nursing program at WVU Tech, funds from the WVU Health Sciences Center and funds from the WVU Provost's Office. The amount funded by the WVU Health Sciences Center and funds from the WVU Provost's Office will be determined by separate agreement. The WVU Health Sciences Center and the WVU Provost's Office are obligated to fully fund the difference between the approved fiscal year budget and all tuition and fees collected for the nursing program at WVU Tech. The budget for the 2009 fiscal year is appended and is considered part of this memorandum of understanding for the 2009 fiscal year.
3. Salaries for faculty positions will be based on the same peer comparisons relative to rank as the other 3 departments of the WVUSON (at least 25<sup>th</sup> percentile of mean for peer schools). Faculty merit, bonus, and salary adjustment policies will be those of the WVUSON. Faculty workload decisions will follow the formula used by the WVUSON.
4. Space for delivering the program, such as office space, classrooms, learning laboratories, etc will be provided by WVU Tech on the Montgomery campus.

### **Faculty**

1. Clinical faculty will be reassigned to the WVUSON effective July 1, 2008. WVU Tech tenured nursing faculty will maintain tenure at WVU Tech, but will be reassigned to the WVUSON in accordance with terms of this agreement.
2. The recruitment, hiring and evaluation of the faculty will follow WVUSON policy. The Department Chair is administratively responsible to the Dean of the WVUSON, who may designate that authority to the Associate Dean for Academic Affairs, Southern Region. The WVU Tech Nursing Department Chairperson will be the primary contact person for WVU Tech with other campuses, and will be a voting member of the WVUSON faculty body.

3. All nursing faculty must satisfy the criteria for national and state nursing accreditation agencies and WVUSON policy. Approved FRPT guidelines of the WVUSON will be applied to all faculty members.
4. WVU Tech nursing faculty members with tenure from WVUTech adopt the WVUSON policies and procedures for promotion at their current ranks and years of experience at that rank upon initial execution of the tenets of this agreement. Faculty Personnel Files for these tenured nursing faculty members will be transferred to the appropriate WVUSON office for these purposes and for use in evaluation cycles. , Faculty in the Clinical track will be evaluated using approved WVUSON Clinical track guidelines.
5. When this agreement is no longer effective, all nursing faculty will become subject to the WVU Tech promotion and tenure policies and procedures that exist at that time. The rank and years of experience at that rank will be contiguous with this change. The faculty personnel files will be transferred to the appropriate WVU Tech authorities at that time.
6. The WVU Tech Nursing Department Chairperson and nursing faculty members will be voting members of the WVUSON faculty with all the attendant rights and responsibilities. WVUSON Faculty Organization bylaws will reflect WVU Tech Department as the fourth department of the WVUSON and appropriate representation on faculty committees will be reflected.

### **Students**

1. Applications and Admissions
  - a. Applicants to the program will submit applications to the WVU Tech Office of Admissions. Applications will be reviewed by the WVUSON Admissions Committee. Applicants will be admitted only if admissions requirements set by the WVUSON are satisfied.

2. **Registration and Tuition**
  - a. Students will register and pay tuition at WVU Tech for enrollment in all nursing courses except as noted in the section titled "RN-BSN Program".
  - b. Grades will be recorded on students' permanent records at WVU Tech. Official transcripts for students enrolled in the program will be forwarded to the Health Sciences Center office of Admission and Records in Morgantown at the end of each semester.
  
3. **Student Support Services**
  - a. WVU Tech students have all the same rights and responsibilities of all other students at the institution.

### **Curriculum**

The WVUSON nursing curriculum will be followed.

### **Graduation**

Nursing students will meet graduation requirements as established by the WVUSON and as accepted by the appropriate WVUSON curriculum committees.

### **RN-BSN Program**

Effective with this agreement, students will apply to the WVUSON RN-BSN program, and will designate WVUTECH as their campus for advising. An academic advisor will be designated for each student at the WVU Tech campus. Students will register for nursing coursework at WVU, and will continue to participate in the WVUSON online curriculum. A link to application materials will be placed on the WVU Tech website. A transition/graduation plan for current students will be developed by the Department Chairperson and the AADA.

**Agreement Period**

This agreement is effective for the fiscal year ending June 30, 2009 and, subject to available appropriations, will be renewed from fiscal year to fiscal year, unless sooner terminated as hereinafter provided.

**Conditions for Modification or Termination**

This agreement may be modified at any time upon the mutual written agreement of all parties. This agreement cannot be terminated within a fiscal year. This agreement can only be terminated for a subsequent fiscal year in advance of that fiscal year. Termination of the agreement must make adequate provisions for program completion for all currently enrolled students.

Georgia L. Narsavage 6-12-08  
Georgia Narsavage, Dean Date  
West Virginia University School of Nursing

Scott Hurst 6/11/08  
Scott Hurst, Campus Provost Date  
West Virginia University Institute of Technology

Daniel Durbin 6/12/08  
Daniel Durbin Date  
Associate Vice President, Finance  
West Virginia University Health Sciences Center

Russell Dean 6/12/08  
Russell Dean, Senior Associate Provost Date  
West Virginia University

## Appendix B - NCLEX-RN Improvement Plans

### Report to the WV Board of RN Examiners–WVU Tech/GSC NCLEX Improvement Plan Progress Report April 30, 2014

#### Progress with improvement plan:

- **New Curriculum:** Completed the implementation of the new WVU SON curriculum as approved by the Board so that the May 2014 graduating class will be the first class to graduate under the new curriculum. A major improvement has been the addition of two semesters (previously was one semester) of adult health nursing at the junior level. This has resulted in higher scores on the ATI content mastery test for adult medical surgical nursing which was noted in our last progress report. Scores for all ATI content mastery tests at the junior level increased from previous years. The policy remains that the benchmark for all ATI content mastery is a proficiency at or above level 2, which means the student is expected to readily meet NCLEX-RN standards in that content area. The WVU SON has a convocation annually when all of the faculty meet together and will be on May 14 this year. As part of the agenda that day, faculty will meet in groups to discuss curriculum and any changes that need to be made for the following year.
- **Course evaluations:** Now that the new curriculum has been implemented, ongoing evaluation of each course is done in order to make any needed modification based on ATI results, student evaluations, and faculty recommendations. An annual schedule has been established so that this evaluation is done in collaboration with both Morgantown and Tech faculty so that the curriculum is implemented in a comparable manner on both campuses.
- **PrepU:** We continue to use PrepU by Lippincott in our sophomore and junior classes and have expanded it to both semesters. This program provides students with online NCLEX style questions with increasing levels of difficulty. Students have to achieve level 4 proficiency in order to take unit tests in the course. The feedback from the students has been very positive and they have stated that they feel better prepared for unit exams and have a better understanding of the course content.
- **Academic Counselor:** One faculty member has been designated to work with at-risk-students as part of her work load. This role is similar to the academic counselor in Morgantown. She is the faculty for the NCLEX review course and in addition works with at-risk-students at all levels to provide individual tutoring and building of study/test taking skills. In April, one faculty member attended a conference on helping at risk students pass NCLEX and shared information from this conference with the rest of the faculty members.
- **Nursing 486-NCLEX Review:** Additions to the NCLEX Review course for the seniors in the spring 2014 semester included the following:
  - Students attended a live session via internet conferencing with an ATI representative to review ATI resource available for the students as they prepare for NCLEX. This included introduction of the Virtual ATI NCLEX prep course which provides online tutoring.

- Weekly assignments from F. A. Davis NCLEX RN Success and LeCharity's Prioritization, Delegation & Assignments books. As part of these assignments students completed 125 questions from specific NCLEX categories and specialty areas each week and were then able to identify their individual areas of weakness.
  - Online Journals. The students submitted online a weekly journal in which they summarized and identified strengths and weaknesses based on the questions they completed that week. They developed plans to address the weaknesses. This required the students to be more accountable for individualizing their preparation for NCLEX.
  - Faculty for this course provided feedback on weekly journal entries. Throughout the semester, the faculty met with students to discuss individual progress in preparing for the NCLEX exam.
  - Six ATI practice content mastery exams were proctored in the computer lab in addition to the comprehensive predictor exam. The results of these exams were utilized by the students to identify their weak areas and develop focused reviews of the material. Students also took the content mastery exam on nutrition.
  - After the comprehensive predictor exam, students developed focus reviews in order to further work on weak areas. Those not meeting the benchmark registered for Virtual ATI program.
  - Throughout the semester, the class met for content review and further practice in breaking down NCLEX style questions and using test taking strategies.
- **Live Review & Comprehensive Predictor:** May 2014 graduates all attended a 3-day live NCLEX review class provided by Melissa Mastorovich from STAT Nursing. They completed the ATI comprehensive predictor exam prior to the review so that Ms. Mastorovich was able to focus the review on the results of this exam. Of those taking the predictor exam, 16 of 28 students have already met the benchmark of 91% likelihood of passing the NCLEX exam. All 12 students who did not meet the benchmark have registered for the ATI virtual review program and are progressing through the program. In this program, they are assigned to an individual tutor who guides the student's preparation toward taking the NCLEX exam. We receive weekly progress reports and the students are in various stages of progressing through the program. They will be repeating the ATI comprehensive predictor exam during finals weeks. Those who do not reach the benchmark of 91% will receive an incomplete in Nursing 476 and will have to continue in the ATI virtual review program until they receive a green light to graduate and take the NCLEX exam per the below policy.
  - **Must complete both Forms A and B of the Comprehensive Predictor Practice Exams prior to taking the RN Comprehensive Predictor Examination**

Achieve 91% likelihood of passing the licensure examination – Pass the course if other required assignments have been completed

Less than 91% likelihood:

- Follow focused review based on exam results with faculty guidance
- Meet with course faculty

- Retest during finals week
- Achieve 91% likelihood of passing the licensure examination – pass the course if other required assignments have been completed
- Less than 91% likelihood
  - **Receive an incomplete in the course**
  - An individualized Virtual ATI program of study will then be required for each student who does not pass the second proctored comprehensive predictor examination. Completion of the additional Virtual ATI program with documentation of predicted success with NCLEX will be required in order to have the incomplete removed and to pass the course.
  - **Note:** Students may enroll in the Virtual ATI course (at own expense) after the first comprehensive predictor in an effort to prepare for the second comprehensive predictor and to provide enough time to achieve further documentation of predicted success with NCLEX. If not successful with the second proctored exam and lack of documentation of predictability for NCLEX success, the incomplete will remain and delay completion of degree requirements, therefore delay meeting requirements to take the RN licensure examination.

Predicted probability passing NCLEX	May 2012 Grads First take	May 2013 Grads First take	May 2014 Grads First take
99%	1	2	5
98%	1	0	7
96-97%	1	3	0
94-95%	2	0	2
91-93%	2	0	2
89-90%	2	2	5
84-88%	0	3	0
81-82%	2	4	1
75-79%	1	2	3
63-73%	1	0	1
37-60%	1	1	1
1-28%	0	0	1
Mean score	69.2%	69.0%	72.4%
National Mean	69.6%	69.6%	68.1%
Total students	14	17	28
% making benchmark of 91%	50%	29.4%	57.2%

- NCLEX results for 2013:** We had 17 students graduate, one of which was under the Joint Program with Glenville State College. This is the last year that these students will have a separate testing code. The student from the Joint program was successful on the third attempt. Of the 16 students from the WVU Tech Campus, 16 have taken the NCLEX exam with 7 successful on the first attempt, 5 successful on second attempt, one successful on third attempt and 3 continue to prepare. Below is a table of the results of students who were unsuccessful in the first attempt of the NCLEX exam.

	Management of Care	Safety/ Infection control	Health promotion & maintenance	Psychosocial Integrity	Basic Care & comfort	Pharm & Parenteral Therapies	Reduction of Risk potential	Physiological Adaptation	Questions taken on NCLEX	ATI first Score	First time predict	ATI second score	Second time predict	Virtual ATI	Attempts
Jordan Casto	Near	Below	Near	Near	Near	Near	Near	Below		62.7%	75%	67.3%	87%	used	Failed twice just starting tutoring
Brittany Chambers	Below	Below	Near	Near	Below	Below	Below	Near	75	68.7%	89%	70%	91%	N/A reached 91% benchmark	Passed on 2nd
Whitney Fauver	Near	Near	Near	Near	Near	Below	Near	Near	265	64.7%	81%	64%	79%	completed	Passed on 2nd
Shanda Keenan	Near	Near	Near	Near	Below	Below	Near	Near	265	66.7%	86%	67%	86%	used	Passed on 2nd
+Brian Oosthuizen	Near	Below	Near	Below	Below	Near	Near	Near	77	64.7%	81%	71%	93%	N/A reached 91% benchmark	Passed on 3rd
Joel Pitts	Near	Near	Near	Near	Near	Near	Near	Near	265	69.3%	90%	67.3%	87%	did not use, did NCSBN course online	Failed twice and just completed tutoring
Brittany Roberts	Above	Near	Above	Near	Above	Below	Near	Near	265	65.3%	82%	59.3%	63%	completed	Passed on 2nd
Laural White	Near	Near	Near	Near	Near	Near	Near	Near	265	62.7%	75%	62.7%	75%	completed	Passed on 2nd
Taylor Young	Near	Near	Near	Near	Below	Near	Near	Near	180	65.3%	82%	66%	84%	did not complete	Passed on 3rd
Amy Dent	Below	Below	Below	Near	Below	Near	Below	Near	75	58.7%	60%	67.3%	87%	no report of use	Failed on 1 <sup>st</sup>

+ Joint Program Student

- **Analysis:** Results of comprehensive predictor exams and NCLEX results were further reviewed and analyzed by the Director of Evaluation. Basic Care & Comfort, Reductions of Risk Potential, and Pharmacology were the greatest areas of weakness. In the area of Basic Care & Comfort questions missed were related to nutrition and oral hydration. Therefore in the NCLEX review class, students will review the ATI nutrition module and take the proctored content mastery test to identify weaknesses. Risk reduction questions most often missed were related to cardiac and further review will be provided during the NCLEX review class. Pharmacology will continue to be emphasized in all courses during junior and senior level.

**Skill/Simulation Lab:** The nursing skills lab will be moved to the new location at Montgomery General Hospital this summer so that it will be ready for use the fall 2014 semester. There will be 3 patient rooms set-up for basic skills, one patient room with SimMan, one room with high fidelity Peds manikin and OB simulation manikin. We are in the process of inventorying the skills lab so as to place orders for further equipment which will be ready in the fall. We will be collaborating with Morgantown to compare inventories so that we have comparable skills equipment and are using comparable simulation scenarios.

#### **Glenville State College (GSC) Students:**

Six students who completed their sophomore courses at GSC are now in the senior level and are scheduled to graduate in May 2014. As per the Board's directive from the June 2013 meeting, these student's NCLEX scores will be part of the WVU Tech scores. These students have fully integrated in the senior level classes. From now on all students will take all nursing classes from sophomore level through senior level at WVU Tech.

#### **Faculty:**

We currently have 10 full-time faculty members (including the chair). Stacy Hatfield who joined us in the fall 2014 has. She has become fully integrated into the team and is a great addition to our full-time faculty. For both fall and spring semesters we have utilized only 2 adjunct faculty in order to cover clinical rotations. For the spring semester, we were able to utilize full-time faculty to cover the second semester of the adult health clinical rotations. With Board's approval, we hired a new adjunct for the pediatric clinical rotation. Sarita Bennett, has over 9 years of school nurse experience and has previous experience at CAMC Women and Children's Hospital and did a great job teaching the pediatric clinical rotation. She maintained close contact with her mentor Robin Spencer. The goal is to maintain consistency with our adjunct faculty so they have full understanding of the curriculum.

Respectfully submitted by,

Evelyn Klocke, Ed. D.  
Chair, WVU Department of Nursing  
WVU School of Nursing

**Report to the WV Board of RN Examiners**  
**WVU Tech NCLEX Improvement Plan**  
**Skills Lab Implementation**  
**Progress Report**  
September 2014

**Progress with improvement plan:**

- **New Curriculum:** Completed the implementation of the new WVU SON curriculum as approved by the Board with the May 2014 graduating class being first class to graduate under the new curriculum. A major improvement has been the addition of two semesters (previously was one semester) of adult health nursing at the junior level. The policy remains that the benchmark for all ATI content mastery is a proficiency at or above level 2, which means the student is expected to readily meet NCLEX-RN standards in that content area. In May as part of the WVU SON annual convocation, faculty teaching in the BSN curriculum met in small groups to discuss curriculum issues and any changes to be made for the following year.
- **Course evaluations:** Now that the new curriculum has been implemented, ongoing evaluation of each course is done in order to make any needed modification based on ATI results, student evaluations, and faculty recommendations. In these reports, ATI test results are examined to identify content areas that are weakest. Course tests results/analysis are reported. An annual schedule has been established so that this evaluation is done in collaboration with both Morgantown and Tech faculty so that the curriculum is implemented in a comparable manner on both campuses.
- **PrepU:** We continue to use PrepU by Lippincott in our sophomore and junior classes and have expanded it to both semesters. This program provides students with online NCLEX style questions with increasing levels of difficulty. Students have to achieve level 4 proficiency in order to take unit tests in the course. The feedback from the students has been very positive and they have stated that they feel better prepared for unit exams and have a better understanding of the course content.
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- **Live Review & Comprehensive Predictor:** All May 2014 graduates attended a 3-day live NCLEX review class provided by Melissa Mastorovich from STAT Nursing. They completed the ATI comprehensive predictor exam prior to the review so that Ms. Mastorovich was able to focus the review on the results of this exam. Of those taking the predictor exam, 16 of 28 students met the benchmark of 91% likelihood of passing the NCLEX exam the first time. All 12 students who did not meet the benchmark registered for and completed the ATI virtual review program. In this program, they are assigned to an individual tutor who guided the student's preparation toward taking the NCLEX exam. They all repeated the ATI comprehensive predictor exam and all but one made above 95% predicted success on the NCLEX. The student not reaching the benchmark received an incomplete in Nursing 486 until he received a green light from Virtual ATI tutor.
  - **Must complete both Forms A and B of the Comprehensive Predictor Practice Exams prior to taking the RN Comprehensive Predictor Examination**

Achieve 91% likelihood of passing the licensure examination – Pass the course if other required assignments have been completed

Less than 91% likelihood:

- Follow focused review based on exam results with faculty guidance
- Meet with course faculty
- Retest during finals week
- Achieve 91% likelihood of passing the licensure examination – pass the course if other required assignments have been completed
- Less than 91% likelihood

- **Receive an incomplete in the course**
- An individualized Virtual ATI program of study will then be required for each student who does not pass the second proctored comprehensive predictor examination. Completion of the additional Virtual ATI program with documentation of predicted success with NCLEX will be required in order to have the incomplete removed and to pass the course.
- **Note:** Students may enroll in the Virtual ATI course (at own expense) after the first comprehensive predictor in an effort to prepare for the second comprehensive predictor and to provide enough time to achieve further documentation of predicted success with NCLEX. If not successful with the second proctored exam and lack of documentation of predictability for NCLEX success, the incomplete will remain and delay completion of degree requirements, therefore delay meeting requirements to take the RN licensure examination.

- **NCLEX results for 2014:** We had 27 students graduate. As of this report all but one have taken the NCLEX exam with 22 of the 26 passing. Of the four who were not successful on the first attempt, all took 265 question and were near passing in all or all but one area (see below chart). One has successfully passed on the second attempt. The additions to the NCLEX review course and the use of Virtual ATI prior to graduation made a big difference in the outcome of the NCLEX exam.

	Management of Care	Safety/ Infection control	Health promotion & maintenance	Psychosocial Integrity	Basic Care & comfort	Pharm & Parenteral Therapies	Reduction of Risk potential	Physiological Adaptation	Questions taken on NCLEX	First time predict	Second time predict	Virtual ATI	Attempts
Sierra Backus	Near	Near	Near	Near	Below	Near	Near	Near	265	89	96	completed	Passed on 2 <sup>nd</sup>
Jeremy Gannon	Near	Near	Near	Near	Near	Near	Near	Below	265	76	98	completed	Failed twice
Amanda Deskins	Near	Near	Near	Near	Near	Near	Near	Near	265	92	N/A	Not required	Failed first

naly  
sis:  
Have

developed tables showing trends of ATI results and class grades for individual class cohorts and results of content mastery test across classes. Will be working further with Director of Evaluation for further review and analysis. Will continue to compare comprehensive predictor exam results with the NCLEX results.

**Skill/Simulation Lab:** The nursing skills lab moved to the new location at Montgomery General Hospital which had been an ICU unit. Ribbon cutting ceremony was held on August 19 and students started to use the lab on August 20. There are 3 patient rooms set-up for basic skills, one patient room with SimMan, one room with high fidelity Peds manikin and one with OB simulation manikin. Inventory was completed and purchases made as provided to the Board in June. Discussion has begun regarding instillation of a video system for the three simulation rooms which would be the same system used in Morgantown and Charleston. Funding is still needed. For the specialty simulation rooms, the faculty for each of specialty (Peds, OB, Adult health) will be responsible for coordination of their room. For the basic skills rooms, there are two full time faculty members for the sophomore level. One coordinates the overall courses and the other will coordinate the skills lab function. The one coordinating the skills lab is a new hire and comes with experience in both skills and simulation lab.

**Faculty:**

We currently have 10 full-time faculty members (including the chair). We had one resignation and were able to hire Hillary Parcell who has 3 years of teaching experience and a master's degree in nursing administration/ nursing education. She will be mentored by Amy Shaw, the lead instructor at the sophomore level. With Board's approval, we hired a new adjunct for the mental health clinical rotation. Nicole Drennen has seven years of experience in mental health nursing and a master's degree in nursing. She will be mentored by James Messer. We continue to limit use of adjunct faculty and use the same adjunct faculty for OB, Pediatric and Critical Care/Leadership clinical rotations in order to maintain consistency and understanding of the curriculum.

Respectfully submitted by,

Evelyn Klocke, Ed. D.  
Chair, WVU Department of Nursing  
WVU School of Nursing

**Report to the WV Board of RN Examiners**  
**WVU Tech NCLEX Improvement Plan**  
**Skills Lab Implementation**  
**Progress Report**  
February 2015

**Progress with improvement plan:**

- **Course evaluations:** Now that the new curriculum has been implemented, ongoing evaluation of each course is done in order to make any needed modification based on ATI results, student evaluations, and faculty recommendations. In these reports, ATI test results are examined to identify content areas that are weakest. Course tests results/analysis are reported. The BSN Curriculum Committee, including faculty from both the Morgantown and Tech campuses, reviews each course annually. Courses from both campuses are reviewed simultaneously by the committee to ensure that the curriculum is implemented in a comparable manner on both campuses. Course coordinators from each campus are present when their course is being reviewed to provide feedback to the committee and to actively participate in recommendations for course improvement. By the end of the spring semester, all undergraduate courses will have been review using this process. The cycle will continue each year so that changes and improvements can be identified.
- **PrepU:** We continue to use PrepU by Lippincott in our sophomore and junior classes and have expanded it to both semesters. This program provides students with online NCLEX style questions with increasing levels of difficulty. Students have to achieve level 4 proficiency in order to take unit tests in the course. The feedback from the students has been very positive and they have stated that they feel better prepared for unit exams and have a better understanding of the course content.
- **Academic Counselor:** One faculty member has been designated to work with at-risk-students as part of her work load. This role is similar to the academic counselor in Morgantown. She is the faculty for the NCLEX review course and in addition works with at-risk-students at all levels to provide individual tutoring and building of study/test taking skills. Faculty and department chair continue to make referral as they identify at-risk students. In addition faculty are available to provide tutoring for their specific content areas.
- **Nursing 486-NCLEX Review:** Additions to the NCLEX Review course for the seniors made in spring 2014 will continue as follows:
  - Weekly assignments from F. A. Davis NCLEX RN Success and LeCharity's Prioritization, Delegation & Assignments books. As part of these assignments students complete 125 questions from specific NCLEX categories and specialty areas each week and identify their individual areas of weakness.
  - Online Portfolio - The students submit online a weekly journal in which they summarize and identify strengths and weaknesses based on the questions they complete that week. They develop plans to address the weaknesses. This requires the students to be more accountable for individualizing their preparation for NCLEX.
  - Faculty for this course provide feedback on weekly journal entries. Throughout the semester, the faculty meet with students to discuss individual progress in preparing for the NCLEX exam.

- Six ATI practice content mastery exams are proctored in the computer lab in addition to the comprehensive predictor exam. The results of these exams are utilized by the students to identify their weak areas and develop focused reviews of the material.
  - After the comprehensive predictor exam, students develop focus reviews in order to further work on weak areas.
  - Throughout the semester, the class meets for content review and further practice in breaking down NCLEX style questions and using test taking strategies.
- **Live Review & Comprehensive Predictor:** All May 2014 graduates attended a 3-day live NCLEX review class provided by Melissa Mastorovich from STAT Nursing. They completed the ATI comprehensive predictor exam prior to the review so that Ms. Mastorovich was able to focus the review on the results of this exam. Of those taking the predictor exam, 16 of 28 students met the benchmark of 91% likelihood of passing the NCLEX exam the first time. All 12 students who did not meet the benchmark registered for and completed the ATI virtual review program. In this program, they are assigned to an individual tutor who guides the student's preparation toward taking the NCLEX exam. They all repeated the ATI comprehensive predictor exam and all but one made above 95% predicted success on the NCLEX. The student not reaching the benchmark received an incomplete in Nursing 486 until he received a green light from Virtual ATI tutor. The feedback from students was that this was very helpful in preparing them for the NCLEX.
  - **Must complete both Forms A and B of the Comprehensive Predictor Practice Exams prior to taking the RN Comprehensive Predictor Examination**

Achieve 91% likelihood of passing the licensure examination – Pass the course if other required assignments have been completed

Less than 91% likelihood:

- Follow focused review based on exam results with faculty guidance
  - Meet with course faculty
  - Retest during finals week
  - Achieve 91% likelihood of passing the licensure examination – pass the course if other required assignments have been completed
  - Less than 91% likelihood
    - **Receive an incomplete in the course**
    - An individualized Virtual ATI program of study will then be required for each student who does not pass the second proctored comprehensive predictor examination. Completion of the additional Virtual ATI program with documentation of predicted success with NCLEX will be required in order to have the incomplete removed and to pass the course.
    - **Note:** Students may enroll in the Virtual ATI course (at own expense) after the first comprehensive predictor in an effort to prepare for the second comprehensive predictor and to provide enough time to achieve further documentation of predicted success with NCLEX. If not successful with the second proctored exam and lack of documentation of predictability for NCLEX success, the incomplete will remain and delay completion of degree requirements, therefore delay meeting requirements to take the RN licensure examination.
- **NCLEX results for 2014:** We had 27 students graduate. The final results for the first attempt were 22 of 27 or 81.5%. Of the five not passing on the first attempt, three passed on the second attempt and one on the third attempt. As reported last quarter, all of those failing the first attempt took 265 questions and were near passing in all or all but one area. The additions to the NCLEX review

course and the use of Virtual ATI prior to graduation made a big difference in the outcome of the NCLEX exam.

- **Analysis:** Have developed tables showing trends of ATI results and class grades for individual class cohorts and results of content mastery test across classes. Will be working further with Director of Evaluation for further review and analysis. Will continue to compare comprehensive predictor exam results with the NCLEX results.

**Skill/Simulation Lab:** The nursing skills lab moved to the new location at Montgomery General Hospital which had been an ICU unit. Throughout the fall semester the sophomore level used the three rooms which were set-up for basic skills and will continue to use during the spring semester. The students benefitted from being able to go between the patient care units and the training center as needed throughout the semester. The use of the patient room with SimMan and one room with high fidelity Peds manikin is built into both the pediatric and adult health courses for the spring. For the specialty simulation rooms, the faculty for each of specialty (Peds, OB, Adult health) continue to be responsible for coordination of their room. For the basic skills rooms, the two full time faculty members for the sophomore level share responsibility with one coordinating the overall courses and the other coordinating the skills lab function.

**Faculty:**

We currently have 10 full-time faculty members (including the chair). Hillary Parcell is a new faculty member who has been fully oriented to the sophomore level course taught in the fall. Her mentoring will continue by Amy Bruce during the spring semester sophomore courses. Ms. Parcell came to us with 3 years of teaching experience and a master's degree in nursing administration/ nursing education. With Board's approval, we hired a new adjunct for the mental health clinical rotation in the fall. Nicole Drennen has seven years of experience in mental health nursing and a master's degree in nursing. She was be mentored by James Messer. We hope to continue to use her each fall for the clinical portion of the mental health course in order to maintain consistency. We continue to limit use of adjunct faculty and use the same adjunct faculty for OB and Pediatric clinical rotations only in order to maintain consistency and understanding of the curriculum. As reported last quarter, we continue to increase faculty salaries to meet our benchmark of the AACN 25<sup>th</sup> percentile.

Respectfully submitted by,

Evelyn Klocke, Ed. D.  
Chair, WVU Department of Nursing  
WVU School of Nursing

**Report to the WV Board of RN Examiners**  
**WVU Tech NCLEX Improvement Plan**  
**Skills Lab Implementation**  
**Progress Report**  
 May 2015

**Progress with improvement plan:**

- **Course evaluations:** We continue an ongoing evaluation of each course in order to make any needed modification based on ATI results, student evaluations, and faculty recommendations. During this process, ATI test results are examined to identify content areas that are weakest. Course tests results/analysis are reported. The BSN Curriculum Committee, including faculty from both the Morgantown and Tech campuses, reviews these course evaluations annually. Courses from both campuses are reviewed simultaneously by the committee to ensure that the curriculum is implemented in a comparable manner on both campuses. Course coordinators from each campus are present when their course is being reviewed to provide feedback to the committee and to actively participate in recommendations for course improvement. All undergraduate courses were reviewed this year using this process. The cycle will continue each year so that changes and improvements can be identified. In addition during our spring faculty retreat, faculty from all campuses will have the opportunity to meet and discuss any plans for course improvements that will be implemented in the fall.
- **PrepU:** We continue to use PrepU by Lippincott in our sophomore and junior classes as a preparation for unit exams and students have to achieve a level 4 proficiency in order take unit tests. In addition spring semester, we have piloted use of the PrepU test bank for selection of test questions for unit tests and final in Adult Health for the junior class so that the students are taking all exams on the computer. The feedback from the students has been very positive and they have stated that they feel better prepared for unit exams and have a better understanding of the course content.
- **ATI Program:** At each level, students continue to take content mastery proctored exams. They are required to complete the practice tests as preparation for the proctored exam. A pilot was done this semester at the junior level in which the students completed one practice test a week before the proctored exam, generate a focused review based on those results, identify a weak area, and completed an active learning template in order to take the proctored exams. The feedback from the students was that this helped them focus their preparation. The scores in adult have steadily improved with the two semester of adult health in the junior level. This semester the results on the content mastery exam were significantly better than last year in most areas.

	2011-2012	2012-2013	2013-2014	2014-2015
Fundamentals	67.4	64.7	64.1	66.9
Care of Children	62.8	67.0	64.0	67.0
Adult Medical Surgical	61.3	64.3	65.3	68.4
Pharmacology	56.2	57.0	55.1	61.7
Maternal Child	66.0	67.7	66.5	61.9
Leadership	74	70.8	77.1	75.7
Community	77.7	69.5	74.4	73.6
Mental Health	60.1	65.1	71.2	74.5

- **Academic Counselor:** One faculty member continues to work with at-risk-students as part of her work load. This role is similar to the academic counselor in Morgantown. She is the faculty for the NCLEX review course and in addition works with at-risk-students at all levels to provide individual tutoring and building of study/test taking skills. Faculty and department chair continue to make referral as they identify at-risk students. In addition faculty are available to provide tutoring for their specific content areas.
  
- **Nursing 486-NCLEX Review:** The following continue to be the components of the NCLEX Review course for the seniors which they take in the semester before graduation:
  - Weekly assignments from F. A. Davis NCLEX RN Success and LeCharity's Prioritization, Delegation & Assignments books. As part of these assignments students complete 125 questions from specific NCLEX categories and specialty areas each week and identify their individual areas of weakness.
  - Online Portfolio - The students submit online a weekly journal in which they summarize and identify strengths and weaknesses based on the questions they complete that week. They develop plans to address the weaknesses. This requires the students to be more accountable for individualizing their preparation for NCLEX.
  - Faculty for this course provide feedback on weekly journal entries. Throughout the semester, the faculty meet with students to discuss individual progress in preparing for the NCLEX exam.
  - Six ATI practice content mastery exams are proctored in the computer lab in addition to the comprehensive predictor exam. The results of these exams are utilized by the students to identify their weak areas and develop focused reviews of the material.
  - After the comprehensive predictor exam, students develop focus reviews in order to further work on weak areas.
  - Throughout the semester, the class meets for content review and further practice in breaking down NCLEX style questions and using test taking strategies.
  - Use of Practice Predictor exams to prepare for the proctored exam.
  
- **Live Review & Comprehensive Predictor:** All May 2015 graduates attended a 3-day live NCLEX review class provided by Melissa Mastorovich from STAT Nursing. They completed the ATI comprehensive predictor exam prior to the review so that Ms. Mastorovich was able to focus the review on the results of this exam. Of those taking the predictor exam, 15 of 26 students met the benchmark of 91% likelihood of passing the NCLEX exam the first time. The 11 students not passing the benchmark on the first attempt were enrolled in Virtual ATI tutoring program in order to prepare for the second attempt. On the second attempt, 7 of the 11 student met the benchmark. The remaining 4 students will continue to use the Virtual ATI program until they achieve a green light from the tutor indicating they are ready to take the NCLEX exam. As stated in the below policy, these 4 students will receive an incomplete in the Nursing 486 until they receive the green light from ATI. The feedback from students was that both the live review and the Virtual ATI have been very helpful in preparing them for the NCLEX.

Predicted probability passing NCLEX	May 2012 Grads First take	May 2013 Grads First take	May 2014 Grads First take	May 2015 Grads First take
99%	1	2	5	3
98%	1	0	7	0
96-97%	1	3	0	2
94-95%	2	0	2	3
91-93%	2	0	2	7
89-90%	2	2	5	1
84-88%	0	3	0	7
81-82%	2	4	1	0
75-79%	1	2	3	1
63-73%	1	0	1	1
37-60%	1	1	1	1
1-28%	0	0	1	0
Mean score	69.2%	69.0%	72.4%	70.5%
National Mean	69.6%	69.6%	68.1%	68.3%
Total students	14	17	28	26
% making benchmark of 91%	50%	29.4%	57.2%	57.69%

- **Current School Policy for completion of Nursing 486**

Achieve 91% likelihood of passing the licensure examination – Pass the course if other required assignments have been completed

Less than 91% likelihood:

- Follow focused review based on exam results with faculty guidance
- Meet with course faculty
- Retest during finals week
- Achieve 91% likelihood of passing the licensure examination – pass the course if other required assignments have been completed
- Less than 91% likelihood
  - **Receive an incomplete in the course**
  - An individualized Virtual ATI program of study will then be required for each student who does not pass the second proctored comprehensive predictor examination. Completion of the additional Virtual ATI program with documentation of predicted success with NCLEX will be required in order to have the incomplete removed and to pass the course.
  - **Note:** Students may enroll in the Virtual ATI course (at own expense) after the first comprehensive predictor in an effort to prepare for the second comprehensive predictor and to provide enough time to achieve further documentation of predicted success with NCLEX. If not successful with the second proctored exam and lack of documentation of predictability for NCLEX success, the incomplete will remain and delay completion of degree requirements, therefore delay meeting requirements to take the RN licensure examination.

**Skill/Simulation Lab:** The nursing skills lab moved to the new location at Montgomery General Hospital which had been an ICU unit. Throughout the fall and spring semesters the sophomore level used the three rooms which were set-up for basic skills and will continue to use during the spring semester. The students benefitted from being able to go between the patient care units and the training center as needed throughout the semester. The use of the patient room with SimMan and one room with high fidelity Peds manikin was utilized for both the pediatric and adult health courses during the spring semester. For the specialty

simulation rooms, the faculty for each of specialty (Peds, OB, Adult health) continue to be responsible for coordination of their room. For the basic skills rooms, the two full time faculty members for the sophomore level share responsibility with one coordinating the overall courses and the other coordinating the skills lab function.

**Faculty:**

We continue with the same 10 full-time faculty members and do not anticipate any changes. Next year, we also anticipate utilizing the same 3 adjunct faculty for pediatrics, maternal/child and mental health in order to maintain consistency. As reported last quarter, we continue to increase faculty salaries to meet our benchmark of the AACN 25<sup>th</sup> percentile.

Respectfully submitted,

Evelyn Klocke, Ed. D.  
Chair, WVU Department of Nursing  
WVU School of Nursing

**Report to the WV Board of RN Examiners**  
**WVU Tech NCLEX Improvement Plan**  
**Skills Lab Implementation**  
**Progress Report**  
Sept. 2015

**Progress with improvement plan:**

- **Course evaluations:** Course evaluations are completed annually on each course in order to make any needed modification based on ATI results, student evaluations, and faculty recommendations. The evaluation process continues to be conducted by the SON BSN Curriculum Committee, including faculty from both the Morgantown and Tech campuses. At the May faculty workshop in Morgantown, all faculty attended and had opportunity to meet with faculty from different campuses to discuss any plans for course improvements that needed to be implemented in the fall.
- **PrepU:** PrepU by Lippincott is used in our sophomore and junior classes as a preparation for unit exams. Students have to achieve a level 4 proficiency on assigned PrepU chapter tests in order to take unit tests in each course. The feedback from the students using the PrepU chapter tests has been very positive and they have stated that they feel better prepared for unit exams and have a better understanding of the course content. In addition this spring semester, we piloted use of the PrepU test bank for selection of test questions for unit tests and final exam in Adult Health for the junior class. The students took these exam on the computer in a proctored setting. This will continue for this fall.
- **ATI Program:** At each level, students continue to take content mastery proctored exams. They are required to complete the practice tests as preparation for the proctored exam. From that practice test the students generate a focused review and identify which areas they need to study further. They can then complete an active learning template to focus their study prior to taking the proctored exam. The feedback from students is that using the active learning templates helps them focus their study and as a result are better prepared to be successful on the proctored exams.

ATI will be implementing a new format for the student site in September which will hopefully be more user friendly and help the students better utilize the resources available. Once this is launched, we will provide student orientation to the new format along with having how-to videos available on the ATI website.

ATI has added a new product called the PULSE which helps better identify at risk students and helps to visually show the student how they are progressing toward being prepared to take the NCLEX exam. They can see this progress starting at the sophomore level.

We have identified that pharmacology still remains a challenge for students based on the lower scores on the pharm content mastery exam and the results on NCLEX. As a result we have scheduled a training session for faculty on the Pharm-made-easy product with ATI in order to explore and plan better ways to teach and help the students learn pharmacology.

- **Academic Counselor:** One faculty member continues to work with at-risk-students as part of her work load. This role is similar to the academic counselor in Morgantown. This spring she attended a conference in Pittsburg called “Boosting NCLEX Results” and shared what she learned in a faculty

meeting. The last half of the spring semester she logged 35 hours of one-on-one tutoring with students from the sophomore and junior levels. The focus of these sessions was on study habits and preparing for exams. To start fall semester, she visited each nursing class including the freshmen seminar for pre-nursing students and sophomore, junior and senior nursing classes to explain her role. She plans on working with the Vicki Shaw, Behavioral Health Therapist at Tech to offer sessions on time management and study habits to assist our students. As students request other topics further session will be developed.

- **Nursing 486-NCLEX Review:** The following continue to be the components of the NCLEX Review course for the seniors which they take in the semester before graduation:
  - Weekly assignments from F. A. Davis NCLEX RN Success and LeCharity's Prioritization, Delegation & Assignments books. As part of these assignments students complete 125 questions from specific NCLEX categories and specialty areas each week and identify their individual areas of weakness.
  - Online Portfolio - The students submit online a weekly journal in which they summarize and identify strengths and weaknesses based on the questions they complete that week. They develop plans to address the weaknesses. This requires the students to be more accountable for individualizing their preparation for NCLEX.
  - Faculty for this course provide feedback on weekly journal entries. Throughout the semester, the faculty meet with students to discuss individual progress in preparing for the NCLEX exam.
  - Six ATI practice content mastery exams are proctored in the computer lab in addition to the comprehensive predictor exam. The results of these exams are utilized by the students to identify their weak areas and develop focused reviews of the material.
  - After the comprehensive predictor exam, students develop focus reviews in order to further work on weak areas.
  - Throughout the semester, the class meets for content review and further practice in breaking down NCLEX style questions and using test taking strategies.
  - Use of Practice Predictor exams to prepare for the proctored exam.
  
- **Live Review & Comprehensive Predictor:** As previously reported, all May 2015 graduates attended a 3-day live NCLEX review class provided by Melissa Mastorovich from STAT Nursing. They completed the ATI comprehensive predictor exam prior to the review so that Ms. Mastorovich was able to focus the review on the results of this exam. Of those taking the predictor exam, 15 of 26 students met the benchmark of 91% likelihood of passing the NCLEX exam the first time. The 11 students not passing the benchmark on the first attempt were enrolled in Virtual ATI tutoring program in order to prepare for the second attempt. On the second attempt, 7 of the 11 student met the benchmark. The remaining 4 students completed Virtual ATI program until they achieve a green light from the tutor indicating they are ready to take the NCLEX exam. They completed the Virtual ATI program in order to complete Nursing 486 requirements and be allowed to graduate. The full policy regarding the benchmark for ATI comprehensive exam is as follows:
  
- **Current School Policy for completion of Nursing 486**

Achieve 91% likelihood of passing the licensure examination – Pass the course if other required assignments have been completed  
Less than 91% likelihood:

- Follow focused review based on exam results with faculty guidance
- Meet with course faculty
- Retest during finals week
- Achieve 91% likelihood of passing the licensure examination – pass the course if other required assignments have been completed
- Less than 91% likelihood
  - **Receive an incomplete in the course**
  - An individualized Virtual ATI program of study will then be required for each student who does not pass the second proctored comprehensive predictor examination. Completion of the additional Virtual ATI program with documentation of predicted success with NCLEX will be required in order to have the incomplete removed and to pass the course.
  - **Note:** Students may enroll in the Virtual ATI course (at own expense) after the first comprehensive predictor in an effort to prepare for the second comprehensive predictor and to provide enough time to achieve further documentation of predicted success with NCLEX. If not successful with the second proctored exam and lack of documentation of predictability for NCLEX success, the incomplete will remain and delay completion of degree requirements, therefore delay meeting requirements to take the RN licensure examination.

**Skill/Simulation Lab:** The nursing skills lab continues to be location at Montgomery General Hospital which had been an ICU unit. At the sophomore level, three rooms are set-up for basic skills. These students benefitted from being able to go between the patient care units and the training center as needed throughout the year. At the junior level, 3 simulation rooms are setup with SimMan, a high fidelity Peds manikin and a birthing manikin which are utilized for adult health, OB and pediatric course. The faculty for each of specialty (Peds, OB, Adult health) continue to be responsible for coordination of their rooms. For the basic skills rooms, the two full time faculty members for the sophomore level share responsibility with one coordinating the overall courses and the other coordinating the skills lab function. This fall, faculty from Morgantown will be helping us implement a poverty simulation exercise for the senior level community course. The sophomore students will be serving in the role of patients and families.

**Computer Lab:** The computer lab utilized for proctored-testing was re-equipped with 24 new computers. The monies came from both the Tech campus and the SON budgets.

**Faculty:** There are continue to be 10 full-time faculty positions. One faculty member took a position on the Charleston campus therefore a new faculty member was recruited hired for the Tech campus. The new faculty member is Dr. Karen Smith. She comes to us with 23 years of nursing experience and four years of clinical adjunct teaching for George Mason University in addition to experience as graduate teaching and research assistant experience. This year the same 3 adjunct faculty will assist in the clinical rotations for pediatrics, maternal/child and mental health in order to maintain consistency. This year, the university has approved faculty raises from a 3% pool that will be given in October. This supports continued effort to increase faculty salaries to meet the benchmark of the AACN 25<sup>th</sup> percentile.

Respectfully submitted,

Evelyn M. Klocke, Ed. D.  
 Chair, WVU Department of Nursing  
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**Report to the WV Board of RN Examiners**  
**WVU Tech NCLEX Improvement Plan**  
**Skills Lab Implementation**  
**Progress Report**  
February 2016

**Progress with improvement plan:**

- **BSN curriculum:** In order to maintain consistency in the implementation of the curriculum on both campuses, faculty from both Montgomery and Morgantown meet on a regular basis specifically BSN Curriculum Committee, Undergraduate Committee and Undergraduate Course Coordinator Committee. The SON BSN curriculum committee's major responsibility is to review course evaluations which are completed annually on each course taught in order to make any needed modification based on ATI results, student evaluations, and faculty recommendations. As part of the overall evaluation plan this committee has started a review of the overall curriculum as compared to the NCLEX test plan and the AACN Essentials of Baccalaureate Education in order to determine any gaps in the curriculum and recommend revisions.
- **PrepU:** PrepU by Lippincott is used in our sophomore and junior classes to prepare for and in taking unit exams. This is an online adaptive learning system. Students have to achieve a level 4 proficiency on assigned PrepU chapters in order to take unit tests in each course. The feedback from the students using the PrepU continues to be very positive and they have stated that they feel better prepared for unit exams and have a better understanding of the course content. In addition, in the Adult Health class on the junior level some of the unit tests are given on computer using the PrepU system.
- **ATI Program:** At each level, students continue to take content mastery proctored exams. They are required to complete the practice tests as preparation for the proctored exam. From practice tests, the students generate a focused review and identify which areas they need to study further. They then complete an active learning template to focus their study prior to taking the proctored exam. The feedback from students is that using the active learning templates helps them focus their study and as a result are better prepared to be successful on the proctored exams.

This fall ATI implemented a new student portal which is meant to be more user friendly and guides the students to resources focused on learning, improving and testing. At each level, faculty have provided orientation to the products available and the ATI website has how-to videos as well.

Starting this fall, ATI launched a new product called the PULSE which graphically shows the students their predicted success on passing the NCLEX exam. This is based on the students' performance on proctored content mastery exams taken throughout the program. This helps students visually see how they are progressing toward being prepared to take the NCLEX exam. They can see this progress starting at the sophomore level. This also provides faculty with data to identify early those students at risk.

We have identified that pharmacology still remains a challenge for students based on the lower scores on the pharm content mastery exam and the results on NCLEX. As a result faculty attended a training sessions with AIT representative. She reviewed the Pharm-made-easy product and discussed different approaches to help students with pharmacology.

- **Academic Counselor:** One faculty member continues to work with at-risk-students as part of her work load. This role is similar to the academic counselor in Morgantown. At the beginning of fall semester she visited each nursing class and discussed her role. Her responsibilities are as follows:
  - Providing individualized academic counseling to students from all levels of the program, with a focus on study and test-taking strategies, time management, and stress management. This fall semester, she meet 1-2 hours every one to two weeks with those students she was counselling.
  - Consulting with faculty to develop individualized study plans
  - Referring students to faculty for tutoring in specific content areas.
  - Overseeing remediation for students who do not meet benchmarks on standardized tests
  - Making referrals to other campus resources. This fall, Vicki Shaw, Behavioral Health Therapist at Tech met with the sophomore level student to discuss stress management, time management and test anxiety. Ms. Shaw also provided individual counselling for a student who was able to then receive accommodations for testing and very successfully complete the nursing course.
  - Consulting with students who fail the NCLEX-RN and assisting with the development of an individualized study plan and referral to appropriate resources
  - Coordinating the NCLEX review course that is taken in the student's final semester of the program.
  
- **Nursing 486-NCLEX Review:** The following continue to be the components of the NCLEX Review course for the seniors which they take in the semester before graduation:
  - New this year, in order to prepare for the proctored ATI comprehensive predictor exam, students complete the both versions of the practice predictor exam, identify two weak areas from both test, and complete an ATI interactive template. This process is to be completed in order to take the proctored exam.
  - With the addition of the PULSE by ATI, the faculty met individually with each student to review and discuss each students' prediction for NCLEX success. The students were then directed to develop their individualize plan for improvement.
  - Weekly assignments from F. A. Davis NCLEX RN Success and LeCharity's Prioritization, Delegation & Assignments books. As part of these assignments students complete 125 questions from specific NCLEX categories and specialty areas each week and identify their individual areas of weakness.
  - Online Portfolio - The students submit online a weekly journal in which they summarize and identify strengths and weaknesses based on the questions they complete that week. They develop plans to address the weaknesses. This requires the students to be more accountable for individualizing their preparation for NCLEX.
  - Faculty for this course provide feedback on weekly journal entries. Throughout the semester, the faculty meet with students to discuss individual progress in preparing for the NCLEX exam.
  - Practice content mastery exams are proctored in the computer lab in addition to the comprehensive predictor exam. The results of these exams are utilized by the students to identify their weak areas and develop focused reviews of the material.
  - Throughout the semester, the class meets for content review and further practice in breaking down NCLEX style questions and using test taking strategies.

- Live Review & Comprehensive Predictor:** As previously reported, all May 2015 graduates attended a 3-day live NCLEX review class provided by Melissa Mastorovich from STAT Nursing. They completed the ATI comprehensive predictor exam prior to the review so that Ms. Mastorovich was able to focus the review on the results of this exam. Of those taking the predictor exam, 15 of 26 students met the benchmark of 91% likelihood of passing the NCLEX exam the first time. The 11 students not passing the benchmark on the first attempt were enrolled in Virtual ATI tutoring program in order to prepare for the second attempt. On the second attempt, 7 of the 11 student met the benchmark. The remaining 4 students completed Virtual ATI program until they achieve a green light from the tutor indicating they are ready to take the NCLEX exam. They completed the Virtual ATI program in order to complete Nursing 486 requirements and be allowed to graduate. For 2015, four of the eight students were not successful on the first attempt on the NCLEX have gone on to pass on the second attempt. The following table shows the pattern of NCLEX success.

Graduating Class	2012	2013	2014	2015
NCLEX 1 <sup>st</sup> Time Pass Rate at WVUIT	93.33%	43.75%	81.48%	69.23%
<b>NCLEX WVUIT pass rate all takers (first time and second time)</b>	100%	81.25%	92.69%	84.61%
Number of WVUIT Students Taking the NCLEX-RN for the 1 <sup>st</sup> Time	15	16	27	26

- Academic Standards:** All academic standards for admission and progression are the same on both campuses and are strictly enforced. Of note over the last few years our attrition has increased with most of it occurring during the sophomore level. This reflects the strict enforcement of academic policy and hopefully will result in better and consistent NCLEX passage rates.

### WVU Tech Pattern of Attrition

Starting Year	Number of student starting	Total completing the program within 6-8 semesters	% attrition	Graduating years	NCLEX 1 <sup>st</sup> only/1 <sup>st</sup> & 2 <sup>nd</sup>
Fall 2009	17	15	12%	All in 2012	93.3%/100%
Fall 2010	21	16	24%	All in 2013	43.75%/81.25%
Fall 2011	33	30	10%	27 in 2014, 3 in 2015*	81.48%/92.69%
Fall 2012	25	25	0%	23 in 2015, 2 will 2016**	69.23%/84.61%
Fall 2013	24	18	25%	17 will 2016, 1 will 2017***	
Fall 2014	19	13	32%	Due to graduate 2017	
Fall 2015	23	End of fall 18+			

\*Of the 3 graduating a year late 2 had to repeat a nursing course and one stopped out for personal reason. All but one of the ones repeating a nursing course passed NCLEX the first attempt.

\*\*Of the 2 graduating a year late one had to repeat a nursing course and one stopped out for military leave.

\*\*\*One projected to be a year late had to repeat a nursing course.

+Four failed first nursing course, two plan to return and repeat fall 2016. One additional student transferred to Morgantown.

- **Skill/Simulation Lab:** The nursing skills lab continues to be location at Montgomery General Hospital which had been an ICU unit. At the sophomore level, three rooms are set-up for basic skills. These students benefitted from being able to go between the patient care units and the training center as needed throughout the year. At the junior level, 3 simulation rooms are setup with SimMan, a high fidelity Peds manikin and a birthing manikin which are utilized for adult health, OB and pediatric course. The faculty for each of specialty (Peds, OB, Adult health) continue to be responsible for coordination of their rooms. For the basic skills rooms, the two full time faculty members for the sophomore level share responsibility with one coordinating the overall courses and the other coordinating the skills lab function. This fall, faculty from Morgantown came to Tech campus to implement a poverty simulation exercise for the senior level community course. The sophomore students served in the role of patients, families and community agencies. This simulation helped the student apply concepts they were learning in the community course.

**Faculty:** There continues to be 10 full-time faculty positions. The new faculty member this fall was Dr. Karen Smith. She co-taught courses on the sophomore and junior level and was mentored by faculty in each of these courses. This year the same 3 adjunct faculty assisted in the clinical rotations for pediatrics, maternal/child and mental health in order to maintain consistency. As planned the faculty received raises from a 3% pool that was given in October. This supports continued effort to increase faculty salaries to meet the benchmark of the AACN 25<sup>th</sup> percentile.

Respectfully submitted,

Evelyn M. Klocke, Ed. D.  
Chair, WVU Department of Nursing  
WVU School of Nursing

## Appendix C: Example Assessment Plan from Psychology's 2015 Assessment Report

1. Psychology program learning outcome objectives (modified 2015)
  - a. At the end of their work in the Psychology BA/BS degree programs, students will be able to:
  - b. Describe the central principles, facts, concepts, and theories of major areas of psychology (i.e., Behavioral Analysis, Behavioral Neuroscience, Clinical, Developmental) including: Theory, Content, and Research Methods. Students will also be able to describe advanced principles.
  - c. Apply scientific principles of psychology to analyze and solve basic and applied problems.
  - d. Create, evaluate, and revise text (oral, written) that effectively communicates information using APA format.
  - e. Demonstrate critical thinking, information and technology literacy, and communication skills, areas specifically identified by the American Psychological Association.
2. Analyses of coursework against ACAT performance norms indicated: 1. Students who had taken PSYC 301 and 302 tended to have higher overall ACAT scores; 2. Students who had the highest overall scores also had taken more PSYC Cluster A courses (PSYC 301, 423, 424, 474); 3. Some students are in their capstone before they have completed all requirements (or are D/F repeating these requirements). A number of junior status students currently enroll in PSYC 202, which is a prerequisite for most of the upper level courses.
3. Results of a student survey (N= 200) and an alumni survey (N = 95) indicated most students/alumni responded positively towards their fulfilling program learning goals in Psychology courses. ACAT performance continued to be above average (62nd percentile in Fall 2014). Relative weakness in the Statistics domain continues. Other trends and interpretations are presented on page 4 of the report. The action plan for 2015-16 includes integration of PSYC 202 with STAT as a two semester course sequence.
4. A proposal to develop a grading rubric for Capstone papers was approved by faculty.

5. The integration of statistics into the psychology research course (to become two courses) is underway.
6. A plan was put into motion with College support to add lab space in interest of earlier access to PSYC 202.
7. The program committed to pursuing SpeakWrite Certification.
8. Other activities include continuing to assess student learning directly through standardized testing (ACAT) of seniors; incorporating faculty ratings of capstone presentations and papers; and indirect assessment methods including a senior survey, a student survey (not restricted to seniors), and an alumni survey.

## Appendix D - Quality Matters Training

### **634 individuals participated in QM training (includes Potomac and Tech)**

- Applying the Rubric Training – 435 participants
- Improve your Online Course – 22 participants
- Master Reviewer Certification – 3 participants
- Master Reviewer Recertification – 3 participants
- Peer Reviewer Training – 75 participants
- Rubric Update Training – 84 participants
- Addressing Accessibility – 1 participant
- Captioning Videos – 1 participant
- CPE Accelerated – 2 participants
- Creating Accessible Word Documents – 1 participant
- Instructional Materials Design Principles – 1 participant
- K12 Accelerated Review – 1 participant
- K12 Publisher Review – 1 participant
- K12 Secondary Rubric Update – 1 participant
- Learner Interactions & Active Learning – 1 participant
- Providing Accessible Web Content – 1 participant
- Teaching Online – An Introduction to Online Delivery – 1 participant

Course descriptions can be found at <https://www.qualitymatters.org/professional-development/courses>

### **Course Reviews**

- Courses Passed QM Review – 22
- Course Revisions being Made – 25
- Course Reviews in Process – 21

WVU Tech has a small number of faculty: 88 F-T. As of this writing, 22 (25%) full-time faculty at WVU Tech develop and delivery online courses. The goal has been to have 100% of the WVU Tech full-time faculty who teach online be Quality Matters certified. This goal has been met.

In addition, there is a growing interest in online learning among the WVU Tech faculty and, as of this writing, 11 (14%) faculty members who do not currently develop or deliver online courses are QM certified.

Overall, 33 (39%) of the WVU Tech permanent faculty are QM certified.

These elements do NOT have to be in this order. Those with an asterisk (\*) indicate they are also required on the CIM Course Application Form.

**Rationale:** Required only on CIM form: critical for course approval. see <http://faculty senate.wvu.edu/curriculum-dev>

Met	Not Met	Missing	<b>Required Syllabus Elements</b>	
<b>Basic Information</b>				
			Course Title*	
			Course Number*	
			Semester Offered*	list semester being approved for
			Credit Hours*	is this repeatable?
			Method of Instruction*	(on-line, lecture, lab, etc. )
			Class Meeting Day, Time and Location	may be TBA (To Be Announced)
			Instructor Name and Contact Information	credentials and title; phone, e-mail
			Instructor Office Location	
			Instructor Office Hours	specify hours or "contact to make appointment"
			Course Pre- or Co-requisite(s) (if applicable)*	
			Expected Learning Outcomes*	see <a href="http://faculty senate.wvu.edu/curriculum-dev">http://faculty senate.wvu.edu/curriculum-dev</a>
<b>Course Resources</b>				
			Textbooks, Journal Articles, Software, Websites, etc.	- specify if required and/or optional - authors and version
<b>Course Requirements</b>				
			Class Schedule (course topics, activities, assignments, quizzes and exams)	list weeks numbered 1 through 15, with a final (where appropriate); see sample syllabi at <a href="http://faculty senate.wvu.edu/curriculum-dev">http://faculty senate.wvu.edu/curriculum-dev</a>
			Assignment Description/Details and Due Dates	
			Attendance Statement (describe expectations for attendance)	refer to academic affairs policy, link found at <a href="http://faculty senate.wvu.edu/curriculum-dev">http://faculty senate.wvu.edu/curriculum-dev</a>
			Capstones should require students to: 1. Gather material independently. 2. Think critically and integrate knowledge and skills acquired through undergraduate careers. 3. Reflect on the ethical issues that are implicit in their project and/or their project's design.	refer to <a href="http://registrar.wvu.edu/current_students/capstone_courses">http://registrar.wvu.edu/current_students/capstone_courses</a>
<b>Evaluation/Grading</b>				
			Weights of Graded Activities	
			Grade Scale	how points/percentages correspond to letter grades
			Evaluation of Attendance (if part of grade)	
			Evaluation of Participation (if part of grade)	
			Evaluation Criteria for Assignments	
<b>WVU Course Policies/Statements</b>				
WVU statements are optional. If you include them (noted with an asterisk) on your syllabus, you MUST use the WVU Faculty Senate approved version. Exceptions would include approved school/college, departmental or program statements.				
			WVU Academic Integrity Statement *	<a href="http://faculty senate.wvu.edu/curriculum-dev">http://faculty senate.wvu.edu/curriculum-dev</a>
			WVU Inclusivity Statement *	<a href="http://faculty senate.wvu.edu/curriculum-dev">http://faculty senate.wvu.edu/curriculum-dev</a>
			WVU Adverse Weather Commitment*	<a href="http://faculty senate.wvu.edu/curriculum-dev">http://faculty senate.wvu.edu/curriculum-dev</a>
			SEI statement	<a href="http://faculty senate.wvu.edu/curriculum-dev">http://faculty senate.wvu.edu/curriculum-dev</a>
			Incomplete Grade Statement	<a href="http://faculty senate.wvu.edu/curriculum-dev">http://faculty senate.wvu.edu/curriculum-dev</a>
			Sexual Misconduct and Resources statement	<a href="http://faculty senate.wvu.edu/curriculum-dev">http://faculty senate.wvu.edu/curriculum-dev</a>

## Appendix F - WVU Faculty Senate Curriculum Committee Rubric

### Rubric for Evaluating a Course Proposal

*A tool for faculty to self-check and Senate Curriculum Committee Members*

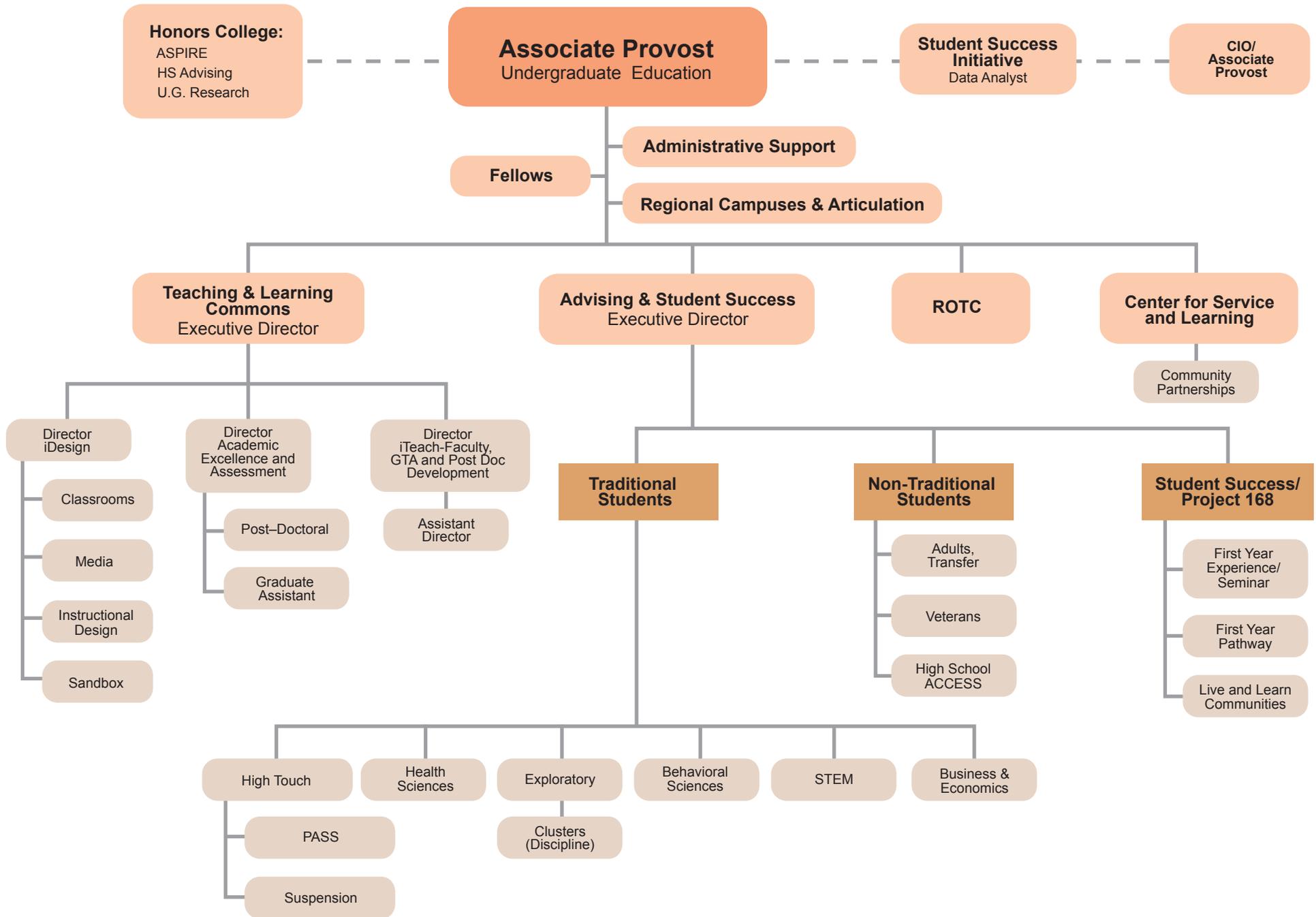
Course number and title: \_\_\_\_\_

	<b>Meets</b>	<b>Does not meet</b>
Curriculum-based rationale	The rationale is curriculum-based and offers a compelling argument for why the course needs to be added to the university's curriculum	The rationale is not curriculum-based:
Content—basic information	<p>The syllabus includes all of the necessary elements including:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Course title</li> <li><input type="checkbox"/> Course number</li> <li><input type="checkbox"/> Semester (can be TBD)</li> <li><input type="checkbox"/> Credit hours                             <ul style="list-style-type: none"> <li>o Do the number of credit hours reflect the amount of work, i.e., 45 hours of combined class time and out-of-class time per credit? (135 hours for 3 credits)</li> </ul> </li> <li><input type="checkbox"/> Format or Method of instruction</li> <li><input type="checkbox"/> Class meeting day(s)/time or TBA</li> <li><input type="checkbox"/> Instructor contact information (e-mail, phone, office hours)</li> <li><input type="checkbox"/> Course pre-requisites (if any)</li> <li><input type="checkbox"/> Course description that is clear, organized and easy to follow</li> <li><input type="checkbox"/> Required materials (materials to which students need access)</li> <li><input type="checkbox"/> If the course can be repeated, is this indicated? Up to how many times? Or, up to how many credits?</li> </ul>	<p>The syllabus is missing one or more of these items: List:</p>

Learning Outcomes	<p>The learning outcomes are:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> "Action-oriented" (see Bloom's Taxonomy)</li> <li><input type="checkbox"/> Measurable</li> <li><input type="checkbox"/> Consistent with the level of the course</li> </ul>	The learning outcomes need to be revised:
Elements for grade/Assignments/Assessments	<p>The composition of the final grade is clear:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> The assignments are clearly explained</li> <li><input type="checkbox"/> The grading criteria are presented, either fully (e.g., a rubric is included) or more generally (i.e., "Your project will be evaluated on content, organization, and clarity)</li> <li><input type="checkbox"/> The assessments are consistent with the level of the course</li> <li><input type="checkbox"/> A detailed calendar of assignments and assessments is included</li> </ul>	One or more of the elements for the grade are unclear or are not consistent with the level of the course:
Points/percentages	<ul style="list-style-type: none"> <li><input type="checkbox"/> The points or percentages are clear, logical, and correct</li> <li><input type="checkbox"/> The final grading scale is included</li> <li><input type="checkbox"/> The grade type is clear, e.g., standard letter grades, pass/fail or satisfactory/unsatisfactory</li> </ul>	The points or percentages are not clear, logical, and correct:
Attendance policy	<ul style="list-style-type: none"> <li><input type="checkbox"/> The attendance policy is clearly stated, even if the policy is to not take attendance</li> <li><input type="checkbox"/> If attendance is taken, the consequences of missing class are clearly defined</li> <li><input type="checkbox"/> The attendance policy is separate from the participation grade if there is a grade for participation</li> </ul>	The attendance policy is unclear:

Excused absences	A statement about excused, university-sanctioned absences (or days of special concern) is included	Not included
Participation	If participation is going to be evaluated, the grading criteria are clearly explained	It is unclear how participation is evaluated (if it is):
Late work policy	If late work will or will not be accepted, the details are clear	Late work not addressed
Make up policy	A make up statement is included, (whether or not missed work or assessments can be made up)	Not included
Optional syllabus statements	If the syllabus includes the optional statements, they are the correct and up-to-date	The correct statements are needed:
Tone	The tone is positive, clear, and inviting	The tone is harsh and uninviting:
Overall	The syllabus is clear, well organized, easy to follow and consistent with the level of the course	The syllabus is difficult to follow, is inconsistent, or is not well organized:

# Appendix G - Teaching and Learning Commons Organizational Chart



## Non-Classified/FEAP FORM

### DUTIES AND RESPONSIBILITIES

List and completely explain the current duties and responsibilities of the position. Consider work performance over a 12-month period. Employees must use their own words to describe duties and responsibilities.

#### JOB SUMMARY

Under the direction of the Executive Director of the Teaching and Learning Commons, the **Director, Academic Excellence and Assessment** provides university-wide leadership and consultation for colleges in the areas of quality assurance, assessment, and program evaluation. This position works with stakeholders in establishing institutional priorities, developing assessment protocols, and assisting colleges to evaluate and increase course and program effectiveness. The position coordinates the program review process and forwards the work of the committee to the appropriate Associate Provost.

In this capacity, this position will work with WVU's faculty, administrators, and academic units on assessment of student learning, evaluation of educational initiatives, and the scholarship of teaching and learning (SoTL). For example, this role will help assesses items such as the impact of teaching with technology, curricular and program impact, and related aspects of the assurance of student learning. The ultimate goal is to promote a learner-centered, data-driven, design-based approach to institutional assessment.

#### Duties and Responsibilities

- In keeping with the "One WVU" philosophy, provide strong university-wide leadership to cultivate a positive culture of assessment through education and outreach efforts;
- Coordinate the state and institutional program review and assessment process (working with key stakeholders such as the Graduate and Undergraduate Councils) for the university (including regional campuses);
- Collaborate with campus partners/stakeholders (such as Faculty Senate, Graduate Council, Quality Matters reviewers, college curriculum committees, and Assistant/Associate Deans) to ensure alignment of curriculum development and program evaluation;
- Support continuous academic program assessment (curricular and co-curricular activities) and improvement of student learning through consultation, mentoring and hands-on professional development;
- Assist colleges to ensure the alignment of curricula with student learning outcomes;
- Promote internal and external communication of assessment results;
- Establish and coordinate a collaborative process for assessment of student learning and peer-based program reviews;
- Supervise the administration and reporting activities related to institution-wide assessment initiatives;
- Collaborate with the Assistant Vice President for Strategic Action to collect and interpret evidence of program assessment in support of institutional accreditation goals;
- Participate as a team member of the Teaching and Learning Commons, through strategic planning, workshops, consultation, solution-finding, decision making and other activities for the advancement of teaching and learning at WVU.
- Work with the Teaching and Learning Commons (TLC) leadership team to provide support

for larger culture-building initiatives such as New Faculty Orientation, and other TLC professional development programming;

- Other duties as assigned.

### QUALIFICATIONS

#### Education/Knowledge

List the level and type of **minimum** education required to qualify for this position **not** for the incumbent.

- Master’s Degree required, ABD or Ph.D/Ed.D. highly recommended. Suggested fields include education, social sciences, and statistics. Other fields considered.

2. What licenses or certification(s) (e.g. electrician’s license) if any, are **required** for the position? Specifically state the reason for this licensure requirement (supervisor’s preference, state or federal law, etc.).

- Valid driver’s license.

What specific skills are **required** in order to carry out the duties of the position?

- Expertise in assessment, data analysis and educational outcomes
- Knowledge of regional and national accreditation issues and postsecondary education accountability initiatives and trends.
- Demonstrated knowledge of institutional self-assessments and student outcomes assessment principles, methods and techniques
- Ability to collect and present statistical data in a manner meaningful to diverse audiences.
- Ability to communicate a positive message concerning evaluation and assessment.
- Knowledge of University data systems, definitions, and procedures.
- Strong leadership and supervisory skills, and the ability to motivate staff productivity and performance.
- Ability to analyze complex problems, interpret operational needs, and develop integrated, creative solutions.
- Excellent customer service skills, strong interpersonal skills, and ability to build strong working relationships with a diverse audience of faculty, staff, and administrators.
- Ability to manage multiple projects, prioritize tasks and work independently.
- Ability to work effectively as part of a team to meet organizational goals.
- Excellent organizational skills.
- Demonstrated diplomacy and strong oral and written communication skills.
- Ability to work collaboratively within an academic community.

#### Experience

In addition to the knowledge/education, please describe the type and **least** amount of **prior directly related** work experience typically required, if any, for a person coming into this position. Experience listed here is considered as concurrent not cumulative.

#### Type of Experience Needed

- Experience in curriculum development, program effectiveness, assessment, and/or evaluation activities within a higher education environment
- Excellent people management skills including coaching and development, and resolving conflict
- Teaching/Training experience required

#### Amount of Experienced Needed

- 5 Years
- 5 Years
- 5 years

**ORGANIZATIONAL REPORTING RELATIONSHIPS**

- PLEASE ATTACH A FLOW CHART FOR YOUR ENTIRE DIVISION AND/OR DEPARTMENT TO THIS FORM. **FAILURE TO PROVIDE THIS FLOW CHART WILL RESULT IN A DELAY IN THE PROCESS!**

**DISCLAIMER**

This description does not state or imply that the duties listed are the only duties to be performed by the position incumbent. Justification for information provided in the PIQ may be requested. Employees are required to follow job-related instructions and perform other job-related activities assigned by their supervisor.

All requirements are subject to possible modification in order to provide a reasonable accommodation to individuals with disabilities. Some requirements may exclude individuals who pose a direct threat or significant risk to the health and safety of themselves, students, other employees, or the general public.

**EMPLOYEE GENERAL COMMENTS**

*You may add other information which would be important in understanding your job and which has not been covered in other sections of this form.*

\_\_\_\_\_  
Employee's Signature

\_\_\_\_\_  
Date

**SUPERVISOR COMMENT SECTION**

*This portion of the questionnaire is to be completed by the employee's immediate supervisor. As a supervisor, it is important that you review this questionnaire for accuracy and completeness and note any comments you may have next to the employee's responses and please initial. The space provided is for general remarks you may have. Remember, this questionnaire is intended solely for the purpose of accurately describing the position and not the person or her/his performance*

\_\_\_\_\_  
Immediate Supervisor's Signature

\_\_\_\_\_  
Date

**MANAGEMENT COMMENT SECTION**

*This portion of the questionnaire is reserved for comments by the second-level supervisor and other management staff members, where applicable, who indirectly supervise this position through other supervisors. As the next level of management over this position, it is important that you review this questionnaire and note any comments you may have next to the employee's responses and please initial. The space provided below is for any general remarks you may have. Remember, this questionnaire is intended solely for data purposes of accurately describing the position and not the person or her/his performance.*

\_\_\_\_\_  
Second Level Supervisor's Signature

\_\_\_\_\_  
Date

**Revised January 2003**

## Reed College of Media Assessment Plan

Developed 2008–2009; Updated Spring 2010; August 2013; 2014–2015

### Adapted Vision Statement (new name included in 2012 original)

The Reed College of Media will become a national leader in education and scholarship that meets the demands of a dynamic communications industry and strengthens media's role in a democratic society.

### Adapted Mission Statement (new name included in 2012 original)

The WVU Reed College of Media prepares its students to excel as professional communicators, scholars and innovators in a rapidly changing global media environment.

### Curricular Assessment Goal Statement

Ensure students demonstrate the professional values and competencies that our national accrediting body, the Association for Education in Journalism and Mass Communications, specify must be part of all journalism and mass communications students' curricula. These values and competencies are detailed below:

- understand and apply the U.S. principles and laws of freedom of speech and press for the country, as well as receive instruction in and understand the range of systems of freedom of expression around the world, including the right to dissent, to monitor and criticize power, and to assemble and petition for redress of grievances;
- demonstrate an understanding of the history and role of professionals and institutions in shaping communications;
- demonstrate an understanding of gender, race ethnicity, sexual orientation and, as appropriate, other forms of diversity in domestic society in relation to mass communications;
- demonstrate an understanding of the diversity of peoples and cultures and of the significance and impact of mass communications in a global society;
- understand concepts and apply theories in the use and presentation of images and information;
- demonstrate an understanding of professional ethical principles and work ethically in pursuit of truth, accuracy, fairness and diversity;
- think critically, creatively and independently;
- conduct research and evaluate information by methods appropriate to the communications professions in which they work;
- write correctly and clearly in forms and styles appropriate for the communications professions, audiences and purposes they serve;

- critically evaluate their own work and that of others for accuracy and fairness, clarity, appropriate style and grammatical correctness;
- apply basic numerical and statistical concepts; and
- apply tools and technologies appropriate for the communications professions in which they work.

*Direct Measures:*

- The History, Ethics, and Law Test (now Theory, History, Ethics, Law, and Diversity Test) will be given to JRL 101 (now given in JRL 115) and capstone students at least once every two years. (Exams were given in 2011, 2013, 2015.) Goal is for students to earn an average of at least 70% on the exam.
- Program capstone evaluations will take place at least once every two years, alternating with the HEL Test year. (It has been more convenient to consider evaluation measures the same year; therefore, evaluations have taken place concurrently with HEL/THELD tests in 2011, 2013, 2015. Journalism also evaluated its capstone in 2014. Strategic communications evaluated capstones in 2011, 2014 and 2015.

*Indirect Measures:*

- A syllabus audit will be conducted at least once every five years to ensure competencies remain across program areas. (Audits took place in 2012-2013 and 2014-2015.)
- Graduating senior exit survey each December and May.
- Recent graduate alumni survey every three years. (Alumni surveys administered in 2010 and 2013.)

This assessment plan will be revisited and updated at least once every three years (evaluation measures were updated in 2011 and 2014 for the journalism capstone and in 2015 for the strategic communications capstone). The HEL test was revised in 2013 to become the THELD exam and the alumni survey was changed slightly in 2013.

*Results of assessment measures and responses are included in separate reports, which are shared with faculty as a whole or as part of their respective curricular programs.*

**History, Law and Ethics (HEL) / Theory, History, Law, Ethics and Diversity (THELD) Test Background**

An exam (the annotated version of which follows this document) to measure all graduating students' knowledge of key history, law and ethics concepts was developed by faculty and initially tested in Fall 2007, when it was administered to all Journalism 101 students on the first or second day of class and to all Journalism seniors via their capstone courses at the end of the term.

The HEL test was subsequently further honed and refined twice via faculty review, with confusing and more trivial questions deleted to get the test down to 50 questions (from 60 in the first administration in 2007, to 57 questions during its administration in Fall semester 2008 and Spring semester 2009). Recently, it was pared down to 35 questions, which also include questions related to diversity and communication theory. (Questions that were deemed too major-specific, e.g. public relations-based, or that were considered more superfluous or poorly constructed were deleted, with new questions added from instruments successfully used by our

colleagues at Elon University and the University of South Carolina.) This latest version of the test, now called the THELD (Theory, History, Ethics, Law and Diversity), was given to our 2013 and 2014 freshman cohort and to our December 2013 and May 2015 graduating seniors.

Because of poor scores over time (< desired 70% correct), the 2015-2016 college assessment committee has been tasked with recommending a more aggressive approach to ensuring these key concepts are known by graduating students. Past approaches have focused on distributing the annotated exam and results to faculty and encouraging them to reiterate the key concepts in applicable courses. However, this approach has not resulted in the desired outcome, so a more aggressive approach is required.

The THELD exam will continue to be administered to incoming and graduating cohorts at least once every two years. These scores will be analyzed for statistical differences between the groups and maintained to monitor these cohorts upon beginning and ending their studies.

An abbreviated timeline of activities since the last accreditation appears below, with each direct and indirect measure described more fully following it. (Supporting documents will be available on site.)

2009–10	2010–11	2011–12	2012–13	2013–14	2014–15
	Plan updated			Plan updated	Plan updated
^HEL test		HEL test		THELD pilot	THELD test
	*Syllabus audit		*Syllabus audit		**Syllabus audit
Capstone assessments		Capstone assessments		Capstone assessments	Capstone assessments
Sr. exit survey	Sr. exit survey	Sr. exit survey	Sr. exit survey	Sr. exit survey	Sr. exit survey
Alumni survey			Alumni survey		

*^ HEL test administered in fall 2009; other assessments that academic year occurred in spring 2010.*

*\*These were abbreviated audits of the spring syllabi, which documented law and ethics learning objectives, assignments, and activities preceding and following the merger of the two separate classes in Fall 2013. Diversity objectives, assignments, and activities also were noted to ensure coverage across the curriculum.*

*\*\*ACEJMC curricular audits took place in fall 2014 and spring 2015 to ensure our new major curricula were including all values and competencies through required major coursework. (Audit documents available on site.)*

### Direct measures

*Capstone assessments:* The Reed College of Media first conducted capstone assessments in 2006. Since that time, capstone assessments have been conducted about every other year by industry professionals and non-capstone faculty. (Assessment instruments may be found in the assessment plan at the end of this section.) The latest (spring 2015) journalism and strategic communications summary capstone assessments are available following the assessment plan at the end of this section; full assessment notes for these projects and previous assessment materials will be available on site. Links to the journalism capstone stories that were evaluated appear in the findings; sample strategic communications campaign plans that were evaluated will be available on site as well.)

Although the means across all measures for both journalism and strategic communications capstones were above the mid-range (above 3.0 on a 5-point scale), information gathered from the assessments demonstrated areas for improvement within the specific undergraduate programs, but also throughout the curriculum. For example, specific improvement areas for journalism students were as follows:

- better range of persons interviewed, including diverse audiences/perspectives,
- improvement in audio and video quality and
- better use/inclusion of graphics.

In the pilot strategic communications assessment, areas for improvement included:

- stronger writing/editing/proofreading,
- better definition of target audiences and use of appropriate media to reach them and
- better design/layout.

Note that in strategic communications capstones, students evaluate themselves and each other on teamwork, and professors use their own evaluation tools for this assessment. (Sample team evaluation tools will be available on site.)

Program coordinators reflected upon capstone assessment summaries and shared these with their respective faculty. These synopses are included in the latest summaries and in the on site files.

*History, Law, and Ethics (HEL) / Theory, History, Law and Ethics (THELD) Test:*

Recognizing that the capstone assessment could not adequately measure students' competency in media law, history and ethics, the faculty also developed and implemented a written test to be administered to students before entering the major (as part of the larger Journalism 101 classes) and near the end of their studies (in capstone courses). The HEL test was pre-tested in Fall 2007. (HEL results over time—2007 through 2011—were compiled in July 2012 and will be available on site.)

The test has been slightly modified with each administration, based on test question analysis and faculty feedback, and was revised substantially in 2013 to delete questions that were deemed too esoteric or professionally specific (e.g. public relations ethics) and to include questions from Elon University's and University of South Carolina's exams about theory and diversity. The result was a 35-question exam, which was administered in August 2013 to *JRL 101 Media and Society* students and in December 2013 to all capstone students. (The current annotated test may be found at the end of this section.) The exam was last administered to *JRL 115 Orientation* (directly admitted) students in August 2014 and to capstone students in May 2015.

Below is a summary of the HEL / THELD Test Scores, beginning in 2011:

<u><i>HEL Test (Fall 2011) Results</i></u>	<u><i>Avg. # correct/50</i></u>	<u><i>% correct</i></u>
All Journalism 101 students (N=297):	22.52	45.04%

December capstone students (N=73): 29.64 59.28%

Average % difference: 14.24%

T-value is 4.3463; p < 0.00001

*Analysis (available on site) showed the majority of missed questions were legal, followed by history.*

THELD Test (Fall 2013) Results

Avg. # correct/35 % correct

\*Journalism 101 students (N=153): 16.40 46.85%

December capstone students (N=90): 22.54 64.4%

Average % difference: 17.55%

*\*Administered to only one section* T-value is 11.785649; p < 0.00001

*Analysis (available on site) showed the majority of missed questions involved theory, contemporary history and diversity.*

THELD Test (Fall 2014-Spring 2015)

Avg. # correct/35 % correct

\*\*Journalism 115 students (N=81): 17.32 49.48%

May capstone students (N=148): 21.09 60.25%

Average % difference: 10.77%

T-value is 6.542545; p < 0.00001

*\*\*Administered to students in our new direct-admit required College of Media orientation course.*

*Analysis (available on site) showed the majority of missed questions were legal.*

While the results clearly demonstrated an increased competency among our senior student cohorts' performance over the freshman cohorts, the scores overall were lower than we expected, hovering around 60 percent on a 100-percent scale. Beyond its

reflection on the curriculum, some professors have suggested that students don't take the test seriously, since it is administered anonymously and doesn't count toward a course grade. However, during the last administration of the exam, the associate dean personally went to the capstones and discussed the exam's importance and administered it. Therefore, it seems clear that our students are not learning—or not retaining—some of these basic concepts, particularly around legal issues.

As an immediate response, the following actions have been taken:

- Faculty shared assignments, lecture information and case studies pertaining to legal issues following our May 2015 faculty meeting, when the THELD test results were announced and shared.
- A First Amendment banner was developed to sit prominently in Martin Hall.
- A list of consistently (2013 and 2015) commonly missed questions (fewer than 70% of students answered correctly) and their correct responses were assembled and distributed to faculty at our August 2015 faculty meeting. (This list will be available on site.)
- The assessment committee has been charged with recommending concrete action steps to help our students earn at least an overall 70 percent correct score on the THELD exam. They are charged with going beyond what we've already done, which includes:
  - sharing the annotated exams with faculty;
  - encouraging faculty to reiterate the exam's key concepts in courses, as applicable; and
  - conducting syllabus audits to determine in what courses these concepts are being taught.

### Indirect Measures

*Exit surveys:* At the end of the fall and spring semesters, graduating seniors are given exit surveys to complete. Until two years ago, students were asked to complete them when they submitted their graduation applications, but those applications are now made electronically through a central University system. The University began conducting its own electronic exit surveys in 2013; however, completion rates are notoriously low. Therefore, we have continued to administer our own exit survey, which is now given to students in their capstone classes.

These anonymous surveys are used to gauge student satisfaction and to gain feedback about the school's strengths and areas for improvement. The surveys are tallied overall and by academic program and are shared with the associate dean and dean, who then share the specific results with program coordinators and the overall results in the form of a "greatest hits" list to all faculty early in the fall semester. (The latest exit survey and summary results appear as part of our 2013, 2014 and 2015 "greatest hits" list in Appendix 9A. All exit survey summaries and materials will be available on site.)

Each year, survey results indicate that students are overwhelmingly pleased with their education. For example, 94.4 percent of May 2015 graduates indicated they were satisfied with their College of Media education—a figure higher than the 94.1 percent in 2013 and the 88.3 percent in 2014. Graduating students have consistently cited school strengths to be the caring professionalism of faculty and staff, the overall learning environment and the emphasis on hands-on learning. Desired improvements have included more consistent advisors and additional types of course offerings—some of which were added in 2014–2015 (e.g. elective courses in event planning, social media, creative, and sports).

*Alumni survey:* As part of its assessment plan, the college must conduct an alumni survey at least once every three years. Two surveys of recent alumni, in 2010 and 2013, have been conducted since the last site team visit. (Alumni contact information is housed at and obtained from the WVU Foundation.) Only relatively recent alumni (those who had graduated with either a bachelor's or master's degree within the prior six years and within the prior three years, respectively) were queried to help us assess curriculum relevance to the current marketplace and to capture reflections while they were still fairly fresh. Note that response rates were relatively low, at 14 percent (N=212 with a

hard copy postal-based survey) in 2010 and 10.42 percent (N=96 with an email-based survey) in 2013.

Survey results indicated that our undergraduates still valued the education they had received, with more than 91 percent indicating overall satisfaction. (A comparison summary is provided in Appendix 9B; complete summaries and results will be available on site.) Although the college does not require an internship to graduate, the survey respondents indicated the vast majority had completed one. Other interesting findings are noted below:

- at least a third of undergraduates had pursued graduate study, indicating a quality baccalaureate education that adequately prepared them to do so;
- the majority had earned between \$25,000 and \$40,000 in their first job after graduation;
- the average time in months it took to find their first professional position decreased from nearly five and a half months for the 2010 survey respondents to only two months for 2013 survey respondents. (This probably makes sense given the ongoing recession for the 2003–2009 graduates who were surveyed in 2010.)

In addition, the college assessed graduates' educational satisfaction regarding many of the ACEJMC professional values and competencies. These results (based on a five-point scale ranging from very dissatisfied to very satisfied), were shared and discussed with faculty at faculty meetings and appear in the table below. (Note that both the lowest and highest scores appear in bold font, with the highest scores also underlined. Our lowest scores, received for alumni satisfaction with visual and statistics preparation, are still slightly higher in 2013 than they had been in 2010. Our highest scores were obtained for respondents' satisfaction with ethics, critical and creative thinking, and writing preparation.)

**Professional Values & Competencies (out of 5.0)**

*Undergraduates' Educational Satisfaction (on a 5-point scale)*

2010

2013

Visual:	3.47	<b>3.64</b>
Research:	3.91	4.18
Writing:	4.38	<b><u>4.40</u></b>
Evaluate accuracy:	4.12	4.31
Evaluate fairness:	4.10	4.19
Evaluate clarity:	4.18	4.15
Evaluate style:	4.19	4.13
Evaluate grammar:	4.22	4.18
Statistical concepts:	3.45	<b>3.47</b>
Tools/technology:	3.58	3.92
Critical, creative thinking:	----	<b><u>4.41</u></b>
Ethics:	4.38	<b><u>4.41</u></b>
Diversity (domestic):	-----	4.06
Diversity (global):	-----	3.86

*Syllabus audits:* The college has been conducting periodic syllabus audits since 2005. After faculty expressed concern about merging our previously separate media law and media ethics courses into a single course, a syllabus audit was conducted in spring 2011 to see where law and ethics were being taught across the curriculum. These results were then shared with faculty prior to the vote to merge the two courses into one. Faculty were encouraged to include law and ethics concepts into their courses, as applicable. The merged course was first taught in fall 2013, and a subsequent syllabus audit was conducted in spring. Results again were shared with faculty at a faculty meeting, and faculty were again encouraged to include these concepts across the curriculum, as applicable.

In addition to examining syllabi in 2011 and 2013 for law and ethics assignments, learning objectives and activities, syllabi were also examined for diversity teaching across the curriculum and likewise reported to faculty. Following our curricular changes in both strategic communications and journalism, fall 2014 syllabi were examined to ensure continued compliance with ACEJMC competencies across required major courses. Deficiencies (many of which involved faculty simply not being explicit on their syllabi) were shared with faculty, and another syllabus audit was conducted in spring 2015.

(Files related to syllabus audits will be available on site; references may also be found in faculty meeting minutes.) See the Standard 2, Curriculum and Instruction, section for the chart that details ACEJMC values and competencies and the respective major courses in which they are taught. Although including values and competencies in courses does not ensure students are learning them, the audits do ensure that students are being exposed to them across the curriculum and across the learning continuum, from awareness to application.

*Internship evaluations:* Since the college invested in a new student careers and opportunities director position in summer 2013, we have had a more consistent method of evaluating for-credit internships across the college. (Internship processes and placements were discussed in the Standard 2, Curriculum and Instruction, section.) At the conclusion of an internship, practicum or professional field study, supervisors are asked to rate the student’s work performance on a five-point scale ranging from “unsatisfactory” to “outstanding” on a series of characteristics and attributes. The form, with compiled data from fall 2013 through spring 2015, appears below. (Evaluations will be available on site.)

**Fall 2013 through Spring 2015 For-Credit Internship/Professional Experience**

(N = 52; journalism majors: 27, strategic communications majors: 25)

	<b>Outstanding</b>	<b>Good</b>	<b>Average</b>	<b>Below Average</b>	<b>Unsatisfactory</b>
<b>SKILLS/KNOWLEDGE</b>					
Demonstrates skills needed for assigned tasks	22	27			
Understands expectations of supervisor	33	16			
Academic preparation	26	21	3		
Communication skills	20	13	4		
Leadership skills	22	23	4	2	

	Outstanding	Good	Average	Below Average	Unsatisfactory
<b>SELF-MANAGEMENT</b>					
Maintains professional manner and appearance	34	18	2		
Manages time and resources effectively	30	20	3		
Makes informed decisions	30	20	2		
Seeks further guidance when appropriate	37	13	1		
Sets realistic goals	29	20	2		
<b>DEPENDABILITY</b>					
Job attendance and punctuality	36	15	1		
Completes projects by specified deadlines	36	14	2		
Demonstrated maturity level	35	15	1		
<b>ATTITUDE</b>					
Is flexible and willing to learn	41	11			
Demonstrates initiative	38	8	6		
Accepts and makes constructive use of criticism	35	14	1	1	
Is courteous and friendly	46	5	1		
Interest in assigned work	38	12	2		
<b>RELATIONSHIPS</b>					
Works effectively with	36	9	1		

	<b>Outstanding</b>	<b>Good</b>	<b>Average</b>	<b>Below Average</b>	<b>Unsatisfactory</b>
supervisor					
Works effectively with co-workers	33	12			
Works effectively with the public/customers	34	10			

In addition to the Likert scale questions reflected above, supervisors are also asked to answer the following open-ended questions:

1. Overall, did your student intern perform the assigned duties in a satisfactory manner and accomplish what you expected of him/her? (Yes/No)
2. Do you have suggestions or comments as to how we might enhance the benefit to your organization and/or experience of students?
3. Other comments:

Responses to these questions are coded "positive" or "negative," and comments relating to student performance are coded as "student"; comments relating to the internship program, as "operational." Operational positives and negatives might be used to improve the employer's experience in working with interns in the future. Student positives and negatives might inform future pre-internship preparation.

For example, some of the student negatives shared with faculty for possible curriculum discussion included the following:

- not knowing how to use Twitter and Facebook effectively for professional [reader engagement] purposes;
- not practicing objectivity / not using third person when writing sports stories;
- not knowing/using *The AP Stylebook*;

- not taking initiative to research questions before interrupting others to ask; and
- taking constructive criticism personally.

Internships are not required of our students to graduate, and admittedly, the information we receive from for-credit internship supervisors represents less than 20 percent of our students' experiences. The majority of graduating seniors (> 60%) report on their exit survey as having completed at least one non-credit internship, as having been paid for that internship, and as indicating they would recommend it to another student. Although our student careers and opportunities director receives some anecdotal information from paid or volunteer internship supervisors, we do not currently coordinate formal supervisor evaluations for these non-credit experiences owing to staff constraints. Moving forward, we would like to explore ways to more formally capture some of this information, perhaps through random surveys. In addition, we would like to explore ways—perhaps in collaboration with the University—to capture more job placement data as well.

*Other information:* Other student performance indicators include formal service learning evaluations by supervisors. For example, Assistant Professor Elizabeth Oppe uses formal service learning contracts from WVU's Center for Teaching and Learning for her *STCM 315 Advertising and Public Relations Writing* courses, which involve standard supervisor evaluations. (These have been largely very positive and will be available on site.) Other evidence of student competence includes unsolicited correspondence to relay satisfaction with student campaign outcomes; renewal of funds to employ additional campaigns, such as from the Health Sciences and Technology Academy and the Southern West Virginia Lifestyles Project; publication of student work in professional media outlets; student awards; and students' receipt of competitive internships, such as those at *Scientific American* and the White House.

*Changes made as a result of assessment*

We have applied the findings from our direct and indirect measures of student learning and satisfaction (as well as from professional feedback about industry needs and trends) by making several changes and modifications to our academic program and instruction. The description below summarizes some of the more significant changes:

➤ *Multimedia focus*

- *JRL 225 Media Tools and Applications Course Added to the Core*  
In response to students' and the professions' growing needs for multimedia storytelling proficiency, we developed this new course and added it to the core for both journalism and strategic communications majors.
- We also implemented a required laptop policy in fall 2013, so students could more conveniently work on college assignments and projects, and we encourage them to purchase access to Adobe Creative Cloud, which WVU students may obtain at a discount rate of \$68 per academic year.
- *JRL 215 Media Writing Revised*  
To better prepare students for storytelling across platforms and professions, the foundational writing course was revised to include assignments involving various audiences, intents and platforms. It continues to include an online grammar component, in which students take grammar quizzes each week, which make up 20 percent of their final grade.

➤ *New courses*

To respond to the growing emphasis on visual and social media communications and our students' desires for more course variety, we have created and offered a number of new courses over the past several years. A few of these courses are included below:

- *Interactive Design and Visualization (JRL 493)*

- *Experimental Journalism (JRL 493)*
- *Code Lab for Mobile Devices (JRL 493)*
- *Advanced Broadcasting (Sports Show) (JRL 493)*
- *Adventure Travel Writing and Photography (JRL 493)*
- *Interactive Media and Audience Building (JRL 458)*
- *Strategic Social Media (STCM 439)*
- *Strategy and Management (STCM 452)*
- *Interactive Marketing Communications (ADV 451)*
- *Creative II (ADV 455)*
- *Strategic Event Planning (PR 493)*
- *Joint Interactive Media Design minor developed for College of Media and College of Creative Arts students; our students would take the following courses for this minor:*
  - *Introduction to Electronic Media (ART 270)*
  - *Design for Multimedia (ART 272)*
  - *Gaming Design and Digital Narrative (JRL 322)*
  - *Interactive Design (ART 372)*
  - *Advanced Interactive Design (ART 472)*

➤ *Converged capstones*

- The journalism major capstones were initially converged in 2008, when separate capstone courses for emphases in television, visual and print were eliminated. Students could opt to take *JRL 456 WV Uncovered* instead of the traditional capstone, in which students produced multimedia packages. Today, all journalism students must take the capstone course *JRL 459 Multimedia News Publication*, for which students work in teams to produce packages for the college's "Mountaineer News Service."
- The new strategic communications capstone debuted in spring 2015, eliminating the previously separate advertising and public relations capstone courses. Students work in teams to develop campaign plans to help solve real-world problems for clients.

➤ *Improvements in student advising*

The college has invested significantly in its student advising, adding an assistant dean position to oversee advising, recruitment and retention, and increasing its full-time advisors to four—three of whom are dedicated solely to journalism and strategic communications majors. Advising offices were renovated this past summer to allow more privacy for all advisors and students and to offer a more welcoming environment.

Evaluations of student advisors take place regularly through anonymous surveys, and although these are largely positive, advising concerns and complaints on the senior exit surveys remain common. Advisors have been shown the comments and attended professional development conferences and workshops. The University's transition to electronic DegreeWorks monitoring, which both advisors and students can view, also should help increase student satisfaction. Advisors have been instructed to make more detailed notes in the system, so that any advisor can have background information regarding a particular student's progress.

➤ *Improvements in internship service and support*

In addition to investing heavily in academic advising, the college also hired a full-time student careers and opportunities director in summer 2013. Eric Minor has added a sorely needed component to our program, providing consistency and a point of contact in our internship evaluations, overseeing our student mentorship program, offering professional development seminars for students (a list of seminars is included in Appendix 6B), and coaching students one-on-one regarding progress toward their career aspirations. Eric has developed materials about career preparation and self-branding to include in our new two-credit orientation course for directly admitted students, which was expanded from one-credit in fall 2015 to include this type of desired career information. In addition, we have expanded our Student Enhancement Funds to provide financial support to students who undertake study abroad opportunities or obtain high-level

internships, which are often located in distant, expensive cities. Our student mentorship program also has become more formalized under Eric's direction, including more than 60 professional-student pairings in 2014–2015.

➤ *Improvements in facilities, equipment and technology*

The college continues to invest in its computer classrooms and in innovative technologies for teaching and learning. The college developed its Media Innovation Lab in Martin Hall in summer 2014, which was paid for with private and college funds. Two Apple TVs for classroom projection and new computers and monitors for our television and visual classroom were also purchased last year. New computers for classroom G4 were installed in summer 2015, as were new podium controls in our lecture hall (room 205). A new audio recording room was added to the second floor of Martin Hall in summer 2014, and tens of thousands of dollars were spent to purchase replacement high-definition cameras and peripherals this past summer.

Student complaints about printing have prompted the college to tie in to the University's printing system, allowing students to print using their University ID cards anywhere on campus, including Martin Hall, and ensuring the University will monitor and service our public space printers for ink, paper and maintenance. We also support our full-time professional technologist, Brett Collins, with at least two professional development conferences each year, and pay to have two student workers assist him with regular computer maintenance and technology support. Finally, we believe our freshman laptop policy, implemented in fall 2014, and the University-wide Adobe Creative Cloud licensing arrangement will help facilitate and encourage student collaboration both within and outside Martin Hall.

*Lessons learned*

We have learned much from the assessment process over the years. In addition to the changes made above, faculty tasks for the 2015–2016 academic year include the following:

- Assessment Committee has been charged with developing concrete action steps to improve student performance on the THELD exam to an average score of at least 70 percent across graduating seniors;
- strategic communications faculty have been charged with developing and using a consistent basic capstone campaign plan across all sections that can be tailored for specific client goals;
- journalism faculty have been charged with assessing the grammar component of *JRL 215 Media Writing* and incorporating additional time on AP style basics;
- both strategic communications and journalism faculty have been tasked with identifying where and how data analytics are currently being taught and providing curricular recommendations, as needed.

### **Journalism Majors**

#### **Expected Educational Outcomes**

- 1) Journalism graduates will demonstrate proficiency in critical thinking skills, writing and reporting, and an understanding of basic production skills, allowing them to produce news stories and multimedia projects. Graduates will be adequately prepared to either work in the field or pursue advanced educational opportunities.
- 2) Journalism graduates will demonstrate a mastery of written and spoken communications, an understanding of the technologies of print, television and digital media and knowledge and applications of these skills in their chosen careers.
- 3) Journalism graduates will demonstrate an understanding of how to serve diverse publics in their reporting and producing.
- 4) Journalism graduates will demonstrate knowledge of media ethics, law, and regulation, as these areas apply to the field.
- 5) Journalism graduates will demonstrate specialized knowledge of news media interactions with various critical publics, including but not limited to: government

at all levels, educational entities; law enforcement, medical, social and humanitarian services; and religious and secular organizations within the community.

- 6) Journalism graduates will learn to work as collaborative teams to solve problems, create strategies and produce content across media platforms.
- 7) Journalism graduates demonstrate the ability to engage an audience using social media networking tools.

#### Assessment Measures and Standards

- 1) Journalism graduates are required to produce a minimum of two multimedia projects. An advisory panel of journalism instructors and professionals evaluate the final multimedia projects at least once every two years. These projects demonstrate proficiency in writing, reporting and the ability to tell an effective story through multiple digital technologies, including images, audio, text and graphics.
- 2) The College of Media conducts a Senior Exit Survey annually. This survey measures students' satisfaction with the program, including quality of education and skills learned.
- 3) The College of Media conducts an Alumni Survey of the past three year's classes every three years. This survey measures whether the journalism program provided graduates with the education and skills needed to gain and maintain professional employment in their discipline or allied fields or to successfully pursue graduate work.
- 4) Individual contributions to the student capstone teams are assessed via blog and social media [promotional] postings, and via the capstone evaluation instrument, which includes professionals' formal assessment, along with a non-capstone teaching professor.
- 5) The highest quality stories may be picked up by regional media outlets, providing another measure of quality work.

#### Assessment Tool (follows)

#### REED COLLEGE OF MEDIA

#### Spring 2015 JRL 459 Capstone Assessment Evaluations

#### FINAL REPORT-JUNE 30, 2015

#### What is being Evaluated: JRL 459 Multimedia News Service (Converged JRL Capstone for)

#### Background:

In this class, print, visual and television journalism students work in teams to produce multimedia packages **Their projects can be a mix of text, photos and video, or the piece can**

also include text, interactive graphics, and audio slideshows. These randomly selected packages are what you will evaluate as part of our assessment team.

## **EVALUATORS**

- 1) **EMILY CORIO, Teaching Assistant Professor, WVU TVJ Emphasis (Jrl)**
- 2) **JACKIE CAIN, Anchor/Reporter, WTAE-TV-Pittsburgh, PA, Market #23**
- 3) **TYLER HAWN, Producer/Reporter, WCAV-TV-Charlottesville, Virginia, Market #180**
- 4) **TIET TRAN, Assignment Desk Editor/Assistant, PBS Newshour-Arlington, VA**
- 5) **LESLIE RUBIN, Reporter, WCHS-TV-Charleston, WV, Market #66**
- 6) **STEVE BUTERA, Anchor/Reporter, WLEX-TV-Lexington, KY, Market #63**

## **Stories to be Evaluated:**

### **Story 1:**

<http://mountaineernewsservice.com/positive-spin-bicycles/>

### **Story 2:**

<http://mountaineernewsservice.com/will-morgantown-ever-hail-second-cab-company/>

### **Story 3:**

<http://mountaineernewsservice.com/wvu-international-house-staple-may-soon-forgotten/>

### **Story 4:**

<http://mountaineernewsservice.com/veterans-fight-better-life-west-virginia-university/>

### **Story 5:**

<http://mountaineernewsservice.com/expansion-hip-hop-morgantown/>

**Converged Multimedia Capstone: JRL 459 Assessment Results (Quantitative)**  
**Spring 2015**

**Average Score Based on the Following Likert Scale:**

***1:Strongly Disagree 2:Disagree 3:Neutral 4:Agree 5:Strongly Agree NA:Not Applicable***

<b>Evaluation Items</b>	<b>Average Score</b>
1. Story is well researched and reported thoroughly with the correct official/expert, statistics, includes both sides, and/or provides a different angle or perspective.	<b>Spring 2010</b> 2.43 <b>Fall 2011</b> 3.00 <b>Spring 2014</b> 3.75 <b>Spring 2015</b> 4.03
2. Demonstrates an understanding of how to critically evaluate individual and team work and use hyperlinks in producing a multimedia project.	<b>Spring 2010</b> 2.87 <b>Fall 2011</b> 3.16 <b>Spring 2014</b> 3.35 <b>Spring 2015</b> 3.36
3. Demonstrates technical proficiency when selecting, reporting and producing broadcast, print, web and multimedia stories.	<b>Spring 2010</b> 3.18 <b>Fall 2011</b> 3.20 <b>Spring 2014</b> 3.55 <b>Spring 2015</b> 4.10
4. Multimedia project is newsworthy, relevant and visually interesting to the audience.	<b>Spring 2010</b> 3.37 <b>Fall 2011</b> 3.20 <b>Spring 2014</b> 3.75 <b>Spring 2015</b> 3.96
5. Demonstrates a basic understanding of using video and still camera equipment.	<b>Spring 2010</b> 3.87 <b>Fall 2011</b> 3.41 <b>Spring 2014</b> 3.55 <b>Spring 2015</b> 4.16
6. Demonstrates the ability to select the correct medium (video, text, photos, graphics) to correspond with the story selection.	<b>Spring 2010</b> 3.68 <b>Fall 2011</b> 3.28 <b>Spring 2014</b> 3.55

	<b>Spring 2015</b> <b>3.93</b>
7. When appropriate, the story includes multiple viewpoints, and diverse perspectives, including those of women and minorities. (Race, gender, age, demographic and socio-economic class, background.)	<b>Spring 2010</b> <b>1.68</b> <b>Fall 2011</b> <b>2.85</b> <b>Spring 2014</b> <b>3.41</b> <b>Spring 2015</b> <b>3.86</b>
8. Demonstrates the ability to tell an effective story through images, text and graphics.	<b>Spring 2010</b> <b>3.12</b> <b>Fall 2011</b> <b>3.24</b> <b>Spring 2014</b> <b>3.65</b> <b>Spring 2015</b> <b>3.93</b>
9. MM Project is technically proficient, easy to navigate, and includes different information across multiple platforms.	<b>Spring 2010</b> <b>3.37</b> <b>Fall 2011</b> <b>3.24</b> <b>Spring 2014</b> <b>3.90</b> <b>Spring 2015</b> <b>4.43</b>

**OVERALL AVERAGE SCORE WAS: 3.97**

**\*This is the highest overall score the capstone course has received since the original Assessment in Spring 2010**

**Strengths: The highest ratings (4.0 or higher) were earned in FOUR areas.**

- 1) MM Project is technically proficient, easy to navigate, and includes different information across multiple platforms. **4.43**
- 2) Demonstrates a basic understanding of using video and still camera equipment. **4.16**
- 3) Demonstrates technical proficiency when selecting, reporting and producing broadcast, print, web and multimedia stories. **4.10**
- 4) Story is well researched and reported thoroughly with the correct official/expert, statistics, includes both sides, and/or provides a different angle or perspective. **4.03**

**Weaknesses: The lowest ratings (3.86 or lower) were earned in TWO areas.**

- 1) Demonstrates an understanding of how to critically evaluate individual and team work and use hyperlinks in producing a multimedia project. **3.36**

- 2) When appropriate, the story includes multiple viewpoints, and diverse perspectives, including those of women and minorities. (Race, gender, age, demographic and socio-economic class, background.) **3.86**

**Response to Findings:**

Across the board, scores were higher in **ALL** categories in **EVERY** single assessment conducted since Spring 2010.

## **Strategic Communications Majors (added Fall 2014)**

### **Expected Educational Outcome**

1. Strategic communications graduates will understand how to serve diverse publics and will be prepared to either work in the field or to pursue advanced educational opportunities.
2. Strategic communications graduates will demonstrate professional competency in preparing campaign plans, including obtaining, analyzing and interpreting data; establishing goals and objectives; identifying appropriate strategies; developing creative tactics; and understanding budgeting, timeframes, and success indicators/evaluation.
3. Strategic communications graduates will demonstrate the ability to professionally present ideas in all forms: written, verbal, and with the use of appropriate digital/electronic audio-visual materials.
4. Strategic communications graduates will understand the working relationship between advertising and public relations, as well as related marketing communications vehicles (e.g., direct marketing, sales promotion), and demonstrate specialized knowledge of media planning and placement.
5. Strategic communications graduates will be able to demonstrate knowledge and understanding of communication ethics and law as it applies to advertising, media and public relations.
6. Strategic communications graduates will be able to work effectively in teams and work collaboratively to create messages, solve problems and develop and implement integrated communication strategies.

### **Assessment Measures & Standards**

1. Strategic communications graduating seniors will be required to produce a campaign in the capstone course that include research to assess background, a competitive SWOT analysis, statement of goals, objectives, strategy, media/communications plan, creative execution and evaluation techniques. An advisory panel of non-campaign instructors and professionals will evaluate at least 25 percent of all campaign plan books at least once every two years to measure applicable AEJMC competencies and professional values. These portfolios will be chosen randomly and a majority of students will be expected to demonstrate proficiency in the campaign process.
2. The College of Media conducts a Senior Exit Survey annually. This survey measures students' satisfaction with the program, including quality of education and skills learned.
3. The College of Media conducts an Alumni Survey of the past three graduating classes at least once every three years. This survey measures whether the College provided graduates with the education and skills needed to gain and maintain professional employment in their discipline or allied fields or to successfully pursue graduate work.
4. In the capstone course, students are required to work in teams, creating campaigns for clients in agencies, firms and nonprofit organizations. Implemented campaigns are evaluated for success and presented to the clients, when possible. Students' individual and team performances in the capstone course are evaluated by their peers. The evaluation measures the contribution of

all teammates' work. Professors share and adapt team assignments and evaluation instruments as needed, based on their respective results.

Assessment Instrument (follows below)

## STCM CAPSTONE ASSESSMENT SUMMARY

Spring 2015

Strategic Communications Major Competencies Project Assessment Tool (*Quantitative*)

[To be completed by STCM Capstone review members] **(Conducted May 15, 2015)**

**Semester/Year** Spring / 2015

**Campaign Title** N/A

**Students' Names**

**Reviewers:**

- Tara Curtis, Communications Manager, WVU School of Nursing (previously communications director for the WVU Alumni Association)
- Jordan Pack, Media Coordinator, Blaine Turner Advertising
- Cassie Thomas, Communications Manager, WVU Extension Service
- Brett White, Communications & Social Media Manager, United Way
- Diana Martinelli, Associate Dean, Widmeyer Professor

Using the scale from 1 to 5, with 1 representing Strongly Disagree and 5 representing Strongly Agree, please circle the number that best represents your response to the following statements regarding the students' capstone campaign project.

\* 1: Strongly Disagree, 2: Disagree, 3: Neutral, 4: Agree, 5: Strongly Agree, NA: Not applicable

Evaluation Items	Please circle one				
	SD	D	N	A	SA
1. Research (secondary and/or primary) is appropriate	1	2	3	<u>4.26</u>	5
2. Research is presented well visually/graphically	<u>3.32</u>				
3. Campaign plan includes an appropriate SWOT analysis or Problems & Opportunities	<u>4.18</u>				

4. Target audiences are identified and appropriate with diverse population considered.	<b><u>3.2</u></b>
5. Campaign plan follows an organized planning process.	<b><u>3.8</u></b>
6. Positioning statement is clear and appropriate for the identified audiences	<b><u>3.87</u></b>
7. Consistent key strategic messages that are appropriate for the identified target audience(s) are provided	<b><u>3.73</u></b>
8. Objectives are specific, measurable, realistic, deadline-oriented and appropriate to the campaign with the given timeframe	<b><u>3.51</u></b>
9. Strategies and tactics are appropriate and realistic	<b><u>3.64</u></b>
10. Campaign plan is realistic (i.e., recommends appropriate timeline, budget, media, deliverables)	<b><u>3.75</u></b>
11. Creative materials are appropriate for the identified target audience(s) and reflect the campaign concept.	<b><u>3.99</u></b>
12. Media plan is appropriate for the identified target audience(s)	<b><u>3.09</u></b>
13. An appropriate, realistic evaluation plan is employed in the campaign plan	<b><u>3.46</u></b>
14. Campaign plan is well written, concise, accurate and grammatically correct.	<b><u>3.18</u></b>
15. Campaign plan is well organized/presented (logical, professional and stylistically consistent)	<b><u>3.58</u></b>
16. Campaign plan demonstrates an application of knowledge from across disciplines	<b><u>3.55</u></b>
17. Campaign plan demonstrates creativity (not the creative deliverables designed for the campaign, but	<b><u>3.47</u></b>

the book itself)	
18. Campaign plan demonstrates appropriate use of visual/graphics/design	<u>3.46</u>

**Total** =

**3.61**

**Qualitative Information**

Please provide written comments/suggestions about (a) any especially strong areas of the project and (b) how the project/course can be improved.

**Notable Positives**

- Good primary and secondary research and presentation of the results.
- Good graphics and creative appearance in book and in on-line /social media.
- Good media placement.
- Good goals and clear messaging.
- The entire campaign did a great job integrating strategic communications, media planning, advocacy, event planning, research/analysis, and implementing the research.

**Room for improvement (project and/or course)**

- Grammar, spelling, typos, and tense/person agreement conflicts in the text – need to proofread.
- Objectives were really tactics in some campaign plans.
- Some plan books were hard to follow because of the “busy” design and layout
- The target audience was not always well defined, and the social media strategy was sometimes disconnected from the intended audience.

**Curricular recommendations:**

Develop a standard campaign outline that’s consistent across student sections to avoid wide variance across sections in the final product. Reviewers had a difficult time assessing consistently the different types of plans, and some students complained in the exit survey about not having the same type of capstone portfolio material as others. Faculty can still tailor plans to their specific clients/campaigns, but a consistent basic plan outline and consistency in experiential learning should be implemented.

Writing/proofreading needs to be emphasized. (Teams need to work in time for polishing their final written work—not just their presentations to clients.) Good design basics should be emphasized—perhaps a tip sheet and examples of clean, readable design provided.

## Appendix J - Math Department Assessment of Course Sizes

From Math department report March 2014  
Assessment-based actions and follow-up

Action: Reduce Math 128 class size to <90, in accord with room availability.

Primary impact is 5% of students moved from C to B in course. Instructor is conducting surveys to determine student affect.

128			
	ABC	Total	Percent Success
<b>Fall 2012</b>	243	442	55.00%
<b>Fall 2013</b>	175	318	55.00%

Action: Implement assessment-based sequence changes.

Primary impact is on Math 126B and Math 153. Overall success rate in Math 129 is comparable to that of prior cohort taking both Math 126 and Math 128 simultaneously and serving roughly twice the population. This change presents a faster path to major courses for students in the Statler College and allows for better articulation between precalculus and calculus for those students. The resulting shift of better students into Math 129, weaker students into Math 126A, and mid-range students into Math 126B seems to have increased success in all three tracks.

	126B			126C			129			153		
	ABC	Total	Percent Success	ABC	Total	Percent Success	ABC	Total	Percent Success	ABC	Total	Percent Success
<b>Fall 2012</b>	412	713	57.80%	524	715	73.30%	not offered			231	393	58.80%
<b>Fall 2013</b>	522	839	62.20%	not offered			192	342	56.10%	262	416	63.00%

126+128			
	ABC	Total	Percent Success
<b>Fall 2012</b>	103	167	61.68%
<b>Spring 2013</b>	18	39	46.2%
Total	121	206	58.7%

Math 126A			
	ABC	Total	% Success
<b>Fall 2012</b>	286	447	64.0%
<b>Fall 2013</b>	408	600	68.0%

Action: Class size capped at 40 for Math 251. Findings here are very encouraging.

<b>251</b>			
	ABC	Total	Percent Success
<b>Spring 2013</b>	259	394	65.7%
<b>Fall 2013</b>	380	531	71.6%

Overall, most encouraging is the impact on Math 251 where enrollments were controlled and had an average enrollment of 40 students per section in fall 2013 vs. 47.4 in spring 2013. Data from Spring 2013 to Fall 2013 show improvement.

We conclude that

- Reduction in class size to 80-90 students in Math 128, 129 and other courses does not appear (based on this one-term sample) to significantly impact student success. The threshold for meaningful impact appears to be <40 students per section
- Controlling enrollments in Math 156, 251 and 261 appears to be a better investment of resources.

# Faculty Development Program

Effective Teaching Practices  
Pilot Course

**Participant Guide**  
**Fall 2015**

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SUGAR



## DEAR COLLEAGUES,

On behalf of the Association of College and University Educators (ACUE), I am pleased to welcome you to our faculty development program.

On a personal note, I remember with clarity when, as a graduate student I was asked (directed) by our chairman to fill in for an ailing professor in his calculus class. The subject matter was not a problem, but I was terrified and poorly prepared to teach. During that part of my career as a professor, while my interests were primarily in research, I came to appreciate the power of good pedagogy and how lives are changed by inspired teaching. I also became convinced that good teaching can be developed and learned.

Let's face it: there is strong evidence that good teaching matters.

We know that the association between good teaching and student persistence is strong, that student engagement leads to higher completion rates and more satisfying careers, and the paths to accomplish the best results for our students are now informed by the latest research in the cognitive sciences.

ACUE was founded to advance effective instruction at colleges and universities across the country. We've partnered with your campus, and with faculty from other institutions, to develop an innovative course in the essential teaching techniques, to:

- raise student achievement
- make educators' work more rewarding, and
- help institutions fulfill their educational mission.

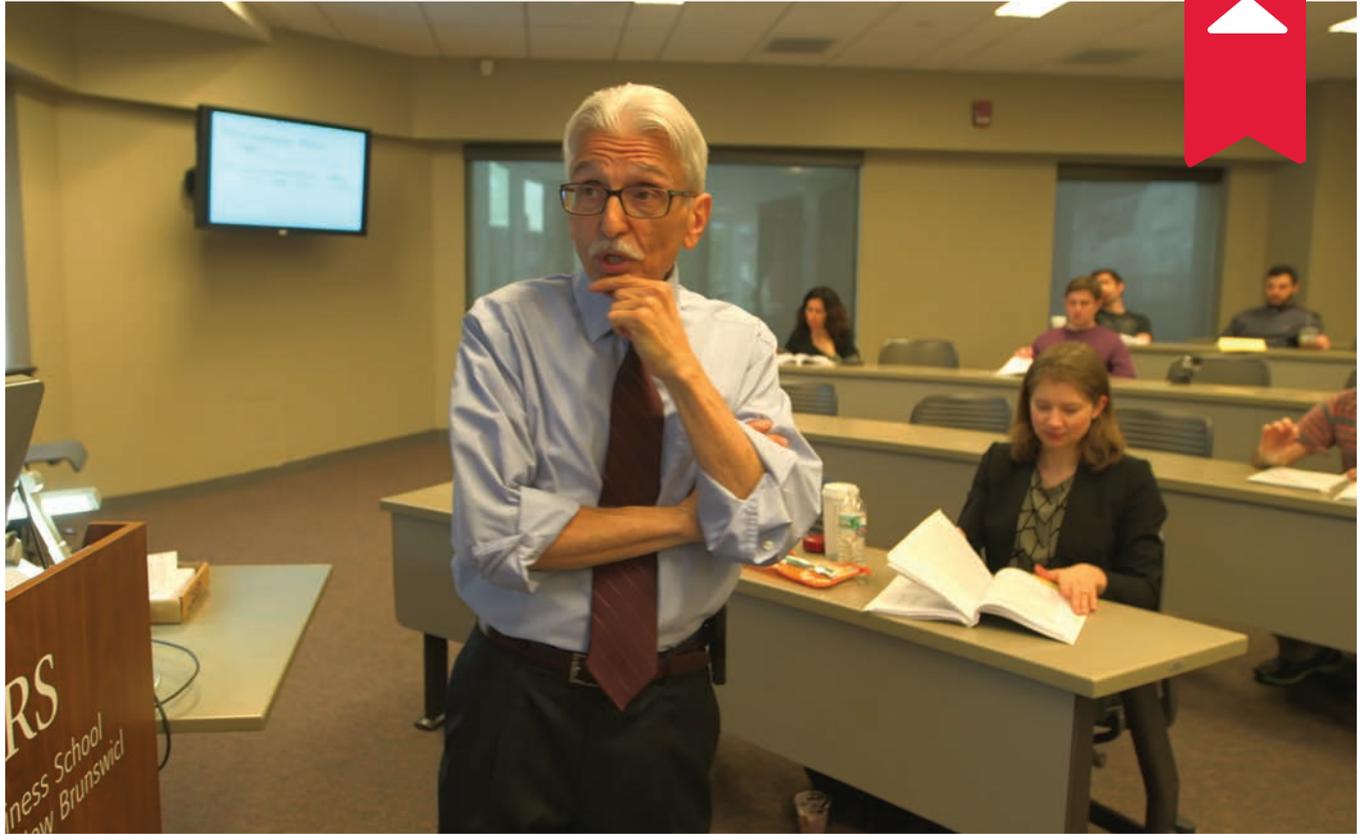
As a participant in ACUE's inaugural pilot program, you'll have the first look at our learning modules, join a community of practice, and provide valuable feedback for ongoing development. Thank you for being part of ACUE and our mission.

Have a great class,



**Matthew Goldstein**

Chairman, ACUE Board of Advisors  
Chancellor Emeritus, City University of New York



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## ACUE BOARD OF ADVISORS

**Matthew Goldstein, Chairman**

*Chancellor Emeritus, City University of New York*

**Ann Weaver Hart, President**

*University of Arizona*

**Peter McPherson, President**

*Association of Public and Land-grant Universities (pro bono)*

**Barry Munitz, Chancellor Emeritus**

*California State University System*

**Eduardo Padrón**

*President, Miami Dade College*

**Kevin Reilly, Special Advisor to the President of the American Council on Education**

*President Emeritus, University of Wisconsin System*

**Charlie P. Rose, former General Counsel**

*U.S. Department of Education*

**Benno C. Schmidt, former President**

*Yale University*

**Andy Stern, President Emeritus**

*Service Employees International Union*



## ABOUT ACUE

The Association of College and University Educators was founded in 2014 by leaders in higher education to support the professional needs of college educators, in particular those faculty members whose primary responsibility is to teach.

Through faculty development and related services, ACUE aims to make educators' work more impactful and rewarding; improve students' academic and personal achievement; and help institutions meet their academic and other goals.



## CAMPUS PARTNERS

ACUE is partnering with a select group of colleges, universities, and other organizations from across the United States to develop this faculty development program. These partners have made an invaluable contribution to our program, for which we are grateful.

Our partners have held focus groups, conducted survey research, and provided usability feedback to inform course design and prioritize training topics. They've opened up their classrooms to showcase the exemplary teaching happening on campus. At present, our partners are piloting an initial set of ACUE's faculty development online modules.

Our 2015 pilot partners include: Argosy University, California State University—Los Angeles, California State University—Northridge, the City College of New York, Diné College, Long Island University, Miami Dade College, Rutgers University—Newark, the Service Employees International Union, University of Arizona, University of Missouri—Kansas City, and West Virginia University.





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## THE ACUE EFFECTIVE PRACTICE FRAMEWORK™

ACUE's Effective Practice Framework™ is the foundation for ACUE's Faculty Development Program. This Framework details the essential skills and knowledge that college and university educators should possess to be effective in the classroom and online, regardless of discipline.

The Framework's five areas of practice are:

1. Elements of good course and class design
2. Establishing a productive classroom environment
3. Active learning strategies
4. Strategies for developing higher-order thinking, and
5. Assessing students

Development of ACUE's Framework was led by Dr. David Steiner, Executive Director of the Johns Hopkins Institute for Education Policy and Professor at the Johns Hopkins School of Education.

The Framework is based on a comprehensive review of relevant literature and an examination of faculty development offerings nationwide. Dr. Steiner and his colleagues conducted in-depth interviews with the directors of leading teaching centers and reviewed feedback from faculty at partner colleges and universities.

Experts consulted during the development of ACUE's Effective Practice Framework™ include:

Tom Angelo, University of North Carolina at Chapel Hill  
Ken Bain, President, Best Teachers' Institute  
Kevin Barry, Director, Notre Dame Kaneb Center for Teaching and Learning  
Kate Brinko, Director, Appalachian State Hubbard Center for Faculty Development  
Derek Bruff, Director, Vanderbilt University Center for Teaching  
Arthur Chickering, Professor (Ret.), George Mason University  
L. Dee Fink, President, Fink Consulting  
Barbara Gross Davis, Vice President, WASC College and University Commission  
Matthew Kaplan, Executive Director, University of Michigan Center for Learning and Teaching  
Harrison Keller, Vice Provost of Higher Ed. Policy and Research, U. of Texas - Austin  
Gregory Light, Director, Northwestern University Center for Teaching and Learning  
Deandra Little, Director, Elon University Center for Teaching and Learning  
Linda Nilson, Founding Director, Clemson University Office for Teaching Effectiveness  
Mark Phillipson, Director, Columbia University GSAS Teaching Center  
Deborah Seymour, Assistant Vice President, American Council on Education  
Kim Scalzo, Director, SUNY Center for Professional Development  
Robin Smith, University of Arkansas  
Linda von Hoene, Director, University of California Berkeley Graduate Division

The entire Framework can be found in Appendix A.



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## THE ACUE COURSE IN EFFECTIVE TEACHING PRACTICES

ACUE's course in Effective Teaching Practices is designed to provide you with skills and knowledge to be more effective in your classroom. It is full of practical and relevant techniques that you can put to use in your teaching, right away.

The course is organized into 40 hour-long learning modules that are self-paced and available online. Each module focuses on specific and applicable techniques to improve student learning.

ACUE's innovative module design is informed by the latest research in cognition and online learning. Each module includes:

- Clearly stated learning objectives
- Opening questionnaires, to learn about your students and your teaching environment
- Classroom demonstrations, to see effective and developing practice—as it happens
- Technique talks and presentations, to share the research and rationale behind each topic
- Knowledge and skills surveys, to identify your current use of recommended techniques
- Virtual classroom observations, to analyze and discuss classroom instruction with other course-takers,
- Reflection prompts, to allow you to consider what you did—and might do differently—as you implement these techniques, and
- Module evaluations, so that ACUE can learn from your experience

## THE 2015 PILOT LEARNING MODULES

ACUE's 2015 pilot program is releasing an inaugural set of learning modules, aligned to ACUE's Effective Practice Framework™. Topics addressed by these pilot modules include:

1. Establishing Powerful Learning Outcomes
2. Planning an Effective Class Session
3. Helping Students Persist in Their Studies
4. Connecting with Your Students
5. Using Active Learning Techniques in Small Groups
6. Checking for Student Understanding
7. Teaching for Civic Learning



## CONTACT AND HELP DESK

ACUE welcomes the opportunity to work with faculty across the country.

For more information, contact us at:

**Association of College and University Educators**  
**85 Broad Street, 18<sup>th</sup> Floor**  
**New York, NY 10004**  
**[info@acue.org](mailto:info@acue.org)**

If you require assistance while taking the course, please email your course facilitator. For further assistance, please contact ACUE at [support@acue.org](mailto:support@acue.org).

## APPENDIX A

### THE ACUE EFFECTIVE PRACTICE FRAMEWORK™

#### 1. ELEMENTS OF GOOD COURSE AND CLASS DESIGN

- A. Applying Lessons from Cognitive Science for Effective Teaching
- B. Establishing Powerful Learning Outcomes
- C. Aligning Student Assessments with Your Course Outcomes
- D. Aligning Instructional Design and Student Learning Activities with Your Course Outcome
- E. Creating a Course Outline from Your Outcomes
- F. Preparing an Effective Syllabus
- G. Planning an Effective Class Session
- H. Planning to Reach all of the Students in Your Course
- I. Making Your Classroom a Safe Place to Learn

#### 2. Establishing a Productive Classroom Environment

- A. Leading the First Day of Class
- B. Teaching Useful Note-Taking
- C. Providing Clear Directions and Explanations
- D. Establishing and Maintaining High Expectations
- E. Managing Your Classroom
- F. Connecting with Your Students
- G. Motivating Your Students
- H. Engaging At-risk and Under-Prepared Students
- I. Helping Students Persist in Their Studies
- J. Supporting Demographic Diversity in the Classroom

#### 3. Active Learning Strategies

- A. Using Active Learning Techniques in Small Groups
- B. Using Active Learning Techniques in Large Groups
- C. Delivering an Effective Lecture
- D. Leading Effective Discussions
- E. Using Technology to Engage Students

#### 4. Strategies for Developing Higher-Order Thinking

- A. Using the Basics of Good Questioning
- B. Using Advanced Questioning Techniques for Higher-order Thinking
- C. Responding to Student Questions and Answers
- D. Demonstrating Discipline-based Thinking and Problem-solving
- E. Using Concept Maps and Other Visualization Tools to Organize Ideas and Make Connections
- F. Developing Self-Directed Students

#### 5. Assessing Students

- A. Providing Useful Feedback
- B. Checking for Student Understanding
- C. Preparing Students for Assessments
- D. Creating Effective Quizzes, Tests, and Exams
- E. Using Grading Guides, Checklists, and Rubrics
- F. Developing Fair, Consistent, and Transparent Grading Practices
- G. Promoting and Maintaining Academic Integrity
- H. Using Student Achievement of Outcomes and Feedback to Improve Your Teaching

## APPENDIX B

### NAVIGATING THE COURSE

#### 1. CREATE AN ACCOUNT AND LOG IN

ACUE will send you an invitation via email. Click on the Get Started link in this email to register with Canvas (ACUE's learning management system), and to create your username and password.

[Click here to get started](#)

You've been invited to participate in a class at [acue.instructure.com](http://acue.instructure.com)

The class is called Effective Teaching Practices, and you're invited to join as a participant.

Name: **Your Name**

Email: **YourEmail@institute.edu**

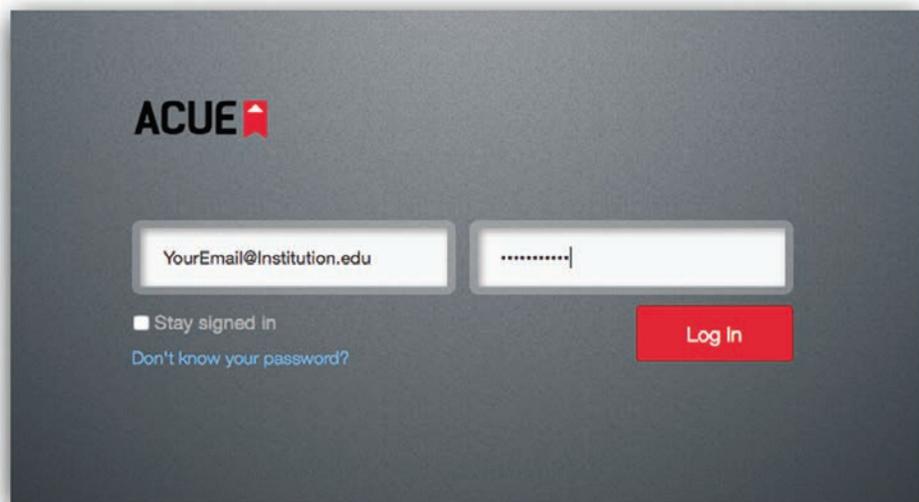
Username: **YourEmail@institute.edu**

You'll need to register with Canvas before you can participate in the class.

[Get Started](#)

To access the ACUE course, start by visiting <http://acue.instructure.com>.

Enter the username and password you created, and click the **Log In** button.

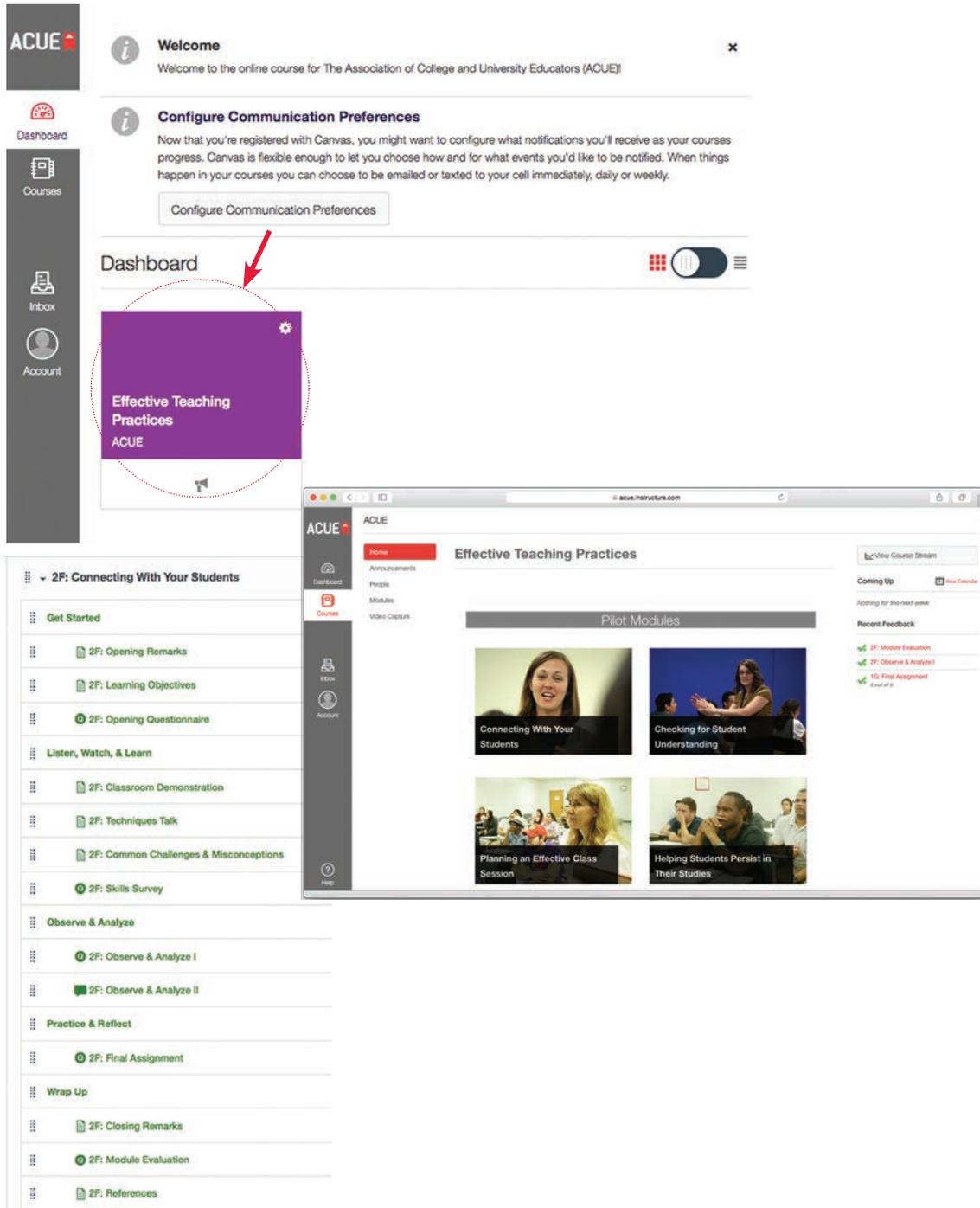


The screenshot shows the ACUE login interface. At the top left is the ACUE logo. Below it are two input fields: the first contains the email address 'YourEmail@Institution.edu' and the second contains a masked password '.....'. Below the email field is a checkbox labeled 'Stay signed in' and a link 'Don't know your password?'. To the right of these fields is a red 'Log In' button.

---

Your course URL is <http://acue.instructure.com>

Once you log in, find the Effective Teaching Practices course on your Dashboard, and select it. Then select the module and module component you wish to complete.



Your course URL is <http://acue.instructure.com>

## 2. Get Started

Most modules begin with some **Opening Remarks** from a colleague, followed by the module's **Learning Objectives**. After watching the video and reviewing the objectives, please complete the **Opening Questionnaire**. These questionnaires are typically about your current students and classroom and are designed to get you thinking about your practice.

The first screenshot shows the '2F: Opening Remarks' page. It features a video player with a play button and a thumbnail of Dr. Karla Brooks Baehr, Assistant Professor (retired) at Lesley University. The breadcrumb trail is 'ACUE > Pages > 2F: Opening Remarks'.

The second screenshot shows the '2F: Learning Objectives' page. It includes a sidebar menu with options like Home, Announcements, People, Modules, Talent, Zaption, Grades, Syllabus, Assignments, Discussions, Pages, and Files. The main content area has the heading '2F: Learning Objectives' and text stating: 'Research shows that connecting with your students both increases their motivation and their ability to learn. This module presents strategies and techniques you can use to: Foster student confidence, Create a supportive environment, Make your content more relevant.' The breadcrumb trail is 'ACUE > Pages > 2F: Learning Objectives'.

The third screenshot shows the '2F: Opening Questionnaire' page. It displays the question: 'What's your class like? Tell us about how your students connect to your class.' Below this is 'Question 1' with the text: 'At the start of a typical semester, how nervous do your students seem?' and four radio button options: 'Very nervous', 'Somewhat nervous', 'A little nervous', and 'Not at all nervous'. The breadcrumb trail is 'ACUE > Quizzes > 2F: Opening Questionnaire'. A 'Questions' sidebar on the right lists 'Question 1' through 'Question 9' and shows 'Time Elapsed: 0 Minutes, 29 Seconds'.

Your course URL is <http://acue.instructure.com>

### 3. Listen, Watch, & Learn

Following the **Opening Questionnaire**, each module contains a series of instructional videos and other information. Take a few moments to watch the **Classroom Demonstration** and **Technique Talk**. Together they cover the core concepts from the module, provide concrete examples, and model techniques in a higher education classroom like yours. Following these presentations is a description of **Common Challenges & Misconceptions**.

ACUE  ACUE > Pages > 2F: Expert Talk

View All Pages

#### 2F: Expert Talk

In this short video, Bob Puhak of Rutgers University offers techniques for connecting with your students.



Robert I. Puhak, PhD  
Associate Teaching Professor, Mathematics  
Rutgers University - Newark

ACUE 

For a presentation of Bob's remarks, download this PDF  .

ACUE  ACUE > Pages > 2F: Classroom Demonstration

View All Pages

#### 2F: Classroom Demonstration

In this short video, Bob Puhak from Rutgers University, Kristin Webster from Cal State LA, and Ece Karayigit from Miami Dade College demonstrate ways to connect with students in their Algebra I, Statistics, and Film classrooms.



ACUE 

ACUE  ACUE > Pages > 2F: Common Challenges & Misconceptions

View All Pages

#### 2F: Common Challenges & Misconceptions

Help

- Misconception:** "It's helpful to let students know what course material is easy or simple."

**Clarification:** Research suggests that instructors should **avoid** indicating that course material is "easy" or "simple".

As an expert, you may not remember how challenging it was to learn the foundational knowledge and skills of your discipline. In addition, referring to something as "easy" or "simple" can deter students from asking questions out of fear or embarrassment or concern of appearing ignorant. (Tinto, 1987)
- Misconception:** "It's challenging to create a supportive environment in a large class."
- Misconception:** "You need to be charismatic in order to connect with your students."

**Additional Resources for Further Reading**

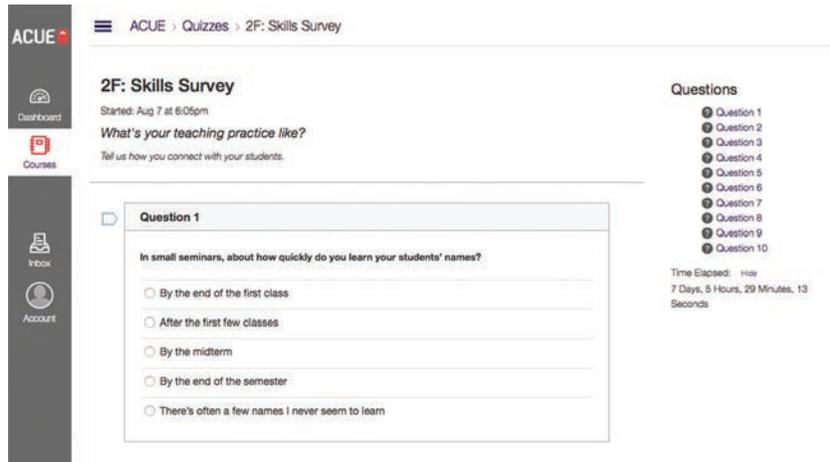
1. Ambrose, S.A., Bridges, M.W., DiPietro, M. & Lovett, M.C. (2010). *How learning works: seven research-based principles for smart teaching*. San Francisco: Jossey-Bass. [\[Link to\]](#)
2. Freeman, T. M., Anderman, L. H., & Jensen, J. M. (2007). Sense of belonging in college freshmen at the classroom and campus levels. *The Journal of Experimental Education*, 75(3), 203-209. [\[Link to\]](#)
3. Goodenow, C. (1993). Classroom belonging among early adolescent students: relationships to motivation and achievement. *The Journal of Early Adolescence*, 13(1), 21-43. [\[Link to\]](#)

Consult a comprehensive list of references for this module.

**Additional Resources for Download**

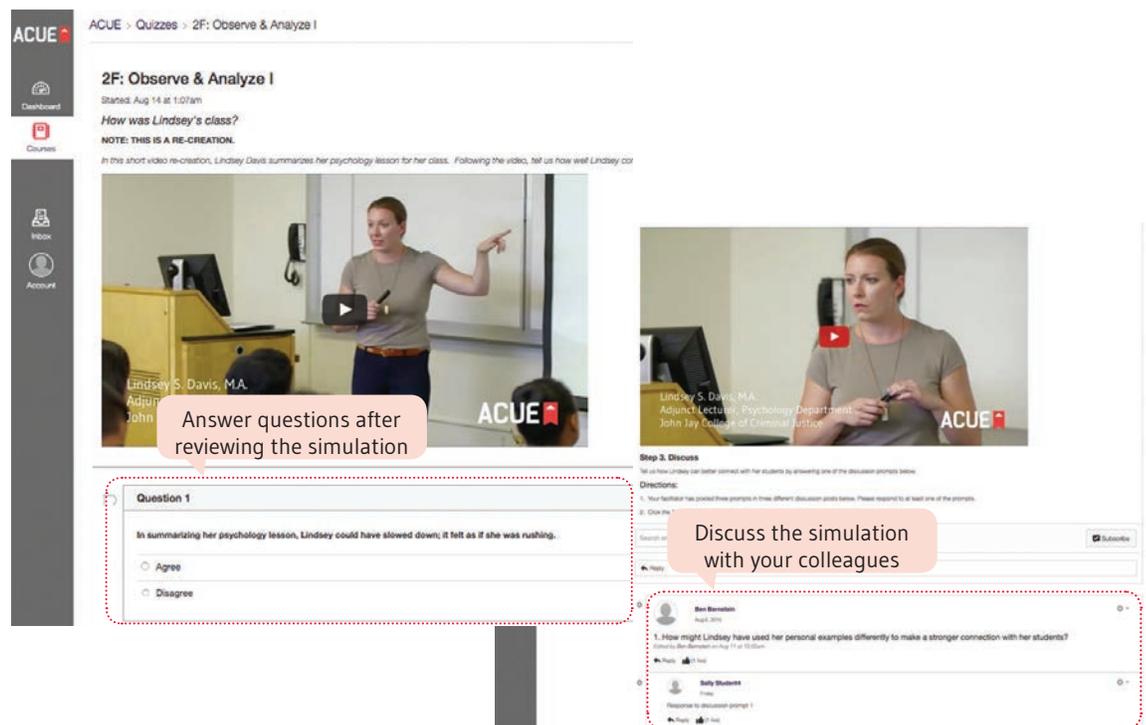
#### 4. Skills Survey

Once you've had a chance to hear about and see the module's techniques in action, and have reflected on common challenges, the following **Skills Survey** is designed to prompt you to reflect on and analyze your own use of these techniques.



#### 5. Observe & Analyze

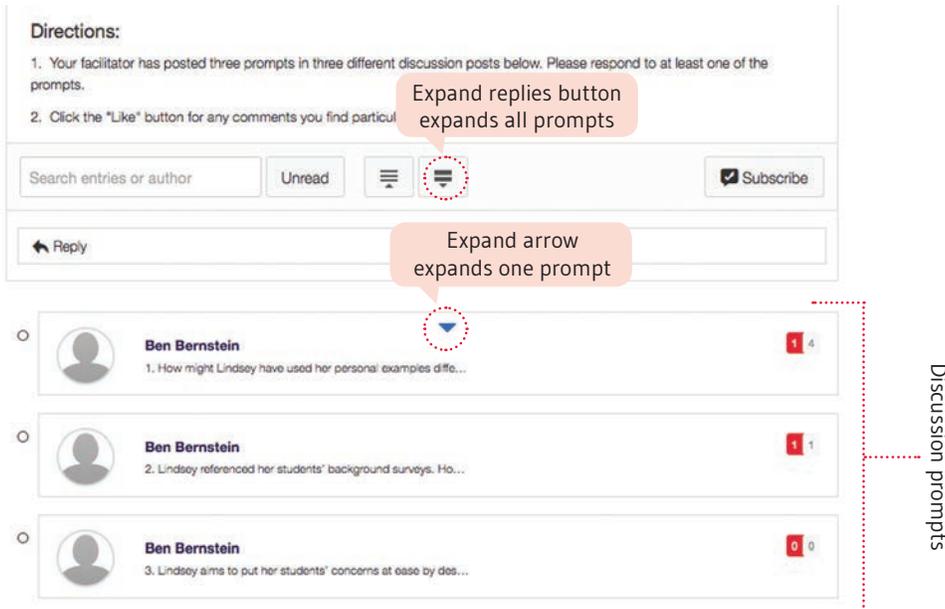
Take your learning to the next level in these **simulated** classroom observations. Observe videos of instructors using the techniques with different levels of proficiency. Following the videos, critique the demonstration by answering a short set of questions and analyzing the lesson on a discussion board with your colleagues and facilitator.



Your course URL is <http://acue.instructure.com>

Discussions provide opportunities to learn from colleagues in your cohort and the course facilitator. In each discussion, you will find one or more prompts, to kick-off the conversation.

You may need to expand one or more of the discussion prompts in order to read an entire message and the replies below it. Use the **Expand replies** button to expand all of the discussion prompts at the same time. Hover over the center of any discussion box and click the arrow that appears to expand just one prompt.



To ask questions or make comments, click the **Reply** button in the bottom left corner of the appropriate post or reply. You may use the **Like** feature to show you like an idea posted by the facilitator or another participant.



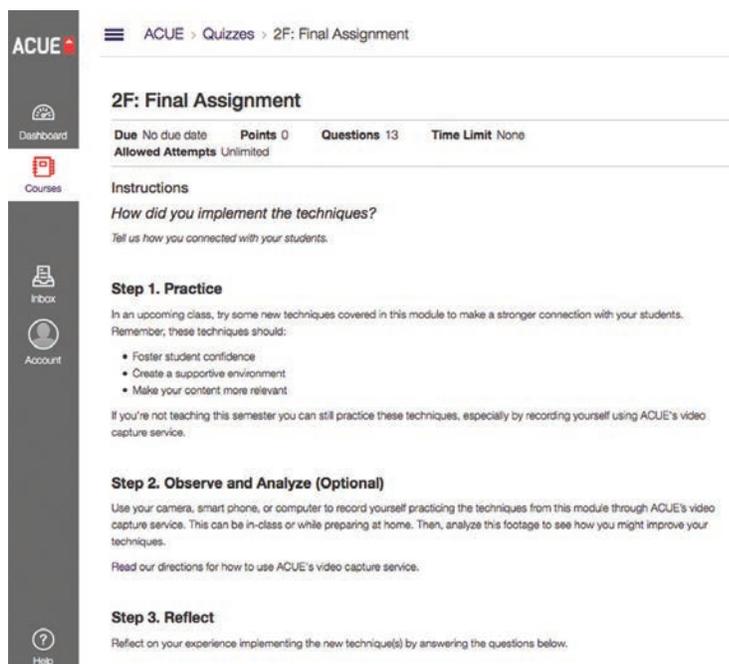
## 6. Practice & Reflect

By this point in the module, you've heard about the techniques from veteran practitioners, seen it done well in classrooms like yours, and had the opportunity to analyze and discuss developing practice in a simulated classroom.

If you're teaching this semester, it's time to put what you've learned into practice, and reflect on how things go. This **Final Assignment** offers an opportunity to try techniques from each module that you feel will improve the learning experience for your students.

This assignment, and ACUE's overall approach, is designed to launch you on your journey of trying new techniques, refining familiar ones, and reflecting on what you might do differently next time. This process of reflection enhances your own learning and allows you to focus on the application of each new skill in your own classroom context.

This is also a chance to use ACUE's video capture service, Torsh Talent, as another way to foster reflection and solicit feedback. For more information about how to use film yourself in class, see Appendix C below.



The screenshot shows the ACUE LMS interface for the '2F: Final Assignment'. The top navigation bar includes the ACUE logo and a breadcrumb trail: 'ACUE > Quizzes > 2F: Final Assignment'. The main content area is titled '2F: Final Assignment' and displays the following information:

- Due:** No due date
- Points:** 0
- Questions:** 13
- Time Limit:** None
- Allowed Attempts:** Unlimited

The 'Instructions' section is titled 'How did you implement the techniques?' and includes the prompt: 'Tell us how you connected with your students.' The instructions are organized into three steps:

- Step 1. Practice**

In an upcoming class, try some new techniques covered in this module to make a stronger connection with your students. Remember, these techniques should:

  - Foster student confidence
  - Create a supportive environment
  - Make your content more relevant

If you're not teaching this semester you can still practice these techniques, especially by recording yourself using ACUE's video capture service.
- Step 2. Observe and Analyze (Optional)**

Use your camera, smart phone, or computer to record yourself practicing the techniques from this module through ACUE's video capture service. This can be in-class or while preparing at home. Then, analyze this footage to see how you might improve your techniques.

Read our directions for how to use ACUE's video capture service.
- Step 3. Reflect**

Reflect on your experience implementing the new technique(s) by answering the questions below.

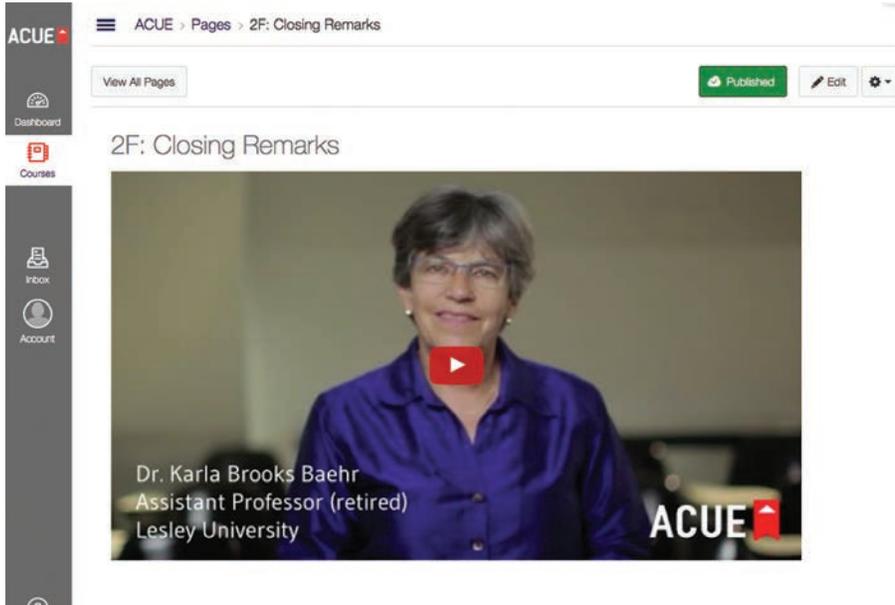
The left sidebar contains navigation links for Dashboard, Courses, Inbox, Account, and Help.

Your course URL is <http://acue.instructure.com>

## 7. Wrap Up

### Closing Remarks

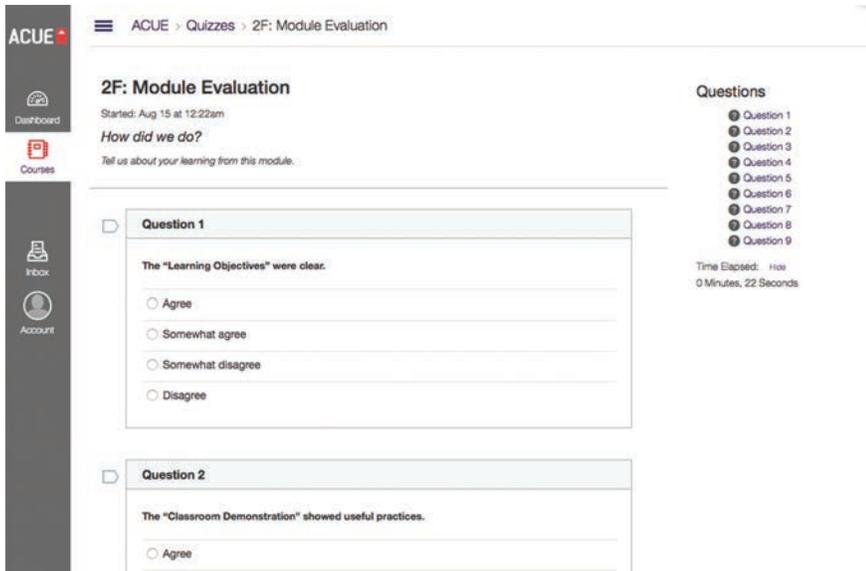
These **Closing Remarks** from a colleague summarize key points and draw connections between the module you just finished and related ACUE modules.



The screenshot shows a video player interface within an ACUE course. The breadcrumb trail is "ACUE > Pages > 2F: Closing Remarks". The video title is "2F: Closing Remarks". The video content features Dr. Karla Brooks Baehr, an Assistant Professor (retired) at Lesley University, speaking. The ACUE logo is visible in the bottom right corner of the video frame. The interface includes a sidebar with navigation options like Dashboard, Courses, Inbox, and Account, and a top bar with "View All Pages", "Published", "Edit", and a settings icon.

### Module Evaluation

We're learning too and want to gain your feedback on the module. Each module concludes with a short evaluation. Your insights and expertise will help ACUE refine the program.



The screenshot shows a quiz interface titled "2F: Module Evaluation". The breadcrumb trail is "ACUE > Quizzes > 2F: Module Evaluation". The quiz started on Aug 15 at 12:22am. The question text is "How did we do? Tell us about your learning from this module." The interface includes a sidebar with navigation options like Dashboard, Courses, Inbox, and Account, and a top bar with "View All Pages", "Published", "Edit", and a settings icon. The quiz contains two questions:

- Question 1:** The "Learning Objectives" were clear.
  - Agree
  - Somewhat agree
  - Somewhat disagree
  - Disagree
- Question 2:** The "Classroom Demonstration" showed useful practices.
  - Agree

On the right side, there is a "Questions" list showing 9 questions, with Question 1 selected. A timer indicates "Time Elapsed: Has 0 Minutes, 22 Seconds".

Your course URL is <http://acue.instructure.com>

## APPENDIX C

### USING ACUE'S VIDEO CAPTURE SERVICE

The ACUE video capture service, Torsh "Talent," is a powerful tool for self-reflection and professional development. This system allows you to record yourself in class or elsewhere while using new classroom techniques. Recordings can be made with either a smart mobile device or a personal computer and are seamlessly uploaded to your personal account. Only you can access these videos unless you choose to share them with colleagues or others for additional feedback.

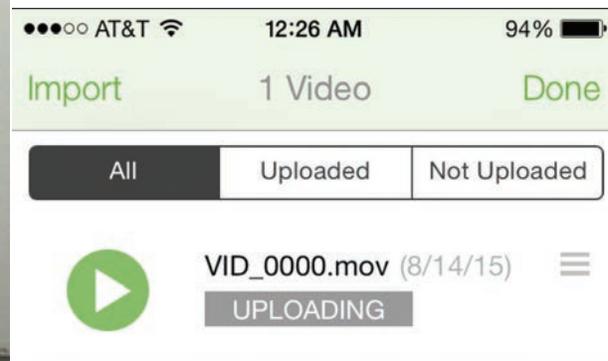
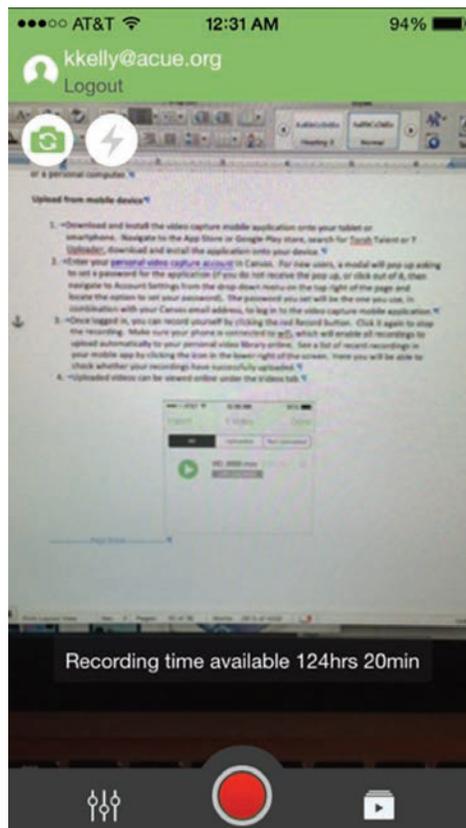
### UPLOADING VIDEOS FROM YOUR MOBILE DEVICE

First, download and install the video capture mobile application onto your tablet or smartphone, by 1) navigating to the App Store or Google Play store, 2) searching for Torsh Talent or T Uploader, and 3) downloading and installing the application onto your device.

Next, enter your personal video capture account in Canvas. If you're a new user, a window will pop up asking you to set a password. If you do not receive the pop up, or if you accidentally click out of it, then go to Account Settings from the drop-down menu on the top right corner of the page and locate the option to set your password. The password you set will be the one you use, along with your Canvas email address, to log in to the video capture mobile application.

Once you've logged into Torsh Talent, you can record yourself by clicking the red Record button. Just click it again to stop recording. Make sure your phone is connected to WiFi, which will enable you to upload all recordings automatically to your personal video library online. Click the icon in the lower right corner in your mobile app to see a list of recent recordings. Here you will be able to check whether your recordings have successfully uploaded.

You may review your uploaded videos online by using the Videos tab.



Your course URL is <http://acue.instructure.com>

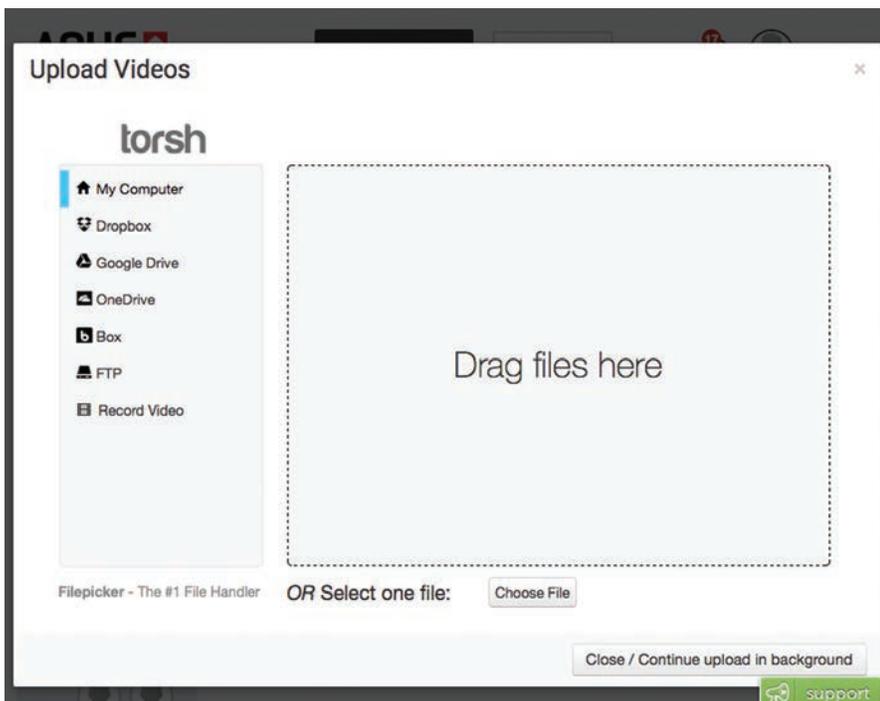
## UPLOAD FROM DESKTOP OR LAPTOP

You can record videos on your desktop or laptop as long as you have a webcam or built-in camera.

First, enter your personal video capture account in Canvas. Then select **Upload Videos** at the top of the page. This will open the Upload Videos window.

You will see on the left hand side a list of locations from which you can import videos. To enable recording, select the **Record Video** option at the bottom. You will see yourself being recorded. Click **Rec** in the bottom, right-hand corner to start recording and then **Stop** when you are finished. Once you click **Stop**, the video will automatically start uploading to your video personal library.

Navigate to your videos tab to review your newly recorded and uploaded video.



## APPENDIX D

### USE OF VIDEO FOR PROFESSIONAL DEVELOPMENT

Video can be a powerful tool to improve your practice. But just as you may be nervous about watching yourself on film, your students may feel uncomfortable about being recorded.

The following are some recommended practices for use of video-recording for professional development. Note these recommended practices do not supersede your institution's policies on the use and distribution of video recordings for professional development. Be sure to consult these policies, as ACUE assumes no liability for the recording, storing, or dissemination of these videos.

#### BEFORE YOUR CLASS SESSION

- Locate and review your own institution's policy about making and sharing audio or video of classroom activities for the purposes of professional development.
- Locate your institution's video authorization form. Print copies for the number of students who might be recorded during the class activity.

#### AT THE BEGINNING OF YOUR CLASS SESSION

- Tell your students that you would like to record the class for self-assessment and for peer feedback. Let them know that this video is part of a faculty development program and will be used for professional development.
- Collect signed authorization forms from students who are willing to be filmed for this purpose.
- If appropriate, ask students who are unwilling to be filmed to move to a specific part of the classroom that will not be filmed.

#### BEFORE THE ACTIVITY YOU WANT TO RECORD

- Briefly describe the activity you are about to facilitate, and tell students how it relates to the outcomes for the course or that specific class meeting.
- Let everyone know that you are about to begin recording the activity and start recording.

#### AFTER THE ACTIVITY YOU WANT TO RECORD

- Stop recording and thank the participants.

## VIDEO AUTHORIZATION FORM (SAMPLE)

<b>Name:</b>	Last		First		
<b>Address:</b>	Street		City	State	Postal/Zip Code
	Age	Date of birth: / Month/ Year	Day	College or University	Today's Date: Day / Month/ Year

**PURPOSE.** I understand that [ \_\_\_\_\_ ] (“Instructor”) would like to take one or more digital videos that may include Instructor interacting with me and/or my peers during lectures, classes, or other instructional sessions (the “Videos”). I understand that the Videos are being made for the purpose of helping to improve the quality of instruction at the higher education level and that my participation or lack thereof will not affect my grade in this course in any way.

**AUTHORIZATION.** I authorize the Instructor (a) to create one or more Videos that may include me and (b) to disclose these Videos and this Video Authorization Form to my college or university and to my instructor’s professional development provider. I further authorize the instructor (c) to modify, adapt and/or edit the Videos; and (d) to upload the Videos to a website for possible sharing and use by my instructor’s professional development provider in training, assessment or certification materials. I understand that, in addition to my instructor, the Videos may be seen by other educators and members of the general public in the United States and abroad.

**CONSIDERATION.** I understand that I will not be paid by the Instructor, or by any third party for my participation in the Videos, and that the consideration for my participation in the Videos will come from the personal satisfaction I receive from my contributions to improving higher education. I acknowledge that the Instructor is relying on my undertakings in this Video Authorization Form and may spend time making and analyzing the Videos and sharing them with the other educators for the purpose of professional development and for possible publication and use.

**OWNERSHIP OF VIDEOS.** I understand and agree that I will not own the Videos taken of me. I irrevocably waive any right that I may have to inspect or approve the Videos, or any edited or enhanced versions of the Videos.

**LIMITATIONS OF LIABILITY.** To the extent permitted by law, I agree that I will not bring any legal proceeding relating to the Videos. To the extent permitted by law, I irrevocably agree that I will not bring any class action lawsuit against the Instructor, my college or university, or professional development provider relating to the Videos or this Video Authorization Form or be a representative plaintiff or plaintiff class member in any such lawsuit. I hereby release and discharge the Instructor, my college or university, and professional development provider from any claims that may arise in connection with taking or editing the Videos or the publication, distribution and use of the Videos. WITHOUT LIMITATION OF THE FOREGOING, I AGREE THAT THE TOTAL LIABILITY TO ME FOR ALL HARM, DAMAGES, INJURY OR LOSS RELATING TO THE VIDEOS AND THIS VIDEO RELEASE FORM SHALL BE LIMITED TO MY DIRECT DAMAGES NOT TO EXCEED ONE HUNDRED DOLLARS (\$100.00), AND THIS SHALL BE MY ONLY REMEDY REGARDLESS OF WHAT LEGAL THEORY IS USED TO DETERMINE THAT MY INSTRUCTOR, COLLEGE, OR PROFESSIONAL DEVELOPMENT PROVIDER WAS LIABLE FOR THE HARM, DAMAGES, INJURY OR LOSS.

**OTHER PROVISIONS.** I acknowledge that third-party professional development providers are beneficiaries of this Video Authorization Form, with independent rights of enforcement. I have read this Video Release and Authorization, understand it, and intend it to be a legally binding instrument. I agree that this Video Authorization Form shall be binding on me, my legal representatives, heirs, executors and administrators now and in the future. This Video Release and Authorization shall be governed by the law of the State of New York, contains the entire understanding of the parties relating to its subject matter and may not be amended or modified except in a writing signed by me and the Instructor.

Signature: _____	Parent or Guardian Signature: _____  Parent or Guardian Name (printed): _____
Date: _____	<i>I am the parent or legal guardian of the minor (17 or younger) named above. I have the legal right to, and, by signing above, I hereby do consent to, the terms and conditions of this Video Authorization Form.</i>

**Have a great class.**



Association of College and University Educators  
85 Broad Street, New York, NY 10004

[www.acue.org](http://www.acue.org)

## West Virginia University Institute of Technology: Campus-Wide Academic Affairs Assessment Plan

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November, 2014

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# Part 1: Overview

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## Introduction

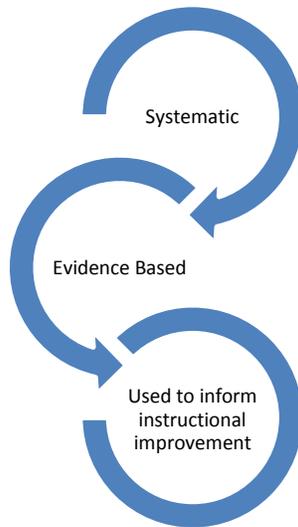
### What is Assessment and Why Do We Do It

Assessment is a data-driven, evidence based approach to discovering how well an institution of higher education is achieving its stated goals. The information is used to identify strengths and weaknesses which inform areas to improve upon and possible methods of improvement. Assessment also provides the institution an opportunity to identify and capitalize on its strengths.

The University of Connecticut Assessment website offers the following definitions of assessment and the role it plays in teaching and learning (<http://assessment.uconn.edu/what/index.html>):

- Assessment involves the use of empirical data on student learning to refine programs and improve student learning. (Assessing Academic Programs in Higher Education by Allen 2004)
- Assessment is the process of gathering and discussing information from multiple and diverse sources in order to develop a deep understanding of what students know, understand, and can do with their knowledge as a result of their educational experiences; the process culminates when assessment results are used to improve subsequent learning. (Learner-Centered Assessment on College Campuses: shifting the focus from teaching to learning by Huba and Freed 2000)
- Assessment is the systematic basis for making inferences about the learning and development of students. It is the process of defining, selecting, designing, collecting, analyzing, interpreting, and using information to increase students' learning and development. (Assessing Student Learning and Development: A Guide to the Principles, Goals, and Methods of Determining College Outcomes by Erwin 1991)
- Assessment is the systematic collection, review, and use of information about educational programs undertaken for the purpose of improving student learning and development. (Assessment Essentials: planning, implementing, and improving assessment in higher education by Palomba and Banta 1999)

Figure 1 shows the common threads among these definitions of assessment.



**Figure 1. Definition of Assessment**

### ***Internal Drivers of Assessment***

Internally, assessment is a powerful tool to help West Virginia University Institute of Technology (WVU Tech) discover how well it is doing on achieving its stated goals. As this information is uncovered, WVU Tech can make adjustments geared toward improvement as well as capitalizing on its strengths.

### **Stated Goals, Program Outcomes/Objectives, and Course Content**

Stated goals include program outcomes and program objectives which are supported and implemented inside of each course using learning objectives. Using instructional design principles, these learning objectives guide the identification and development of course content and assessments.

Course content includes assessments. However, for the purpose of this document course content will be defined as assigned readings, videos, Powerpoints, student engagement, and other forms of delivering information relevant to the course learning objectives. Assessment includes assignments (e.g. papers, journals), projects, and exams.

### **Transparency**

Program outcomes and program objectives are documented and publically available throughout the institution. These program outcomes and program objectives can be found in proposals to create new degree programs, proposals to create a new course, program reviews, and the university course catalog. Learning objectives which support the program objectives are found in the course syllabi.

## ***External Drivers of Assessment***

Externally, assessment is required for continuing institutional accreditation through the North Central Association Higher Learning Commission (HLC). Engineering program accreditation occurs through ABET. Also, the West Virginia Higher Education Policy Commission (HEPC) uses institutional assessment to help guide the development of higher education policy to improve outcomes in the state of West Virginia. In addition, assessment creates transparency for many different stakeholders including parents, students, and employers. The United State federal government likewise uses accreditation as an eligibility requirement for some federal programs.

### United States Federal Government

An institution of higher education must be accredited by a U.S. Department of Education (USDE) recognized accrediting agency in order to be eligible for federal funds.

There are a variety of federal regulations related to higher education, however an important regulation directed at program assessment is FDCR.A.10.080 (Review of Student Outcome Data) which states:

An institution shall demonstrate that, wherever applicable to its programs, its consideration of outcome data in evaluating the success of its students and its programs includes course completion, job placement, and licensing examination information. (Source: <http://policy.ncahlc.org/Federal-Regulation/review-of-student-outcome-data.html>)

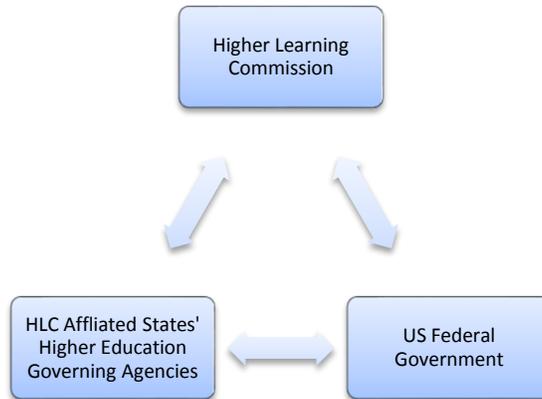
This means that when identifying direct and indirect methods of assessment for evaluating program success the departmental assessment teams must take into account the matters of course completion, job placement, and licensure examinations.

### Accreditation

Accreditation acts as a “seal-of-approval” and is intended to assure that institutions of higher education meet certain standards and levels of quality. This assurance is used by many stakeholders including parents, students, employers, and government agencies.

### North Central Association Higher Learning Commission (HLC)

The HLC is a USDE recognized accrediting agency which accredits degree-granting post-secondary educational institutions in 19 states throughout the North Central region. The HLC maintains working relationships with its affiliated states, the federal government, and regional accreditation. This relationship is referred to as “The Triad” (see Figure 2).



**Figure 2. "The Triad" of the Higher Learning Commission**

For additional information on the HLC, see their website at: <https://www.ncahlc.org/>

### ABET

ABET is a nonprofit, non-governmental organization that accredits programs within the disciplines of applied science, computing, engineering, and engineering technology in institutions of higher education. ABET does not evaluate or accredit an entire institution, rather ABET evaluates individual programs of study. ABET accreditation is a voluntary peer review process which provides assurance that a college or university program meets the quality standards established by the profession for which the program prepares its students.

For more information on ABET, see their website at: <http://www.abet.org/>

### West Virginia Higher Education Policy Commission (HEPC)

The HEPC develops and oversees a public policy agenda for West Virginia's four-year colleges and universities. In addition, it is the HEPC who gives the four-year colleges and universities in the state of West Virginia the authority to confer degrees. Upon meeting the minimum standards as identified by the HEPC, this authority is reauthorized on an annual basis. The following information is required of each college and university for annual reauthorization:

- verification of current accreditation status
- student enrollment data
- tuition and fee information
- first to second year retention rates
- graduation rates
- student transfer information
- licensure pass rates
- student loan default rates

- campus crime statistics
- number of student, staff, and faculty grievances

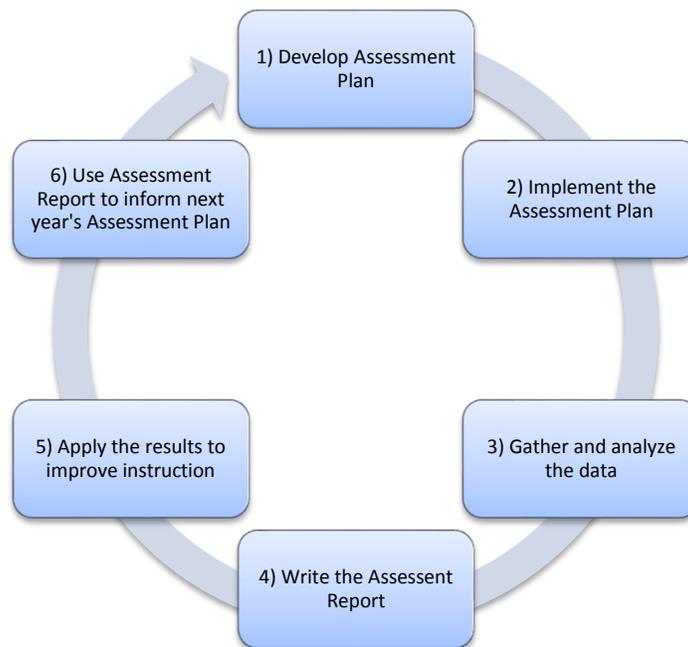
For additional information on the HEPC, see their website at: <http://www.wvhepc.com/>

### **Purpose of this Plan**

The purpose of the West Virginia University Institute of Technology (WVU Tech) Campus-Wide Academic Affairs Assessment Plan (Plan) is to inform and guide the annual cycle of department level academic assessments on the WVU Tech campus. The Plan will provide information on developing both the departmental annual Assessment Plans and Assessment Reports.

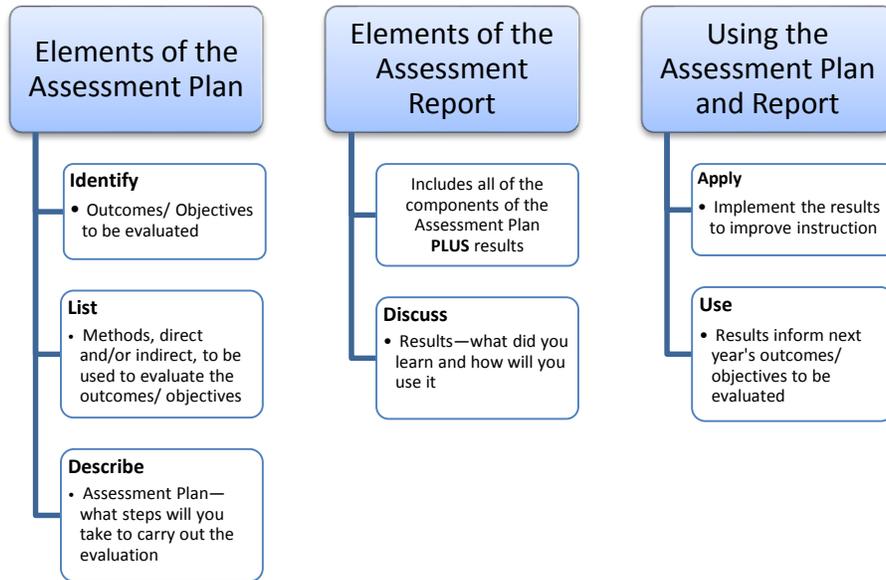
### **The Assessment Cycle**

Assessment is an on-going, annual, cyclical process which produces two types of documents: 1) an Assessment Plan, and 2) an Assessment Report. The Assessment Cycle is comprised of six parts (see Figure 3).



**Figure 3. Six Parts of the Annual Assessment Cycle**

In addition, the Assessment Cycle can be grouped into three components with associated elements (see Figure 4):



**Figure 4. Three Components of the Assessment Cycle**

## General Information about the Assessment Plan and the Assessment Report

### Program Outcomes and Program Objectives Defined

Program outcomes and program objectives are different. They are defined as follows:

- Program Outcomes—Outcomes are course and program level outcomes which state what the student will be able to do as the *result of course or program work*. Program outcomes are the essential and enduring knowledge, skills, and abilities used to create the integrated learning needed by a graduate of a course or program. In an outcomes-based approach to education, the ability to demonstrate learning is the fundamental point. An example of where course level outcomes can be found is in the course syllabi while program level outcomes can be found in the university course catalog. Course outcomes are also referred to as learning objectives.
- Program Objectives—Objectives refer to post-graduation abilities which state what the student will be able to do *after graduation*. Objectives are often directed toward employment or advanced studies.

## Duties and Responsibilities of the Department Chairs

The Department Chairs are responsible for:

- Assessment Plan
  - Convening their faculty to:
    - Discuss what will be assessed for the up-coming academic year
      - **NOTE:** Remember to use what you learned from the results of the previous year's Assessment Report to help determine the up-coming year's Assessment Plan
    - Identify and write the outcomes/objectives to be assessed
    - Identify the direct and indirect methods to be used for assessing the outcome/objective
    - Describe the steps to be taken to implement the assessment for each outcome/objective
  - Writing the Assessment Plan
  - Delivering the Assessment Plan
  - Meeting the delivery deadline
  - Communicating any issues or concerns with their Dean, the Provost, and/or the Director of Assessment and Instructional Development
- Assessment Report
  - Convening their faculty to discuss:
    - Data gathered for each outcome/objective identified in the Assessment Plan
    - Results of the data
    - Identifying the path forward for each outcome/objective assessed
  - Writing the Assessment Report
    - **NOTE:** Remember that the Assessment Report includes all of the elements found in the Assessment Plan. The new information in the Assessment Report is the **results** of your assessments.
  - Delivering the Assessment Report
  - Meeting the delivery deadline
  - Communicating any issues or concerns with their Dean, the Provost, and/or the Director of Assessment and Instructional Development

## Duties and Responsibilities of the Faculty

The faculty are responsible for:

- Providing assessment data and analysis to their department chair before the end of each semester; department chairs will assign the date
- Using the results of the Assessment Report to inform adjustments to:
  - Course syllabi

- Course content
- Instructional methods

## **Deliverables and Due Dates**

### ***Deliverables***

There are four assessment products due each year, two Assessment Plans and two Assessment Reports (see Table 1). Assessment Plans and Assessment Reports for **both** outcomes and objectives are required of all academic departments on the WVU Tech campus.

**Table 1. List of Assessment Plans and Assessment Reports**

Assessment Plans
1. Program Outcomes Assessment Plan
2. Program Objectives Assessment Plan
Assessment Reports
3. Program Outcomes Assessment Report
4. Program Objectives Assessment Report

### ***Delivering the Assessment Plans and Assessment Reports***

#### To Whom

The Department Chairs will deliver these documents to the following:

- Dean of the College in which the department resides
- Director of Assessment and Instructional Development (see Part 4, Contact for Assistance for email address)

#### Method of Delivery

All Assessment Plans and Assessment Reports are to be:

- Editable Word documents
- Delivered electronically via email

Do not create PDF documents. Do not scan the document and send as a jpg, png, or gif.

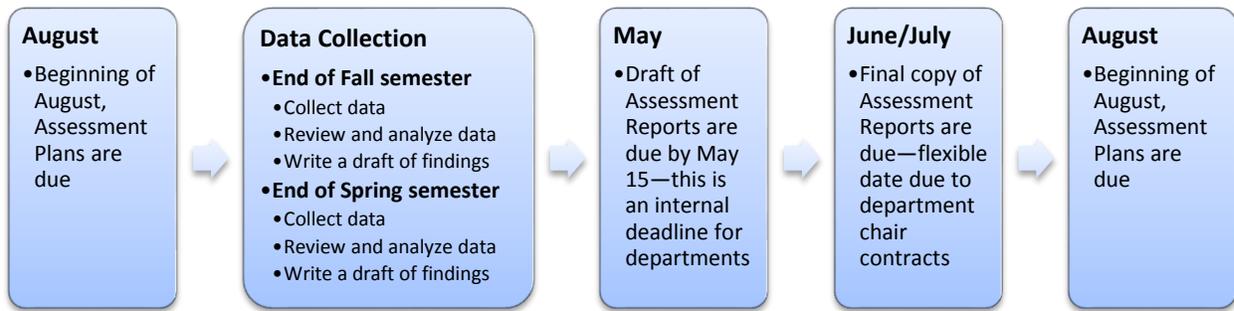
### ***Due Dates and Timeline***

This section discusses the time table for developing and submitting the Assessment Plans and Assessment Reports. The timeline suggested below is an initial effort. As WVU Tech progresses

with its assessment activities, we will need to make appropriate adjustments to the timeline. Be prepared to provide feedback to the Director of Assessment and Instructional Development.

Remember, that time may be tight, especially if department chairs are going to discuss the data collected, analysis, and paths forward with their faculty. *The faculty need time to make identified adjustments to their syllabi, course materials, and instructional methods.*

- August—Beginning of the month Assessment Plans are due
- Data Collection—Recommend that this be done each semester (see page 16 regarding selecting artifacts of learning)
  - Faculty involved with gathering and analyzing data and informing report
  - End of Fall semester
    - Collect data
    - Review and analyze data
    - Write a draft of Fall semester findings
  - End of Spring semester
    - Collect data
    - Review and analyze data
    - Write a draft of Spring semester findings
  - Combine Fall and Spring findings to create draft Assessment Reports
- May—Draft of Assessment Reports are due May 15
  - This is an internal deadline for departments; no submissions outside of the department are required
  - This provides an opportunity for Department Chairs to interact with their faculty on analyzing data and identifying paths forward
- June/July—Final copy of Assessment Reports are due to Deans of College and Director of Assessment and Instructional Development
  - Department Chairs are responsible for writing and submitting the final copy of the Assessment Reports
    - The June/July dates are flexible according to department chair contracts
  - The Assessment Reports inform actions to be taken which will be assessed in the up-coming year's Assessment Plans
- August—Beginning of the month Assessment Plans are due
  - Department Chairs are responsible for informing the faculty of paths forward as presented in the final copy of the Assessment Reports to give the faculty time to make the appropriate adjustments in their course materials and/or instructional methods



**Figure 5. Due Dates for Assessment Plans and Assessment Reports**

### Review Process and Feedback

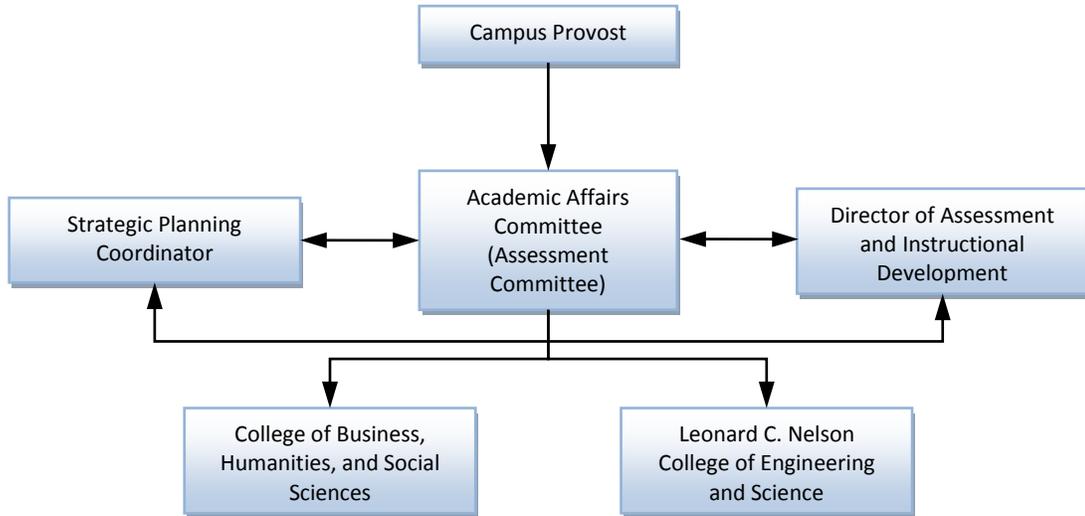
The Assessment Plans and the Assessment Reports will be reviewed by the following:

- Campus Provost
- Assessment Committee, which is comprised of the members of the Academic Affairs Committee
- Director of Assessment and Instructional Development

Feedback will be collected and provided to the Department Chair.

### WVU Tech Academic Affairs Assessment Model

WVU Tech has a directed decentralized model for student assessment efforts. This model distributes various roles and activities related to student assessment at different levels of the institution (see Figure 6). In this model the Campus Provost, as Chief Academic Officer, takes an active role by chairing the Academic Affairs Committee and helping to guide the development and implementation of assessment practices on the WVU Tech campus. The second tier of institution-wide activity involves the Academic Affairs Committee. This body reviews departmental Assessment Plans and provides feedback. The Director of Assessment and Instructional Development provides direct development assistance to the department chairs and faculty. The Strategic Planning Coordinator keeps assessment in front of the Strategic Planning Committee and part of their processes. Finally, the core of student assessment activity is carried out by the colleges who decide which student assessment data are relevant to their own educational purposes and professional accreditation requirements.



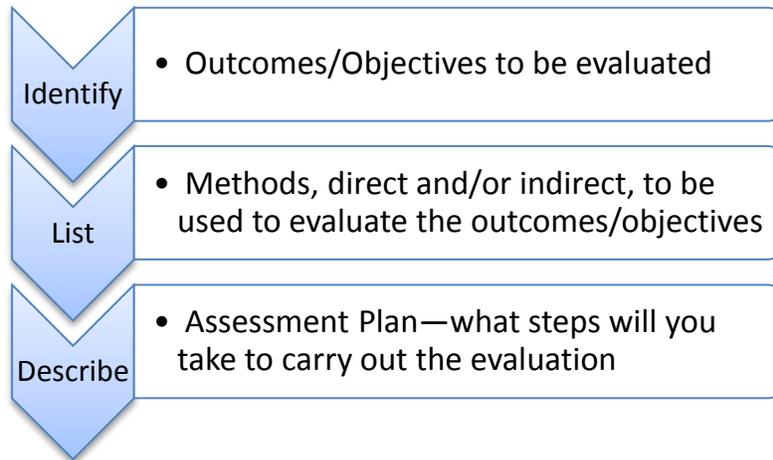
**Figure 6. Directed Decentralized Model for Student Assessment Effort**

## Part 2: Developing the Departmental Assessment Plan

---

### Overview

There are three parts to the Assessment Plan which must be completed (see Figure 7).



**Figure 7. Three Parts of the Assessment Plan**

Part 2 of this document will provide information on developing each part of the Assessment Plan.

### The Assessment Plan Template

An Assessment Plan Template has been provided to all departments on the WVU Tech campus and will be used campus-wide to develop Assessment Plans for both the program outcomes and program objectives (see sample Appendix A). The Assessment Plan Template is an editable Word document in table format. If you need a copy of this template, please contact the Director of Assessment and Instructional Development.

The Assessment Plan consists of four columns:

1. Program Outcomes/Objectives
2. Direct Performance Measures
3. Indirect Performance Measures
4. Description of the Assessment Plan (steps to implement)

## Writing the Assessment Plan

### **Header Information**

Be sure to complete the information at the top of the Assessment Plan:

- Date
- Name of Person Completing the Form
- Dept/Program

In addition, click on the header and on the upper left-hand corner key in the name of the department. Don't worry about page numbering. Page numbering is already set up and will number the pages automatically.

### **Column 1: IDENTIFY—Program Outcomes/Objectives**

#### How Many Outcomes and Objectives to Assess

Keep it simple!

When deciding upon how many program outcomes and program objectives to assess, keep it simple and do-able. Remember, you are planning for one academic year, not a five-year stretch. Do not take on more work than your department can actually accomplish. Ultimately, you will be using the data you gather as a result of methods you identified in the Assessment Plan to determine results—that is, discover strengths and weaknesses—which you will use to improve your programs and courses.

For those departments who do not have outside accrediting bodies such as ABET, it is recommended that you assess only three to five program outcomes and program objectives per assessment plan year.

#### ABET Accredited Departments

ABET accredited departments may want to assess ABET standards a-k each year. If this is done, *keep it simple*. You *are not required* to do a full ABET accreditation self-report analysis. The point is to identify strengths and weaknesses and then implement strategies to make improvements. Rather than assessing the entirety of the program using all artifacts of learning from all the courses, consider selecting artifacts of learning for a particular standard at points along the way. For example, if you are assessing standard g), ability to communicate effectively, your department might want to sample student presentations from three different courses. If your department finds, for example, that seniors need to improve their competency in communication, then the department might want to adjust strategies in lower-level classes to improve communication skills.

ABET accredited departments may also want to consider assessing a small number of interrelated groups of standards, for example g, h, and j:

- g) an ability to communicate effectively
- (h) the broad education necessary to understand the impact of engineering solutions in a global, economic, environmental, and societal context
- (j) a knowledge of contemporary issues

These three standards engage with departments outside of engineering, such as the English department for enhancing written and oral communication skills, and the sociology and/or political science departments for knowledge of contemporary issues. ABET accredited departments may want to consider teaming up with other departments to access these areas.

### Writing Program Outcomes and Objectives

Verbs associated with levels of learning, as presented in Blooms Taxonomy (see Appendix B), will be used in writing the program outcomes and program objectives to be assessed. Remember that “understand/understands/understanding” *is not* assessable and *is not* used when writing program outcomes and program objectives.

In addition to the Bloom’s Taxonomy of Learning shown in Appendix B, iDesign, at WVU-Morgantown, offers an interactive Bloom’s Taxonomy Circle Diagram:

<http://lore.wvu.edu/picture.php?/4>

### **Columns 2 & 3: LIST—Methods of Assessment**

Assessment methods are the strategies, techniques, tools, and instruments used for collecting information to determine the degree to which students demonstrate the desired learning outcomes. Use multiple methods of assessment to reach a deeper understanding of student attainment of the outcomes and objectives. Multiple methods of assessment provide various perspectives into student achievement which helps form a more holistic picture of areas of strengths and weaknesses.

Methods selected to assess an outcome or an objective should be:

- **Relevant**
  - Carefully select types of evidence
  - Set out a clear rationale for using the evidence
- **Representative**—typical, not an isolated, case
- **Cumulative**—multiple sources corroborate to provide credibility
- **Actionable**—provides specific guidance for action and improvement

There are two categories of assessment methods: 1) direct methods, and 2) indirect methods.

## Direct Methods

Direct methods of assessment are evidence of student learning in the form of a student product or performance that can be evaluated. Direct methods of assessment include, but are not limited to, the following:

- Papers/embedded assignments
- Exams
  - Quizzes
  - Pre/Post-tests
  - Mid-term and final
- Grades calibrated to learning outcomes
- Projects
- Computer programs
- Musical performance
- Portfolios
- Culminating project
- Capstone projects
- Student publications or conference presentations
- Observation of student performing a task

iDesign, at WVU-Morgantown, offers a PDF document which looks at direct methods through the lens of what is being assessed (e.g. critical thinking, solving problems):

[http://online.wvu.edu/Faculty/Resources/WorkshopHandouts/assess\\_suggestions.pdf](http://online.wvu.edu/Faculty/Resources/WorkshopHandouts/assess_suggestions.pdf)

## Indirect Methods

Indirect methods of assessment are subjective pieces of evidence based on perception, opinion, or attitude of students or others. This requires that the faculty infer actual student skills, abilities, and knowledge. Indirect methods of assessment include:

- Departmental survey
- Exit interviews
- Alumni survey
- Employer survey
- Focus groups
- Percentage of students who study abroad

## Methods with Special Considerations

The literature generally shows the following methods as indirect:

- Job placement statistics
- Graduation and retention rates
- Acceptance into graduate and professional schools

However, when using these methods for Program Objectives, that is for measuring what the graduate is doing upon or after graduation, these are real numbers and can be considered a direct method of assessment. The use of these methods as either direct or indirect will be a departmental decision.

## Online Resources

There are many resources available online that discuss methods of assessment. One of particular note is the University of Hawaii at Manoa which has an excellent webpage listing the types of assessment methods (e.g. portfolio, student surveys) and then providing a description or an example. Go to: <http://manoa.hawaii.edu/assessment/howto/methods.htm>

Another resource is located at the University of Wisconsin–Madison which provides more in-depth descriptions of various methods of assessment. Go to:

<http://provost.wisc.edu/assessment/manual/manual2.html#a1>

The University of Connecticut also offers summaries of direct and indirect assessment techniques. Go to: <http://assessment.uconn.edu/primer/how1.html>

WVU-Morgantown Faculty Senate webpage contains links on curriculum development. Of particular interest are the sections entitled “Syllabus Elements” and “Constructing Measurable Learning Outcomes.” Go to: <http://faculty senate.wvu.edu/curriculum-dev>

### **Column 4: DESCRIBE—the Assessment Plan**

In the last column of the Assessment Plan, tell how you will assess each program outcome or program objective. If a timeline is appropriate, then include it in this column. For an example of how to describe the Assessment Plan, see Table 2 on page 18.

### **Selecting the Artifacts of Learning to Use in the Assessment Activities**

Rather than assessing the program outcome or program objective with all artifacts of learning available to you, consider selecting artifacts developed by the students at points along the way. For example, if you are assessing the ability to communicate effectively, your department might want to sample student presentations from three different courses. Or, if the program outcome being assessed is the ability to think critically, then you might want to sample specific assignments and/or projects from specific classes across course levels (lower-division; upper-

division). In this way, you will get a good cross-section of artifacts of learning across levels of your program without being overwhelmed by data to analyze then report on.

### **What the Final Assessment Plan Looks Like**

The final draft of the Assessment Plan is a simple document which clearly states:

1. The program outcomes or programs objectives to be assessed.
2. What methods will be used to assess the program outcome or program objectives.
3. A statement on how the assessment will be implemented.

An example of a Program Outcomes Assessment Plan is presented in Table 2. The actual Assessment Plan Template is presented in Landscape orientation.

**Table 2. Example of an Assessment Plan for Program Outcomes**

Program Outcome	Direct Performance Measures	Indirect Performance Measures	Describe the Assessment Plan (steps to implement) including a Timeline
Apply critical thinking and higher level analytical skills to problems and issues in their career field	<ul style="list-style-type: none"> <li>• Papers</li> <li>• Projects</li> </ul>	N/A	<ul style="list-style-type: none"> <li>• Written assignments/papers will be sampled from the following entry-level courses:               <ul style="list-style-type: none"> <li>• SUBJ 201</li> <li>• SUBJ 254</li> <li>• SUBJ 293</li> </ul> </li> </ul> <p>For consistency across classes, a rubric identifying the essential areas of critical thinking to be assessed was used when grading the written assignments. The sampled work will be assessed against this rubric. To identify strengths and gaps in learning, the sampled work will be assessed against this rubric.</p> <ul style="list-style-type: none"> <li>• Class projects delivered in the following upper-level courses will be sampled:               <ul style="list-style-type: none"> <li>• SUBJ 315</li> <li>• SUBJ 405</li> </ul> </li> </ul> <p>For consistency across classes, a rubric identifying the essential areas of critical thinking to be assessed was used when grading the class projects. The sampled work will be assessed against this rubric. To identify strengths and gaps in learning, the sampled work will be assessed against this rubric.</p>
Work effectively on multi-disciplinary teams	<ul style="list-style-type: none"> <li>• Faculty observation of student performance on multi-disciplinary team</li> </ul>	<ul style="list-style-type: none"> <li>• Student Multi-Disciplinary Team Self-Assessment Survey</li> <li>• Student Multi-Disciplinary Team Interaction Survey</li> </ul>	<ul style="list-style-type: none"> <li>• Multi-disciplinary team projects are part of the following courses:               <ul style="list-style-type: none"> <li>• SUBJ 215</li> <li>• SUBJ 305</li> </ul> </li> </ul> <p>Faculty use Team Interaction Checklist to assess students' performance. A Likert Scale of 0-4 is used on each element of the checklist. These checklists will be used to assess how well students perform in multi-disciplinary teams.</p> <p>In addition, two indirect measures will be used to gain</p>

Program Outcome	Direct Performance Measures	Indirect Performance Measures	Describe the Assessment Plan (steps to implement) including a Timeline
			<p>insight into how the students view their own performance and that of their team members. The student surveys will help the department gain insight into student understanding of the importance of multi-disciplinary teams to their field of study. The student surveys will also help the department identify strengths and gaps in learning which will help inform instructional content and methods.</p> <p>Information gathered on all students in the identified courses will be used to assess this outcome.</p>
<p>Demonstrate the ability to communicate effectively orally, in writing, and through use of appropriate graphical representations</p>	<ul style="list-style-type: none"> <li>Senior Capstone Presentation</li> </ul>	<p>N/A</p>	<ul style="list-style-type: none"> <li>The Senior Capstone Presentation requires the student to develop a presentation of the results of their Senior Capstone Project. This oral presentation is given as though the student was presenting at a conference and includes a Powerpoint with graphical representations and a written report.</li> </ul> <p>A rubric is used to grade the students' work. Rather than using the students' final grades to assess this outcome, an examination of the rubric results will be used to determine strengths and weaknesses for this outcome. This information will be used to inform adjustments in instructional content and methods.</p> <p>Information gathered on all students in the Senior Capstone class will be used to assess this outcome.</p>

## Part 3. Developing the Departmental Assessment Report

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### Overview

Part 3 of this document will provide guidance and instructions on how to complete the Assessment Report.

There are four parts to the Assessment Report which must be completed (see Figure 8). As you can see in Figure 8, the first three elements of the Assessment Report are identical to the all the elements of the Assessment Plan.

What is new to the Assessment Report is the addition of the results for each outcome and objective that was assessed.

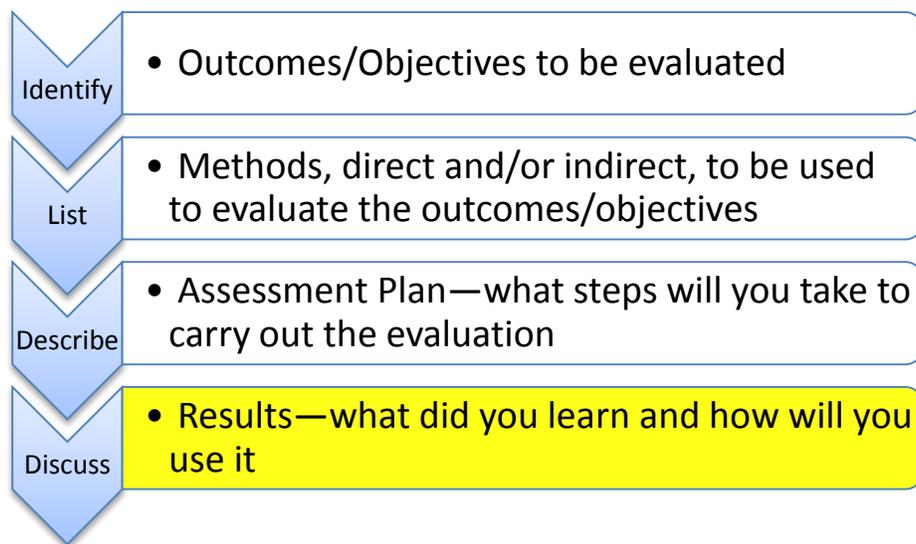


Figure 8. Four Parts to the Assessment Report

### The Assessment Report Template

An Assessment Report Template has been provided to all departments on the WVU Tech campus and will be used campus-wide to develop Assessment Reports for the both the program outcomes and program objectives (see a modified version in Appendix C). The Assessment Report Template is an editable Word document. If you need a copy of this template, please contact the Director of Assessment and Instructional Development.

## Writing the Assessment Report

### ***Department Name and Person Responsible for the Report***

On the first page of the Assessment Report make sure you provide the following information:

- Name of the department
- Month and year of the report
- Name of the person responsible for the assessment report in the department

### ***Introduction***

Write a short introduction about your department.

Topics you might discuss for the Program Outcomes—course and program level outcomes which state what the student will be able to do as the *result of course or program work*—might include:

- History of the department
- How many students are in the department
- Areas of emphasis and number of students in each emphasis area
- How the department utilizes its advisory board

Topics you might discuss for the Program Objectives—post-graduation abilities which state what the student will be able to do *after graduation*—might include:

- History of the department
- How many students are in the department
- Areas of emphasis
- History of degree production
- Industries in which your students find employment
- How the department utilizes its advisory board

### ***Copy-n-Paste the Elements from the Assessment Plan***

After the Introduction, the Assessment Report requires that the elements from the Assessment Plan be inserted. Sections for up to three outcomes or objectives have been provided in the Assessment Plan Template. If you have assessed more than three outcomes or objectives, copy one set of elements and paste it at the end of the document. Renumber the outcome or objective appropriately.

As a reminder, the elements which are to be copy-n-pasted from the Assessment Plan into the Assessment Report Template are:

- Program Outcomes or Program Objectives
- Methods of Assessment—direct and indirect, as appropriate
- Description of the Assessment Plan

Completing these elements is an easy process, simply copy-n-paste from the Assessment Plan into the Assessment Report. Some reformatting may be required, however, again, this should not be a complicated matter. If you need assistance with reformatting ask your departmental administrative assistant, she will likely know how to fix it.

## **Results**

The Results section of each program outcome or program objective is where you report on what you learned from your assessment activities. The following components are part of the Results section:

- Describe the artifact(s) of learning that you used to assess the outcome or objective
- Tell how you analyzed the data you identified in the Assessment Plan
- Discuss what the data told you about the outcome or objective
- Results
  - If the results show that all is going well, then say so; no further action needed
  - If the results indicate that there is/are area(s) which need improvement
    - Describe the area(s) that needs improvement
    - Discuss the action plan that will be implemented to improve that area(s)

## **Curriculum Matrix**

### ***Unique to the Program Outcomes Assessment Report***

The Program Outcomes Assessment Report will have an additional element at the end of the document—a curriculum matrix.

The curriculum matrix makes it possible to identify where within the curriculum program outcomes are addressed. In other words, it provides a means to determine whether your outcomes are aligned with the curriculum. In addition, the curriculum matrix is an excellent tool for finding program outcomes that may not be fully addressed within the curriculum. Table 3 provides an example of a curriculum matrix which shows that the program outcome for written and oral communications is poorly addressed within the curriculum. This would indicate that the program outcome would either need to be considered for removal from the program curriculum or it needs to be added into other courses.

**Table 3. Example of a Curriculum Matrix**

	<b>Outcome 1: Critical Thinking</b>	<b>Outcome 2: Multi- disciplinary Teams</b>	<b>Outcome 3: Written and Oral Communication</b>
<b>SUBJ 101</b>	X	X	
<b>SUBJ 102</b>		X	
<b>SUBJ 103</b>	X		
<b>SUBJ 201</b>	X	X	
<b>SUBJ 202</b>	X		x

***Instructions for Completing the Curriculum Matrix***

Appendix D is a template for the curriculum matrix. To fill in the curriculum matrix, complete the following instructions:

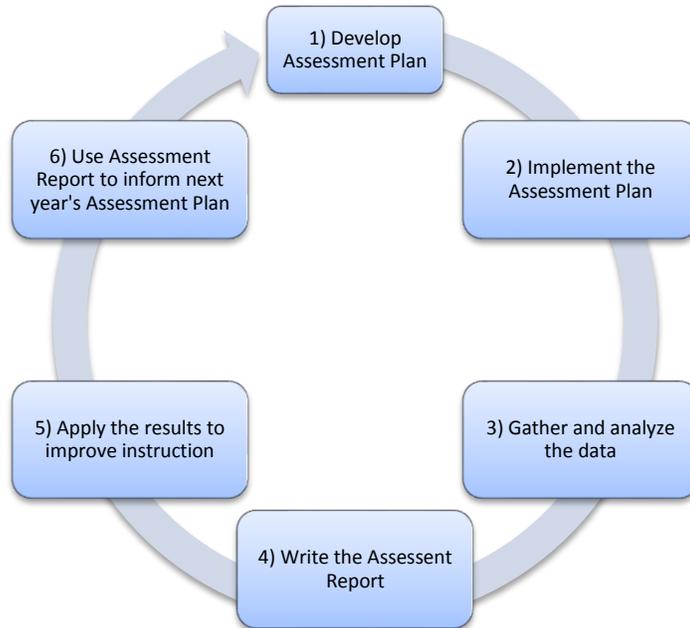
1. List each course in the program in the first column. If you need to add more rows, do so.
2. In the top row, write a short name for each program outcome listed in the Program Outcomes Assessment Plan. If you need to add or delete columns, then do so.
3. When an outcome is addressed in a particular course, place an “X” in the appropriate, corresponding cell.

## Part 4: Putting It All Together

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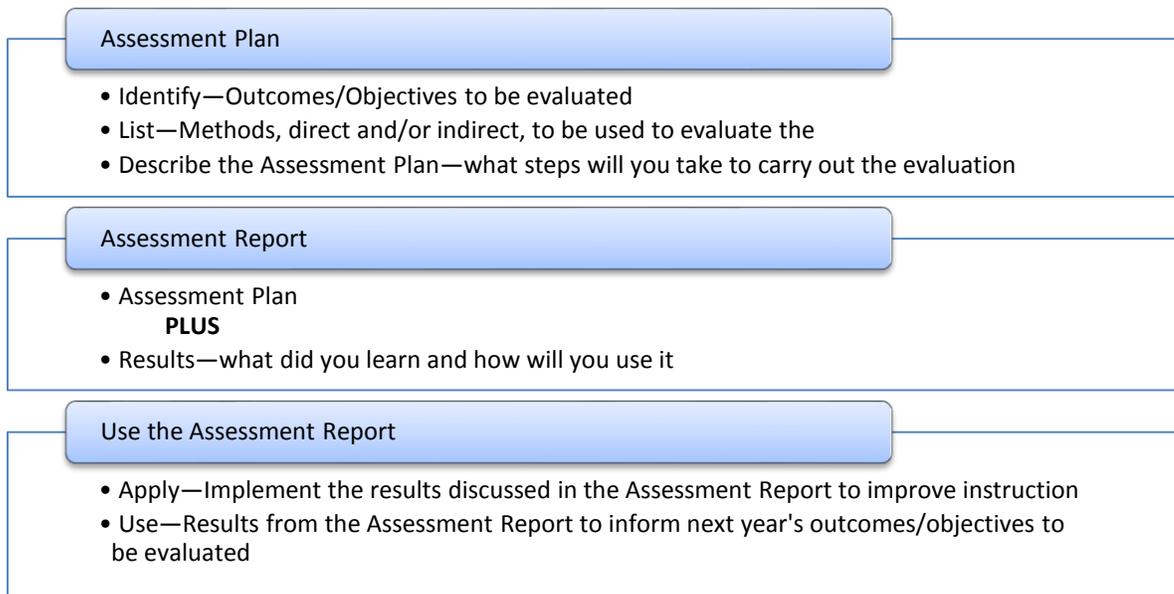
### Let's Review

Figure 9 provides a review of the annual assessment cycle. Remember, each component is done in a systematic manner in its appropriate sequence.



**Figure 9. Review of the Annual Assessment Cycle**

In addition, Figure 10 shows the individual parts that make up the Assessment Plan, the Assessment Report, and how the Assessment Report is used to inform the new Assessment Plan.



**Figure 10. Putting It All Together**

## **Acquiring Copies of the Templates and Bloom’s Taxonomy of Learning**

Editable Word documents that are already formatted as templates for both the Assessment Plans and the Assessment Reports are available by contacting the Director of Assessment and Instructional Development (see contact information below). PDF copies of Bloom’s Taxonomy of Learning found in Appendix B are also available upon request.

### **Contact for Assistance**

If you have any questions or need assistance, please contact:

Dr. Marcia Bastian  
Director of Assessment and Instructional Development  
304.981.6215  
marcia.bastian@mail.wvu.edu

## Appendices

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## Appendix A. Sample Assessment Plan Template

**DO NOT USE THIS PAGE  
IT IS AN EXAMPLE ONLY  
THE ACTUAL TEMPLATE IS POSITIONED ON THE PAGE IN LANDSCAPE**

**WVU Institute of Technology  
Program-level Objectives Assessment Chart**

This form is intended to facilitate documentation of program-level objectives assessment for accrediting agencies, advisory boards, and other internal or external audiences. This information will be collected annually.

Date: Type Date Here                      Name of Person Completing Form: Type Your Name Here

Dept/Program: Type Your Department/Program Name Here

Program Objectives	Direct Performance Measures	Indirect Performance Measures	Describe the Assessment Plan (steps to implement) including a Timeline

# Appendix B. Bloom's Taxonomy of Learning

Bloom's Taxonomy		Knowledge	Comprehension	Application	Analysis	Synthesis	Evaluation	
<p>Remembering of a previously learned material is the primary characteristic of this cognitive level. May recall a wide range of material, but all that is required is the bringing to mind of appropriate information. Learners will be able to recall what they have learned, list details, identify and/or define, remember information.</p>		<p>Learners will show the ability to grasp the meaning of the information, completed through organizing, comparing, interpreting, translating, giving descriptions. This level goes beyond simple recall materials. Learners will show that they understand by giving examples, restating important concepts, and explaining how things work.</p>	<p>Application refers to solving problems given a new situation, applying materials in a different way, and in concrete situations. Objectives may include the application of rules, laws, theories, etc. Students will use what they have learned to select the most important details, organize information, make something work, show how something works.</p>	<p>Breaking information down into its components to understand its organizational structure, making inferences and finding evidence to support generalizations. This cognitive level requires understanding both content and structural form of the material. Learners will break down material in order to understand better by examining and putting parts in correct groups, making connections (cause / effect), (compare / contrast).</p>	<p>Putting parts together in a new whole with a major emphasis on new patterns of structures or proposing alternative solutions. This level stresses creative behaviors and reshaping material into new forms. Learners will show they can invent a better way of doing something, redesign or blend the old and new, predict and/or hypothesize.</p>	<p>Judging the value of material for a given purpose, presenting and defending opinions through personally developed judgements are the hallmarks of this cognitive level. This level includes the elements of all of the other cognitive levels where the learner can judge the worth of materials point out strengths / weaknesses, evaluate for clarity, accuracy, value, and convince others of its worth.</p>		
<p><b>Concrete / Simple</b></p>		<p><b>Abstract / Complex</b></p>						
<p>omit order outline arrange acquire annotate ask pick associate calculate change cite cluster collect copy count define describe distinguish draw duplicate enumerate examine fill in fill in the blank find follow directions give example group how how much identify indicate know label list listen locate match memorize name observe</p>	<p>infer interpolate interpret locate match measure observe outline paraphrase predict prepare put in order quality read graph read table rearrange recognize relate reorder rephrase report represent research restate restore retell retell in your words review rewrite select sequence show show specify state tabulate trace tell underline view what when which one who why write</p>	<p>act adapt administer apply arrange articulate assess calculate change chart choose classify collect collection compare complete compute conclude confer construct contribute demonstrate determine develop differentiate between discover divide dramatize draw employ establish estimate examine examine exhibit expand exhibit explain extend extend find find out give an example graph illustrate implement</p>	<p>include inform instruct interpret interview irritate judge results keep records list locate information maintain manipulate model modify operate organize paint participate perform plan practice predict prepare present produce provide put into action put together record relate report restructure schedule select sequence shop show show simulate sketch solve state a rule or principle teach tell how tell when tell where tell why track translate transmit use utilize write</p>	<p>analyze appraise arrange break down calculate categorize characterize check classify compare connect contract contrast correlate criticize debate deduce deduct detect determine the factors diagnose diagram differentiate discover discriminate dissect distinguish divide draw draw conclusion edit formulate experiment focus form generalization formulate group hypothesize illustrate infer inquire inspect interpret</p>	<p>inventory investigate limit main idea main theme make inferences about map order outline point out prioritize probe put into question reason recognize relate research scrutinize search select separate sequence sift simplify solve sort specify subdivide survey take apart tell why test test form transform uncover what fallacies what is fact what is opinion</p>	<p>act add to arrange assemble blend change choose collaborate collect combine communicate compare compile compose conceive concoct constitute construct convince create deduce derive design develop devise document explain express facilitate find an unusual way forecast judge generalize generate hypothesize imagine improve incorporate individualize infer initiate integrate</p>	<p>invent make up manage model modify negotiate orchestrate organize originate perform plan predict compare prepare prescribe pretend produce progress propose rearrange reconstruct reinforce relate reorganize estimate revise rewrite role-play set up show specify speculate state a rule structure substitute suggest summarize suppose synthesize systematize validate visualize what if write</p>	<p>appraise arbitrate argue assemble attach award choose compare compare and contrast conclude consider contrast convince core criteria critique critique debate decide deduce defend derive determine discriminate estimate evaluate explain find the errors grade infer interpret justify measure persuade predict prioritize probe prove rank rate rationalization recommend refer reframe reject relate revise revise score select solve standardize summarize support tell why test validate value verify weigh</p>

## **Appendix C. The Assessment Report Template (modified version)**

### Program Objectives Assessment Report Name of Department (month/year)

---

[Insert name of person writing report]

#### **Introduction**

---

Write a short introduction about your department.

#### **Outcome 1**

---

Insert the outcome from your assessment plan

#### **Methods of Assessment**

List the methods of assessment (direct and indirect) for this outcome.

#### **Describe the Assessment Plan**

Copy/paste the content from your Assessment Plan for this outcome

#### **Results**

Describe the results of your assessment for this objective; what data/reports support the results; how are you going to use the results to improve your program; how are you going to close the loop. In short, discuss 1) data collected, 2) results from the data, and 3) actions taken based on the results.

## Appendix D. Curriculum Map

In the Program Outcomes Assessment Report, develop a curriculum map showing which courses address each outcome.

### Instructions

1. List each course in the program in the first column. If you need to add more rows, do so.
2. In the top row, write a short name for each program outcome listed in the Program Outcomes Assessment Plan. If you need to add or delete columns, then do so.
3. When an outcome is addressed in a particular course, place an “X” in the appropriate, corresponding cell.

	Outcome 1:	Outcome 2:	Outcome 3:	Outcome 4:
SUBJ #				

# West Virginia University Institute of Technology

## Program Outcomes as Presented in the

### 2015-2016 Course Catalog

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## BUSINESS, HUMANITIES, AND SOCIAL SCIENCES

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### *ACCOUNTING*

#### Bachelor of Science

1. Explain and apply the Generally Accepted Accounting Principles (GAAP) and IFRS
2. Demonstrate proficiency in manual and computerized accounting systems.
3. Prepare, interpret and analyze financial statements.
4. Demonstrate critical thinking, problem solving, and written communication skills.
5. Discuss and apply the code of professional ethics for accountants.

### *ATHELETIC COACHING EDUCATION*

#### Bachelor of Science

1. Graduates may coach on the collegiate level
2. Graduates may apply for graduate school and graduate assistantships in coaching
3. Graduates may work in area businesses and coach locally
4. Graduates will recognize the importance and significance of the role of coaching
5. Graduates will recognize the importance of continuing emotional, intellectual, and physical development throughout their lives

### *AVIATION MANAGEMENT*

#### Bachelor of Science

1. Graduates will obtain the FAA certifications as outlined in the program in a timely manner.
2. Graduates will have a cumulative pass rate on FAA practical tests (flight tests) of 80% or above. Individual students will repeat no more than two FAA practical tests during the course of the program.
3. Graduates will develop a thorough knowledge of aeronautical theories, practices, regulations, and procedures.
4. Graduates will develop the ability to think critically and communicate effectively.

### *BUSINESS MANAGEMENT*

#### Bachelor of Science

1. Demonstrate proficient knowledge and skills within core business component
2. Demonstrate proficiency in applying analytical abilities in business decision-making
3. Demonstrate critical thinking and written communication skills

4. Demonstrate the use of current business technology in basic decision-making applications
5. Show the ability to work effectively in teams as a leader or a follower.

## ***CAREER-TECHNICAL EDUCATION***

### **Bachelor of Science**

1. Incorporate learning goals into instructional plans.
2. Incorporate intended learning outcomes & learning objectives into instructional plans.
3. Incorporate student characteristics into instructional plans for purposes of instructional design.
4. Incorporate teacher characteristics into instructional plans.
5. Apply a personal framework for teaching in development of an instructional plan.
6. Plan instructional strategies that are consistent with intended learning outcomes and objectives.
7. Select, develop, and modify instructional materials to meet intended learning outcomes and objectives.
8. Determine appropriate classroom procedures and organizational strategies to support the instructional environment.
9. Incorporate information from various sources in planning for instruction.
10. Select assessment or evaluation strategies to measure learning outcomes, objectives, and instructional effectiveness.
11. Maintain a positive learning environment to support mastery of learning outcomes and objectives.
12. Communicate with students to provide a context for learning that is consistent with instructional plans.
13. Organize students, materials, and the classroom environment in ways that are consistent with instructional plans.
14. Manage the instructional environment to enhance student learning and development consistent with instructional plans.
15. Implement a variety of instructional strategies and materials consistent with instructional plans.
16. Utilize questioning strategies consistent with instructional plans.
17. Provide verbal and/or nonverbal feedback to students.
18. Evaluate the effectiveness of the instructional process.
19. Evaluate student progress toward mastery of learning outcomes and objectives.
20. Organize, interpret, and summarize evaluation data for instructional planning and delivery and management.

21. Report student evaluation results to students, parents, and appropriate school administrative personnel.
22. Use available evaluation results.
23. Establish and implement a continuing education plan to meet personal and professional goals.
24. Demonstrate management skills to carry out nonteaching responsibilities.
25. Follow school policies, rules, and regulations.
26. Demonstrate skills necessary to work with school committees and community groups.

### ***CRIMINAL JUSTICE***

#### **Bachelor of Science**

1. Specify the decision points and alternative outcomes at each stage of the criminal justice process.
2. Apply the scientific method to a criminal justice research Problem.
3. Communicate in written and oral form.
4. Demonstrate culturally competent and aware of diversity in the work environment.

### ***FORENSIC INVESTIGATION***

#### **Bachelor of Science**

1. The student will have an understanding of the language, history, and traditions of the forensic discipline and the investigative professions.
2. The student will be able to use critical thinking and problem solving in an investigative situation.
3. The student will be able to effectively communicate in an interviewing, investigative, and in legal settings both orally and in writing.
4. Students will have an appreciation of the ethical, legal, and regulatory issues impacting the decision making process.
5. Students will have the technical skills necessary to conduct investigative work.

### ***HEALTH SERVICES ADMINISTRATION***

#### **Bachelor of Science**

1. The student will demonstrate a broad based understanding of the dynamics of the health care industry, including familiarity with a variety of care delivery organizations, types of care delivery methods, and fiscal responsibilities.
2. The student will be able to apply critical thinking and higher level analytical skills to problems and issues in their career fields.

3. The student will be able to communicate effectively in oral and written form and have the specialized vocabulary utilized in the health care industry.
4. The student will become culturally competent and aware of diversity in the work environment.

### ***HISTORY AND GOVERNMENT***

#### **Bachelor of Arts**

1. Demonstrate a general knowledge of the facts, concepts, and approaches of history;
2. Critically analyze and assess primary sources.
3. Critically analyze and assess secondary sources;
4. Conduct original historical research and report results orally and in writing;
5. Produce historical essays that are coherent, grammatically correct, and use proper historical documentation.

### ***INTERDISCIPLINARY STUDIES***

#### **Bachelor of Science/Bachelor of Arts**

### ***MILITARY SCIENCE***

### ***PSYCHOLOGY***

#### **Bachelor of Arts**

1. Have an ability to conduct comprehensive research reviews using psychological scientific literature, exhibit intelligent reading and interpretation of the literature, and prepare scientific papers using the format approved by the American Psychological Association.
2. Pursue the scientific approach in problem solving with emphasis on designing experiments involving human and animal participants.
3. Have a knowledge of the fundamental psychological concepts and processes necessary for the pursuit of such careers as psychological scientists, counselors, and other fields.
4. Be capable of critical thought and pursue a lifelong pattern of educational and professional development.

### ***PUBLIC SERVICE ADMINISTRATION***

#### **Bachelor of Science**

1. The student will demonstrate leadership skills through written and oral communications, both in person and through computer technology.
2. The student will be able to evaluate policy, use critical thinking skills, and be able to make some predictions concerning how these policies will impact their individual and collective situations.

3. The student will know the process of managing an organization or government agency program, including understanding the fiscal responsibilities.
4. The student will become culturally competent and aware of diversity in the work environment.

### ***REGENTS BACHELOR OF ARTS***

1. Consistent with what society expects of all adult workers and good citizens, the Regents graduate will be able to demonstrate a general education in communications, the humanities, social sciences, natural sciences, and mathematics/computer applications.
2. The Regents graduate will be able to demonstrate a focused knowledge of one or more academic areas of his or her own choosing.

### ***SPORT MANAGEMENT***

#### **Bachelor of Science**

1. Recognize the importance and significance of the role of sport management
2. Develop analytical and communication skills appropriate to the professional and corporate environment
3. Be prepared to assume management positions in a variety of athletic and sport-related businesses and industries
4. Be familiar with compliance programs at the collegiate and national athletic sport levels
5. Recognize the importance of continuing emotional, intellectual, and physical development throughout their lives.

ENGINEERING

*AEROSPACE ENGINEERING*

B.S.A.E. (A 2+2 Program offered with West Virginia University (Morgantown))

*CHEMICAL ENGINEERING*

B.S.Ch.E.

1. Use the principles of chemistry, physics, and mathematics in the solution of engineering problems.
2. Use engineering science—conservation relations, thermodynamics, transport phenomena, and kinetics—in the solution of engineering problems.
3. Design systems and products that meet economic, quality, safety, and environmental requirements.
4. Use creativity and synthesis skills in the solution of open-ended problems.
5. Devise experiments, to use principles of experimental design, to collect data effectively, to evaluate data using appropriate statistical tools, and to draw sound conclusions from the analysis.
6. Use computing tools—mathematical analysis, information retrieval, document preparation, and communications.
7. Apply good safety practices and practice good environmental stewardship in both laboratory and design work.
8. Effectively communicate ideas, plans, and research in verbal and written form.
9. Gain new knowledge and/or enhance their skills through independent learning.
10. Work effectively as an individual and as a team member.
11. Apply professional codes of conduct to resolve ethical dilemmas.
12. Assess the political, cultural, economic, and aesthetic aspects of engineering practice, and to recognize the potential impact of technological developments on current events.

*CIVIL ENGINEERING*

B.S.C.E.

1. An ability to apply knowledge of mathematics, science, and engineering.
2. An ability to design and conduct experiments, as well as to analyze and interpret data.

3. An ability to design civil engineering projects or components of projects to meet desired needs within realistic constraints such as economic, environmental, social, political, ethical, health and safety, manufacturability, and sustainability.
4. An ability to function on multi-disciplinary teams.
5. An ability to identify, formulate, and solve civil engineering problems.
6. An understanding of professional and ethical responsibility.
7. An ability to communicate effectively.
8. The broad education necessary to understand the impact of engineering solutions in a global, economic, environmental, and societal context.
9. A recognition of the need for, and an ability to engage in life-long learning.
10. A knowledge of contemporary issues.
11. An ability to use the techniques, skills, and modern engineering tools necessary for engineering practice.
12. An ability to apply sound safety practices in laboratory and design work.
13. An ability to develop and manage budgets and schedules.

## ***COMPUTER ENGINEERING***

### **B.S.Cp.E.**

1. **Engineering Science**—Students will attain an ability to apply knowledge of mathematics, science, and engineering.
2. **Engineering Experimentation**—Students will attain an ability to design and conduct experiments, as well as to analyze and interpret data.
3. **Engineering Design**—Students will attain an ability to design a system, component, or process to meet desired needs within realistic constraints such as economic, environmental, social, political, ethical, health and safety, manufacturability, and sustainability.
4. **Teamwork**—Students will attain an ability to function on multidisciplinary teams.
5. **Problem Solving**—Students will attain an ability to identify, formulate, and solve engineering problems.
6. **Engineering Ethics**—Students will attain an understanding of professional and ethical responsibility.
7. **Effective Communication**—Students will attain an ability to communicate effectively.
8. **Impact of Engineering**—Students will attain the broad education necessary to understand the impact of engineering solutions in a global, economic, environmental, and societal context.

9. **Life-long Learning**—Students will attain a recognition of the need for, and an ability to engage in life-long learning.
10. **Contemporary Issues**—Students will attain a knowledge of contemporary issues.
11. **Modern Tools**—Students will attain an ability to use the techniques, skills, and modern engineering tools necessary for engineering practice.

## **COMPUTER SCIENCE**

### **B.S.**

1. An ability to apply knowledge of computing and mathematics appropriate to the program's student outcomes and to the discipline
2. An ability to analyze a problem, and identify and define the computing requirements appropriate to its solution
3. An ability to design, implement, and evaluate a computer-based system, process, component, or program to meet desired needs
4. An ability to function effectively on teams to accomplish a common goal
5. An understanding of professional, ethical, legal, security and social issues and responsibilities
6. An ability to communicate effectively with a range of audiences
7. An ability to analyze the local and global impact of computing on individuals, organizations, and society
8. Recognition of the need for and an ability to engage in continuing professional development
9. An ability to use current techniques, skills, and tools necessary for computing practice.
10. An ability to apply mathematical foundations, algorithmic principles, and computer science theory in the modeling and design of computer-based systems in a way that demonstrates comprehension of the tradeoffs involved in design choices.
11. An ability to apply design and development principles in the construction of software systems of varying complexity.

## **ELECTRICAL ENGINEERING**

### **B.S.E.E.**

1. **Engineering Science**—Students will attain an ability to apply knowledge of mathematics, science, and engineering.
2. **Engineering Experimentation**—Students will attain an ability to design and conduct experiments, as well as to analyze and interpret data.

3. **Engineering Design**—Students will attain an ability to design a system, component, or process to meet desired needs within realistic constraints such as economic, environmental, social, political, ethical, health and safety, manufacturability, and sustainability.
4. **Teamwork**—Students will attain an ability to function on multidisciplinary teams.
5. **Problem Solving**—Students will attain an ability to identify, formulate, and solve engineering problems.
6. **Engineering Ethics**—Students will attain an understanding of professional and ethical responsibility.
7. **Effective Communication**—Students will attain an ability to communicate effectively.
8. **Impact of Engineering**—Students will attain the broad education necessary to understand the impact of engineering solutions in a global, economic, environmental, and societal context.
9. **Life-long Learning**—Students will attain a recognition of the need for, and an ability to engage in life-long learning.
10. **Contemporary Issues**—Students will attain a knowledge of contemporary issues.
11. **Modern Tools**—Students will attain an ability to use the techniques, skills, and modern engineering tools necessary for engineering practice.

## ***MECHANICAL ENGINEERING***

### **B.S.M.E.**

1. Knowledge of mathematics, sciences and fundamentals of engineering necessary for a successful career in engineering practice
2. The ability to identify, formulate, analyze problems and develop solutions based on standard engineering norms and practices
3. The ability to apply their analytical skills and creativity to investigate the adequacy of a design and to make design improvements where necessary
4. The ability to conduct mechanical measurements; collect, evaluate and present experimental results; design and build experiments to investigate engineering phenomena including the analysis and interpretation of data
5. Knowledge of and the ability to use the computer, standard software and computing tools appropriate to their work
6. Knowledge of safety practices in experimental work
7. Knowledge of environmental requirements and constraints on engineering practice
8. Knowledge and ability to design mechanical and thermal systems, components, or processes to meet desired needs
9. The ability to function as a productive member of multi-disciplinary teams

10. Knowledge of professional and ethical codes of conduct and responsibilities
11. The ability to effectively communicate in oral and written forms
12. Knowledge of the impact of engineering solutions in a global and societal context as a result of having a broad education
13. The ability to recognize the need for and engage in life-long learning
14. The ability to demonstrate knowledge of contemporary issues
15. The ability to work professionally in thermal and mechanical systems areas including the design and realization of such systems.

### ***ELECTRONIC ENGINEERING TECHNOLOGY***

#### **B.S.E.E.T.**

1. Apply principles of mathematics and science to perform technical calculations and solve electronic engineering technology problems.
2. Demonstrate the ability to identify, formulate, and present creative solutions to technical problems.
3. Perform competently in a laboratory setting.
4. Operate modern computational tools for problem solving, including scientific calculators, computers, and appropriate software.
5. Demonstrate the ability to communicate and function effectively with members of multi-disciplinary teams.
6. Demonstrate a general knowledge of professional ethical responsibility toward employers, customers, and society.
7. The graduate will recognize the need for obtaining additional education, training, or certification as a means of maintaining and improving the skills necessary for career advancement and personal fulfillment.
8. Demonstrate ability to building, operate, test, and maintain electrical/electronic systems while applying skills in circuit analysis and design, computer programming, analog and digital electronics, and microcomputers.
9. Apply principles of chemistry and physics along with advanced mathematics for electrical/electronic circuit design and analysis.
10. Demonstrate project management techniques on electronic engineering projects.
11. Apply principles of advanced mathematics to electrical/electronic systems.
12. Demonstrate knowledge of control and instrumentation systems, power systems, communication systems, or computer systems.

13. Demonstrate knowledge of the impact of engineering technology solutions in a societal context.
14. Apply written, oral, and graphical communication in the class work, and proper use of references.

### ***ENGINEERING TECHNOLOGY***

#### **Bachelor of Science**

1. Apply technical core topics such as engineering materials, statics, dynamics, strength of materials, fluid power or fluid mechanics, thermodynamics, and electrical power or electronics to the solution of problems typically addressed by entry level engineering technologists
2. Communicate effectively through written and oral expression
3. Acquire new knowledge independently on-the-job
4. Work effectively in a diverse workplace environment
5. Effectively use advanced mathematics to solve technical problems
6. Account for the impact of societal and global issues in their decision making process.

### ***ENGINEERING TECHNOLOGY—CIVIL***

#### **B.S.E.T.-Civil**

1. Use appropriate tools to acquire data and analyze problems, including software and lab equipment.
2. Apply the principles of mathematics, science and engineering technology to perform technical calculations and solve for civil engineering technology problems.
3. Perform competently in a laboratory setting.
4. Solve problems and design components, systems or processes appropriate to civil engineering technology.
5. Demonstrate effective skills in the development and presentation of team projects utilizing written, oral and graphical communication skills as well as proper use of references.
6. Function effectively in a team.
7. Generate creative and realistic solutions to defined problems and projects.
8. Exhibit knowledge and skills consistent with expectations of a practicing engineering technologist, including professional development and continuous improvement.
9. Demonstrate a general knowledge of professional and ethical responsibility toward employers, customers, and society.
10. Demonstrate knowledge of the impact of civil engineering technology solutions in a societal context.

11. Utilize computer software to prepare technical reports.
12. Conduct standardized construction/civil engineering materials experiments.
13. Utilize surveying methods for land measurement and/or construction layout.
14. Conduct basic structural analysis including forces and stresses in elementary structural systems.
15. Plan and prepare several engineering management documents, design and construction documents such as specifications, contracts, change orders, engineering drawings, and construction schedules.
16. Perform economic analysis and cost analysis related to design, construction, operations, and maintenance of systems in civil specialties.
17. Select appropriate engineering materials and practices.
18. Perform standard analysis and design in three of the following sub-disciplines: structures, geotechnical, construction, transportation, or environmental.

### ***ENGINEERING TECHNOLOGY—ENVIRONMENTAL***

#### **B.S.E.T.-Environmental**

Baccalaureate degree graduates should be able to apply the following to the analysis, design, development, implementation, and/or oversight of environmental systems and processes using:

1. Technical core topics related to fluids, environmental chemistry and processes, applied thermodynamics, geology, and biology
2. Technical specialty areas of environmental analysis and systems design, physical and organic chemistry, and microbiology
3. Physics principles having an emphasis in applied mechanics, added technical topics in physics/chemistry/biology consistent with the program orientation, and having application to environmental systems and processes
4. Advanced mathematics to solve technical problems

### ***ENGINEERING TECHNOLOGY—MECHANICAL***

#### **B.S.E.T.-Mechanical**

1. Operate modern computational tools, including computers and machines for technical problem solving.
2. Apply the principles mathematics and science to solve mechanical engineering technology problems.
3. Perform competently in a laboratory setting.

4. Demonstrate ability to design systems, components, or processes for mechanical engineering technology application.
5. Function effectively in a team.
6. Identify and address various aspects of design.
7. Demonstrate competency in written, oral and graphical communication skills.
8. Recognize the need for additional education, training or certification as a means of maintaining and improving the skills necessary for career advancement and personal fulfillment.
9. Demonstrate a general knowledge of professional ethical responsibility toward employers, customers, and society.
10. Exhibit a broad education and knowledge of contemporary issues in a global and societal context.
11. Demonstrate the ability to solve technical problems involving energy, heat transfer, and engineering mechanics.
12. Demonstrate knowledge of plant maintenance, scheduling, and operation as well as safety.
13. Design and build mechanical engineering components using contemporary automated machines.
14. Utilize appropriate software including CAD, to solve mechanical engineering problems.

## ***INDUSTRIAL TECHNOLOGY***

### **Bachelor of Science**

Graduates apply the technologies of materials, manufacturing processes, automation, CAD/ CAM, production operations, maintenance, power, electro-mechanical systems, industrial organization and management, project management, and safety to the solution of problems in industry. Course outcomes are assessed by exit examinations in each course.

## **SCIENCES**

### ***BIOLOGY***

#### **Bachelor of Science**

1. Apply scientific method to solving problems.
  - a. Formulate a hypothesis and alternate hypotheses
  - b. Design experiments to test hypotheses.
  - c. Collect data.
  - d. Analyze data statistically and graphically

- e. Interpret and report data
2. Communicate effectively in writing and orally.
3. Evaluate sources of information through a scientific lens.
  - a. Perform search of primary scientific literature.
  - b. Interpret scientific papers.
  - c. Summarize research results from primary sources.
  - d. Synthesize information from a variety of sources into a coherent argument.
4. Develop a working vocabulary in evolution, ecology, genetics, anatomy, physiology, cellular, molecular, and organismal biology.
5. Explain and apply basic concepts in cell and molecular biology, evolutionary theory, human biology, genetics and ecology.
6. Demonstrate skills in the use of equipment and apply safety practices in the laboratory and field settings

## ***CHEMISTRY***

### **Bachelor of Science**

1. A fundamental chemical concepts and relationships in the solution of diverse scientific problems.
2. Knowledge and application of chemical analytical instrumentation, experimental design, and scientific data collection and interpretation.
3. Diverse laboratory skills and techniques.
4. Knowledge and application of good laboratory safety practices and environmental responsibility.
5. Ability to effectively communicate technical information through writing and speaking.

## ***INFORMATION SYSTEMS (IS)***

### **Bachelor of Science**

1. An ability to apply knowledge of computing and mathematics appropriate to the program's student outcomes and to the discipline.
2. An ability to analyze a problem, and identify and define the computing requirements appropriate to its solution.
3. An ability to design, implement, and evaluate a computer-based system, process, component, or program to meet desired needs.
4. An ability to function effectively on teams to accomplish a common goal.
5. An understanding of professional, ethical, legal, security and social issues and responsibilities.

6. An ability to communicate effectively with a range of audiences.
7. An ability to analyze the local and global impact of computing on individuals, organizations, and society.
8. Recognition of the need for and an ability to engage in continuing professional development.
9. An ability to use current techniques, skills, and tools necessary for computing practice.
10. An understanding of processes that support the delivery and management of information systems within a specific application environment.

## ***MATHEMATICS***

### **Bachelor of Science**

1. Will be critical thinkers and problem solvers
2. Will be able to understand the concepts, solve the problems, and prove theorems in at least three of the four major areas of mathematics-Algebra, Analysis, Applied Mathematics, and Geometry/Topology.
3. Will be able to develop computer programs to implement computational algorithms.
4. Will be able to communicate effectively.

Appendix N - WVUIT Program-level Objectives Assessment Chart

WVU Institute of Technology Program-level Objectives Assessment Chart

This form is intended to facilitate documentation of program-level objectives assessment for accrediting agencies, advisory boards, and other internal or external audiences. This information will be collected annually.

Date: Type Date Here Name of Person Completing Form: Type Your Name Here

Dept/Program: Type Your Department/Program Name Here

Table with 4 columns: Program Objectives, Direct Performance Measures, Indirect Performance Measures, and Describe the Assessment Plan (steps to implement) including a Timeline.

1Program objectives describe the aspirations for graduates of the program. These objectives need to be specific and measurable.
2Direct measures make use of factual information. Examples could include licensure examination pass rates, percent of graduates accepted to graduate programs, etc.
3Indirect measures gather anecdotal or subjective evidence of graduates achieving the program objectives. Examples of indirect measures include alumni and employer surveys, interviews of graduates, response to alumni and development office outreach efforts.
4Describe how you plan to assess the outcome. Include a timeline for example the item will be assessed once a year in the Spring; once every five years; etc.

# Sample Program Outcomes Assessment Plan

Program Outcome	Direct Performance Measures	Indirect Performance Measures	Describe the Assessment Plan (steps to implement) including a Timeline
<p>Apply critical thinking and higher level analytical skills to problems and issues in their career field</p>	<ul style="list-style-type: none"> <li>• Papers</li> <li>• Projects</li> </ul>	<p>N/A</p>	<ul style="list-style-type: none"> <li>• Written assignments/papers will be sampled from the following entry-level courses:                             <ul style="list-style-type: none"> <li>• SUBJ 201</li> <li>• SUBJ 254</li> <li>• SUBJ 293</li> </ul> </li> </ul> <p>For consistency across classes, a rubric identifying the essential areas of critical thinking to be assessed was used when grading the written assignments. To identify strengths and gaps in learning, the sampled work will be assessed against this rubric.</p> <ul style="list-style-type: none"> <li>• Class projects delivered in the following upper-level courses will be sampled:                             <ul style="list-style-type: none"> <li>• SUBJ 315</li> <li>• SUBJ 405</li> </ul> </li> </ul> <p>For consistency across classes, a rubric identifying the essential areas of critical thinking to be assessed was used when grading the class projects. To identify strengths and gaps in learning, the sampled work will be assessed against this rubric.</p>
<p>Work effectively on multi-disciplinary teams</p>	<ul style="list-style-type: none"> <li>• Faculty observation of student performance on multi-disciplinary team</li> </ul>	<ul style="list-style-type: none"> <li>• Student Multi-Disciplinary Team Self-Assessment Survey</li> <li>• Student Multi-Disciplinary Team Interaction Survey</li> </ul>	<ul style="list-style-type: none"> <li>• Multi-disciplinary team projects are part of the following courses:                             <ul style="list-style-type: none"> <li>• SUBJ 215</li> <li>• SUBJ 305</li> </ul> </li> </ul> <p>Faculty use Team Interaction Checklist to assess students' performance. A Likert Scale of 0-4 is used on each element of the checklist. These checklists will be used to assess how well students perform in multi-disciplinary teams.</p> <p>In addition, two indirect measures will be used to gain insight into how the students view their own</p>

Program Outcome	Direct Performance Measures	Indirect Performance Measures	Describe the Assessment Plan (steps to implement) including a Timeline
			<p>performance and that of their team members. The student surveys will help the department gain insight into student understanding of the importance of multi-disciplinary teams to their field of study. The student surveys will also help the department identify strengths and gaps in learning which will help inform instructional content and methods.</p> <ul style="list-style-type: none"> <li>Information gathered on all students in the identified courses will be used to assess this outcome.</li> </ul>
<p>Demonstrate the ability to communicate effectively orally, in writing, and through use of appropriate graphical representations</p>	<ul style="list-style-type: none"> <li>Senior Capstone Presentation</li> </ul>	<p>N/A</p>	<ul style="list-style-type: none"> <li>The Senior Capstone Presentation requires the student to develop a presentation of the results of their Senior Capstone Project. This oral presentation is given as though the student is presenting at a conference and includes a Powerpoint with graphical representations and a written report. A rubric is used to grade the students' work. Rather than using the students' final grades to assess this outcome, an examination of the rubric results will be used to determine strengths and weaknesses for this outcome. This information will be used to inform adjustments in instructional content and methods.</li> </ul> <p>Information gathered on all students in the Senior Capstone class will be used to assess this outcome.</p>

# Program Objectives Assessment Report

## Name of Department (month/year)

---

[Insert name of person writing report]

### Introduction

---

Write a short introduction about your department.

### Objective 1

---

Insert the objective from your assessment plan

#### Methods of Assessment

List the methods of assessment (direct and indirect) for this objective.

#### Describe the Assessment Plan

Copy/paste the content from your Assessment Plan for this objective

#### Results

Describe the results of your assessment for this objective; what data/reports support the results; how are you going to use the results to improve your program; how are you going to close the loop. In short, discuss 1) data collected, 2) results from the data, and 3) actions taken based on the results.

### Objective 2

---

Insert the objective from your assessment plan

#### Methods of Assessment

List the methods of assessment (direct and indirect) for this objective.

#### Describe the Assessment Plan

Copy/paste the content from your Assessment Plan for this objective

#### Results

Describe the results of your assessment for this objective; what data/reports support the results; how are you going to use the results to improve your program; how are you going to close the loop. In short, discuss 1) data collected, 2) results from the data, and 3) actions taken based on the results.

## Objective 3

---

Insert the objective from your assessment plan

### Methods of Assessment

List the methods of assessment (direct and indirect) for this objective.

### Describe the Assessment Plan

Copy/paste the content from your Assessment Plan for this objective

### Results

Describe the results of your assessment for this objective; what data/reports support the results; how are you going to use the results to improve your program; how are you going to close the loop. In short, discuss 1) data collected, 2) results from the data, and 3) actions taken based on the results.

**ADD MORE OBJECTIVES AS NEEDED AS DEVELOPED IN YOUR ASSESSMENT PLAN**



# Assessment Certificate Program



## Upcoming Workshops

- Note: to meet busy schedules, workshops are flexibly scheduled in the morning and afternoons and twice weekly.

- **WRITING AND REVISING LEARNING OUTCOMES**  
Feb. 2 - 10am and 3pm  
Feb. 5 - 10am and 3pm

- **DESIGNING ASSESSMENTS FOR QUALITY LEARNING**  
Feb. 16 - 10am and 3pm  
Feb. 19 - 10am and 3pm

- **ANALYZING AND USING ASSESSMENT RESULTS**  
March 1 - 10am and 3pm  
March 4 - 10am and 3pm

## Program Overview

The Assessment Certificate Program (ACP) is a workshop-based program designed to provide training and support for faculty and staff engaged in the assessment of student learning. The Program is offered by the Potomac State College Office of Institutional Effectiveness

Any faculty member or staff member is eligible to participate in either the entire Assessment Certificate Program or in individual workshops. Sessions are collaborative and interactive. All ACP recipients will complete a culminating project for improving existing assessment processes and tasks or designing new ones.





	AA Forestry submit persistence and graduation data	AA Forestry submit persistence and graduation data on student who transfer from AA Forestry at PSC to WVU programs - Agriculture, Natural Resources and Design for next review	3-Med	Ballard	Incomplete	Incomplete	Incomplete	Incomplete	Incomplete	In Process	
Yes	AA- Agriculture - Submit an interim report on or before October 30, 2015 describing the assessment plan which should include: the program's learning outcomes, methods of assessing learning outcomes, and an ongoing improvement plan		2-High	Ballard	Incomplete	Incomplete	Incomplete	Incomplete	Incomplete	Red	
Yes	AA Journalism - submit program goals and objectives - report that outlines program goals and objectives that are contemporary and relevant to the fields		1-Critical	Merrifield	Incomplete	Incomplete	Incomplete	Incomplete	Incomplete	Red	Current program goals and objectives are antiquated - revamp to reflect new media tools and modes of communication
	AA Journalism - improve articulation	Journalism AA articulate better with WVU objectives' School of Media	3-Med	Merrifield	Incomplete	Incomplete	Incomplete	Incomplete	Incomplete	In Process	

### Legend

Status	Description
Green	On track with clear mitigation plans for any issues
Yellow	On track with known issues and defining mitigation plans
Red	Off track with no known mitigation
Complete	Project or key milestone has been completed
In Process	Work is in process for key milestone.

Board of Governors Program Review  
Follow-Up Report  
October 30, 2015



*Submitted by:*  
Dr. Steve Atkins  
Office, Institutional Effectiveness

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## Follow-Up Report: AA Agriculture

### BOARD OF GOVERNORS PROGRAM FOLLOW-UP REPORT West Virginia University and Regional Campuses 2015-16

**Date:**           **October 30, 2015**

**Institution:**   **Potomac State College**

**Program:**       **AA Agriculture**

**Background:** Summarize the request of the program review committee, identifying the issues to be addressed.

The Council recommends that the College submit the following.

1. Interim report describing the assessment plan which should include the program’s learning outcomes, methods of assessing learning outcomes, and an ongoing improvement plan.
2. Enrollment management plan for two low enrolled programs - Agricultural and Environmental Education; General Agriculture

**Response:** Summarize the program’s response to the request. Address each of the issues raised by the undergraduate review committee. Provide relevant supporting material.

Recommendation 1: Submit program learning outcomes, methods of assessing learning outcomes, and an ongoing improvement plan.

<b>Degree: Agriculture AA</b>		<b>Division: PSC Applied Sciences</b>
<b>Classes involved (course(s) and section #): A&amp;VS 251, AGRN 202, AGEE 110, ARE 110 or 204</b>		
<b>Lead Team Members:</b>  Donna Ballard, Robert Cheves III, Jared Miller, Jeff Jones, Ben Walsh		<b>Academic Year <u>2015-2016</u>    <u>Fall</u> Semester</b>
<b>Outcome 1 YOU NEED AT A MINIMUM ONE OUTCOME</b>		
Outcome	Identify the learning objective that you chose to assess and upon which you are reporting. Learning outcomes are specific statements focusing on what students will be able to do or accomplish after a particular PROGRAM IS COMPLETED.  <b>*Specific: Graduates of this PROGRAM will be able to demonstrate the following</b>	

	Students who complete the AA in Agriculture degree will be able to effectively use current techniques, skills, and tools necessary to work effectively in an agriculture enterprise.
	<p>Relationship to General Education</p> <p>Does the learning objective relate to the goals or objectives of General Education? If yes, indicate the general education outcomes to which this outcome addresses</p> <p>YES</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Basic Mathematical Skills and Scientific Inquiry: Use quantitative and scientific knowledge effectively.</li> <li><input type="checkbox"/> Issues of Contemporary Society: Apply knowledge, methods, and principles of inquiry to contemporary problems, ideas, and/or values.</li> </ul>
Methods of Assessment	<p>Specified methods of evaluation (i.e., exam responses, portfolio section, and performance) and the tool (i.e. rubric) used to evaluate progress toward meeting the program learning outcomes. (When applicable, include scoring criteria or rubric in an Appendix.)</p> <p>These skills will be evaluated through embedded questions and exam responses. The students will also be evaluated on the application of skills as demonstrated during lab exercises.</p>
Program Size and Sampling Technique	<p>State the number of students in the program or the number who graduate each year.</p> <p style="text-align: center;">85-100 students in the program, 7 areas of emphasis</p> <p>Describe the sampling technique to be used (most programs will sample instead of collecting and evaluating evidence from every student).</p> <p style="text-align: center;">Evaluation of each student will be collected.</p>
Implementation Schedule	<p>When will the project be implemented, where? Who and how will the data be collected and analyzed?</p> <p>Exam questions will be embedded in the spring 2016 classes for AGRN 202 and A&amp;VS 251, each question will be graded for correct, incorrect or partially correct. Numbers and percentages of students performing in each of the three categories will be collected. The hands-on techniques and skills for A&amp;VS 251 will be evaluated for each student in the laboratory exercises.</p>
Measures/Levels of Expectation	<p>What is your criteria for success?</p> <p>State the target or the minimum results needed to indicate program success on this outcome or assessment question. Or, indicate that results will serve as baseline data.</p> <p>Greater than 50% of the students will score in the correct range for each question and measured skill.</p>
Assessment Results and Data Analysis	
Use of Results for Program Improvement	Based on the data analysis, program revisions are designed and subsequently implemented.
Lessons Learned	

Reassessment	Following one to two semesters of implementation of recommended revisions, a reassessment is conducted to determine the impact of the revisions.
<b>Outcome 2</b>	
Outcome	<p>Identify the learning objective that you chose to assess and upon which you are reporting. Learning outcomes are specific statements focusing on what students will be able to do or accomplish after a particular PROGRAM IS COMPLETED.</p> <p><b>*Specific: Graduates of this PROGRAM will be able to demonstrate the following</b></p> <p>Students who complete the AA in Agriculture degree will be able to create and maintain a state of the art system for record keeping and accounting for an agricultural enterprise.</p>
	<p><b>Relationship to General Education</b></p> <p>Does the learning objective relate to the goals or objectives of General Education? If yes, indicate the general education outcomes to which this outcome addresses</p> <p>YES</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Communication: Communicate effectively in English.</li> <li><input type="checkbox"/> Basic Mathematical Skills and Scientific Inquiry: Use quantitative and scientific knowledge effectively.</li> </ul>
Methods of Assessment	<p>Specified methods of evaluation (i.e., exam responses, portfolio section, and performance) and the tool (i.e. rubric) used to evaluate progress toward meeting the program learning outcomes. (When applicable, include scoring criteria or rubric in an Appendix.)</p> <p>Enterprise business plans and computer application submissions.</p>
Program Size and Sampling Technique	<p>State the number of students in the program or the number who graduate each year.</p> <p>85-100 students in the program, 7 areas of emphasis</p> <p>Describe the sampling technique to be used (most programs will sample instead of collecting and evaluating evidence from every student).</p> <p>Evaluation of each student will be collected.</p>
Implementation Schedule	<p>When will the project be implemented, where? Who and how will the data be collected and analyzed?</p> <p>Individual computer application assignments will be submitted electronically for completeness and proficiency of electronic communications. The enterprise business plans will be graded individually for completeness.</p>
Measures/Levels of Expectation	<p>What is your criteria for success?</p> <p>State the target or the minimum results needed to indicate program success on this outcome or assessment question. Or, indicate that results will serve as baseline data.</p> <p>A completion rate of 50% of students scoring higher than 70% on all assignments will be considered success for this learning outcome.</p>

Assessment Results and Data Analysis	
Use of Results for Program Improvement	Based on the data analysis, program revisions are designed and subsequently implemented.
Lessons Learned	
Reassessment	Following one to two semesters of implementation of recommended revisions, a reassessment is conducted to determine the impact of the revisions.

Recommendation 2: Enrollment management plan for two low enrolled programs - Agricultural and Environmental Education; General Agriculture

Enrollment Management Plan

AA Agriculture – Agriculture and Environment Education major AND General Agriculture

The faculty will collaborate with the PSC college recruiters to develop new venues to interact with potential students. These will include visits to high schools and vo-ag programs within the metro service area and college fairs. Faculty will also represent the college at metro area county fairs, the State FFA convention and the WV state fair.

**Enrollment Data:** Five year table showing number of students admitted, total number of declared Majors.

**Fall Program Enrollments 2005 to 2015**

	F2015*	F2014	F2013	F2012	F2011	F2010	F2009	F2008	F2007	F2006	F2005
<b>AA Agriculture</b>											
Agricultural and Environmental Education	15	7	6	5	8	17	20	16	18	12	15
Agronomy: Environmental Protection	2	4	4	3	3	2	0	1	3	3	1
Animal Science	23	23	26	32	24	15	19	10	18	16	13
General Agriculture	9	7	8	13	13	14	18	19	15	11	11
Horticulture	4	7	6	6	7	8	4	3	3	2	3
Pre-Veterinary	31	33	30	30	35	30	28	27	26	23	15
Resource Management	3	3	3	2	0	6	5	4	4	2	0
<b>Total AA Agriculture</b>	<b>87</b>	<b>84</b>	<b>83</b>	<b>91</b>	<b>90</b>	<b>92</b>	<b>94</b>	<b>80</b>	<b>87</b>	<b>69</b>	<b>58</b>

## Follow-Up Report: AA Pre-baccalaureate or Pre-professional Transfer

### BOARD OF GOVERNORS PROGRAM FOLLOW-UP REPORT West Virginia University and Regional Campuses 2015-16

**Date:** October 30, 2015

**Institution:** Potomac State College

**Program:** AA pre-baccalaureate or pre-professional transfer program

**Background:** Summarize the request of the program review committee, identifying the issues to be addressed.

The Council recommends that the College submit a follow-up report describing:

1. Program level learning outcomes and the assessment plan that incorporates assessment of specific courses/majors within the Arts & Sciences division and periodic benchmarks within the plan to assess continuous improvement.
2. A rationale for the continuation of low enrollment programs. If PSC wishes to continue programs with low enrollment, an Enrollment Management Plan must be submitted on or before October 30, 2015.

**Response:** Summarize the program's response to the request. Address each of the issues raised by their review committee. Provide relevant supporting material.

Recommendation 1: Submission of program level learning outcomes and the assessment plans within the Arts & Sciences division (AA Pre-major and AA General Studies).

#### **Overview of the Potomac State College Assessment Model**

To ensure that the College assesses and documents the extent to which outcomes are achieved annually, a variety of instruments and strategies have been developed by the Office of Institutional Effectiveness. The efforts include developing the following.

1. Clear list of required/non-negotiable assessment deliverables (provided to division chairs in August 2015) [Appendix A]
2. Framework/logic model for assessing each degree type at PSC (AA Pre-major/Pre-professional (e.g. Agriculture), General Education, AAS, BAS) [Appendix B]
3. Assessment guide and materials for writing acceptable program level outcomes [Assessment C]
4. Model for reviewing, scheduling and phasing in learning outcomes assessments for each year of the five-year program review cycle [Appendix D]
5. Annual due dates and timelines [Appendix E]
6. Templates for consistent reporting and documenting each step of the assessment planning

- process [Appendix F]
7. Sample completed templates for guidance in completing the new assessment templates [Appendix G]
  8. Excel monitoring tool for tracking and providing continuous status updates for all assessment projects [Appendix H]
  9. Institutional Effectiveness Council for reviewing the College's assessment activities
  10. Implementation process for mapping degree programs that involves reviewing all outcomes, aligning courses to address outcomes, and reviewing assessment activities for quality and alignment.

In October 2015, the College's division chairs completed new assessment plans and program level outcomes for those degree programs that received recommendations resulting from the WVU Undergraduate Council's program review process. During spring semester, 2016, a review of remaining program outcomes – those programs not required to provide follow-ups by the Undergraduate Council – will be conducted and assessment plans will be developed as needed. In completing assessment plans, Chairs are requested to use the new standardized templates and scheduling matrix and follow best practices as identified in the PSC Assessment Handbook for writing program-level outcomes and documenting assessment activities.

Grounded in a strong general education core curriculum, the Associate of Arts (AA) degrees are designed to parallel the first two years of a liberal arts education at a four-year college. However, several of the Associate degrees (pre-professional) require more advanced coursework in mathematics and science, and have additional requirements for students who desire to transfer into professional fields such as agriculture, animal science, engineering, biology, chemistry, physical therapy, computer science, forestry, mathematics, pharmaceutical science, business, medicine, physics, pre-dental, pre-medical, pre-pharmacy or many other professional programs. To facilitate a systematic and comprehensive approach to program assessment, frameworks have been established for assessing: 1) the College's broader general education outcomes common to all degrees; and 2) those outcomes that are found among the more career focused pre-professional AA degrees (e.g. AA Agriculture).

### **Assessment Framework for AA Pre-major/Professional Degree**

In developing outcomes-based assessment plans for the College's 24 AA degrees, several programs were grouped into pre-professional/transfer clusters as depicted in Table 1 below. Each cluster is defined by a set of required 200-level courses deemed foundational for transfer success at the baccalaureate level. To illustrate, the programs in the Pre-Veterinary, Pre-Pharmacy, Pre-medicine cluster all require advanced coursework in chemistry but have only one or two courses that are unique to the Pre-major degree. The foundational upper-level courses (e.g. organic chemistry) within a degree cluster serve as capstone opportunities for collecting evidence relevant to student preparedness for transfer into bachelor degree programs aligned with the pre-major.

Within a degree cluster, a compelling rationale must be provided by the division chair that demonstrates why the same set of learning goals applies to all related programs that make up the cluster. In this case, divisions may submit a single assessment plan/report for several programs in the cluster. Otherwise, divisions will develop separate assessment plans for each program.

**TABLE 1: Common 200-level Courses for Degree Clusters**

<b>Degree Cluster by Majors (AA transfer)</b>	<b>Common 200-level/Capstone Courses</b>
<b>Agriculture Cluster</b>	
AA General Agriculture	PLSC 206 AGRN 202 A&VS 251
AA Agronomy	PLSC 206 AGRN 202
AA Horticulture	PLSC 206 AGRN 202
AA Agriculture and Environmental Education	AGRN 202 A&VS 251
AA Resource Management	PLSC 206 FOR 212
AA Animal Science	A&VS 251 ARE 204
AA Equine	A&VS 251 ARE 204 AGRN 202
AA Wood Industries	FMAN 212
AA Forest Resources Management	FMAN 212
AA Wildlife	FMAN 212
AA Recreation and Parks	FOR 205 PLSC 206
AA Horticulture	PLSC 206
AA Agronomy	PLSC 206 AGRN 202
<b>Biology Cluster</b>	
<b>Common 200-level/Capstone Courses</b>	
AA Biology	BIO 230, 231 A&P
AA PRE-PHYSICAL THERAPY	BIO 230, 231 A&P
AA PRE-NURSING	BIO 230, 231 AEM 341 (MICROBIOLOGY)
<b>Chemistry Cluster</b>	
<b>Common 200-level/Capstone Courses</b>	
AA Pre-veterinary	<b>ALL COURSES IN CHEMISTRY CLUSTER SHARE 200-LEVEL CHEM REQUIREMENT</b>
AA Pre-pharmacy	
AA Pre-medicine	
AA Chemistry	
<b>Math, Physics, Engineering Cluster</b>	
<b>Common 200-level/Capstone Courses</b>	
AA PHYSICS	PHYS 112 MATH 251, 261
AA MECHANICAL ENG (Needs distinct outcomes)	MATH 251, 261, MAE 2##
AA MATH	MATH 251 261
AA ELECTRICAL ENG (Needs distinct outcomes)	EE 223
AA CIVIL ENG (Needs distinct outcomes)	MAE 2##

Note. If a compelling rationale is provided which demonstrates why the same set of learning goals applies to

### **Assessment Framework for AA Pre-major/Professional Degree: Procedures for 2015-2016**

To complete assessment plans, the division chairs will follow the steps below.

1. Select 1 - 2 program specific outcomes to assess
2. Review the Assessment Handbook for proper construction of outcomes statements
3. Identify capstone courses from degree cluster table. Submit a single assessment plan/report for all programs in the cluster IF: a compelling rationale is provided which demonstrates why the same set of learning goals applies to all related programs that make up the degree cluster. OTHERWISE: develop separate assessment plans for each program
4. Collaborate in developing assessment projects
5. Identify assessment methodology
6. Complete templates or use as a guide for each component of assessment plan

7. Submit a five-year assessment schedule for phasing in outcomes (see sample assessment schedule below).

### Five-Year Assessment Schedule

Division Chairs will complete a five-year schedule for phasing in program outcomes for the duration of the five-year assessment cycle. Assessing each outcome has six stages and spans three years:

1. Designing and proposing a Learning Outcomes Assessment Project (LOA)
2. Implementing the design and collecting data (Fall/Spring Year 1)
3. Implementing data-based change (Spring Year 1)
4. Implementing change (Fall/Spring Year 2)
5. Data collection and analysis (Fall/Spring Year 3)
6. Final analysis/reporting results (Spring Year 3)

## 5-Year Program

### Assessment Schedule Forestry

AA Degree General Studies	Program Outcome	2015 – 2016	2016 – 2017	2017 – 2018	2018–2019	2019-2020
	SLO B, C	Collect, Analyze, Review Data	Implement Change	Collect Data		
		SLO A, E	Collect, Analyze, Review Data	Implement Change	Collect Data	
			SLO D, F	Collect, Analyze, Review Data	Implement Change	Collect Data

### Proposed Assessment Framework for General Education

The College fully supports core general education competencies that are well-defined and integrated into courses in each degree program. Courses and programs are designed to develop, build-upon, and reinforce these core competencies or outcomes. It is recommended that PTC adopt the AAC&U’s LEAP outcomes (Liberal Education and America’s Promise) as institution-wide general education outcomes relevant for all of its degree programs. LEAP Outcomes are practiced extensively, across the curriculum, in the context of progressively more challenging problems, projects, and standards for performance.

Focusing on student learning outcomes in general education solidifies the quality and caliber of academic program. The proposed assessment framework provides an ongoing process for seamlessly integrating general education competencies in the classroom, in the curriculum refinement process, and in the fabric of the educational environment. It is not an additional task to do; rather, it is a process that continually provides clear evidence of student learning and organizational effectiveness.

The proposed model, the “Institutional Portfolio”, is designed for establishing a college-wide assessment process for general education. This model involves the collection and review of student projects produced in courses throughout the curriculum for each of the six LEAP general education outcomes.

The review of student artifacts is conducted by interdisciplinary faculty teams using holistic-scoring criteria (rubrics). Assessment results are reported for the College as a whole but may also be disaggregated and analyzed by a number of demographic variables of interest to faculty. The principles underlying the model include the following concepts.

- General Education is the responsibility of the faculty as a whole (not individual divisions)
- Minimally-intrusive process for faculty and students
- It is invisible to students
- Use of existing examples of student work
- It requires no special "sessions", no sacrifice of class time (e.g. for testing), no external incentives for students to perform well
- It is not an "add-on." Existing classroom projects are utilized to provide ample evidence of student learning and success that evolves from and can be considered in an authentic context.
- It is a dynamic process

The Assessment Methodologies are in three major categories.

- Real-World Experiences
- Course-Related/Course Connected [portfolios, competency analysis, capstone experiences, capstone courses]
- Testing [standardized tests, locally-developed tests, "embedded" tests, such as MAPP and CAPP]

### **What Comprises an "Institutional Portfolio"**

- A collection of student work, "artifacts", produced throughout the curriculum for each of the seven LEAP outcomes: Inquiry and Analysis, Critical and Creative Thinking, Written and Oral Communication, Quantitative literacy, Information Literacy, Teamwork and Problem Solving
- Reviewed by faculty teams using holistic scoring criteria (rubrics)
- Results are compiled, analyzed, and reported in the aggregate by the Office of Institutional Effectiveness
- Results are reported to the Institutional Effectiveness Council which, in turn, makes recommendations to the Dean and Division Chairs
- Faculty act on assessment results

### **Proposed Assessment Activities for General Education Program: Procedures for 2015-2016**

1. Faculty determine which outcomes are addressed (weaved into) in their courses
2. Faculty construct curriculum maps showing where general education is being addressed
3. Faculty select at least two outcomes to assess each year (see sample Assessment Schedule below). For 2015-2016, critical thinking and quantitative literacy are targeted outcomes for assessing general education
4. Faculty in targeted areas select artifacts for assessment (Use existing examples of student work)
5. Faculty develop exemplary assessment "projects" assessing the two outcomes for spring 2016
6. Office of Institutional Research collects, copies, and distributes artifacts
7. Faculty scoring teams use rubrics to assess artifacts
8. Results compiled by Office of Research; reviewed by faculty for curricular improvement
9. Institutional Effectiveness Council conducts annual review of Faculty Assessment Plan.

**Other General Education Assessment Activities (LEAP)**

- Faculty will develop four assessment projects – at least two projects per outcome using “high impact course projects” (courses which have the highest enrollments) for. LEAP rubrics will be applied to assessing assessment projects.
- Assessment report will disaggregate data based on students at or near program completion for two-year degree (minimum of 44 sem. hr.) or who have already taken certain other courses such as the required writing course. Remember the goal of program assessment is to assess accumulated learning.

**Assessment Framework for General Education Program: Devise Assessment Schedule**

**5-Year Program General Education LEAP Outcomes Pilot  
Assessment Schedule (sample)**

AA Degree General Studies	Program Outcome	2015 – 2016	2016 – 2017	2017 – 2018	2018–2019	2019-2020
	SLO C, D	Collect, Analyze, Review Data	Implement Change	Collect Data		
		SLO A, E	Collect, Analyze, Review Data	Implement Change	Collect Data	
			SLO B, F	Collect, Analyze, Review Data	Implement Change	Collect Data

**The process has six stages and spans three years:**

1. Designing and proposing a Learning Outcomes Assessment Project (LOA)
2. Implementing the design and collecting data (Fall/Spring Year 1)
3. Implementing data-based change (Spring Year 1)
4. Implementing change (Fall/Spring Year 2)
5. Data collection and analysis (Fall/Spring Year 3)
6. Final analysis/reporting results (Spring Year 3)

\*For Annual Reviews, there should be different outcomes listed every year during the five-year cycle

**Assessment Plans Prepared by PSC Division Chairs**

All assessment plans contain two major components: 1) learning outcomes and assessment methodology as detailed in the optional assessment template, and 2) a schedule matrix for demonstrating how outcomes are phased in over the five-year planning cycle.

### Assessment Plan: AA Pre-Dentistry (Biology Cluster)

Degree: Pre-Dentistry Major <b>AA</b>		Division: STEM
Classes involved (course(s) and section #): <b>Biology 115, Biology 117, Biology 219, Biology 221, and WVU 293T Exploring Health Careers- pre-tests, post-tests, embedded questions and writing assignments.</b>		
Lead Team Members: <b>Dr. Sheri Chisholm, Dr. Gerald Wilcox, Dr. Vicki Huffman, and Ms. Erin Cunningham</b>		Academic Year <u>2015 - 2016</u> Semester <u>Fall</u>
<b>Outcome 1 YOU NEED AT A MINIMUM ONE OUTCOME</b>		
Outcome	<p>Identify the learning objective that you chose to assess and upon which you are reporting. Learning outcomes are specific statements focusing on what students will be able to do or accomplish after a particular PROGRAM IS COMPLETED. <b>*Specific: Graduates of this PROGRAM will be able to demonstrate the following</b></p> <ul style="list-style-type: none"> <li>• Students will identify and use the concepts, principles, and theories that constitute the core sub-disciplines of the biological sciences.</li> <li>• Students will employ techniques central to analysis of biological materials.</li> <li>• Students will describe the areas of specialization in dentistry and the additional qualifications that must be sought in preparing for a career in those specializations.</li> </ul>	
	<p><b>Relationship to General Education</b></p> <p>Does the learning objective relate to the goals or objectives of General Education? If yes, indicate the general education outcomes to which this outcome addresses</p> <p>Yes.</p> <p>Basic Mathematical Skills and Scientific Inquiry: Use quantitative and scientific knowledge effectively.</p>	
Methods of Assessment	<p>Specified methods of evaluation (i.e., exam responses, portfolio section, and performance) and the tool (i.e. rubric) used to evaluate progress toward meeting the program learning outcomes. (When applicable, include scoring criteria or rubric in an Appendix.)</p> <p>Assessment will include a pre-test at the start of Biology 115 and a post-test at the end of Biology 221. In doing this, we will be able to create a test comprised of questions that entail the core disciplines of the biological sciences.</p>	
Program Size and Sampling Technique	<p>State the number of students in the program or the number who graduate each year.</p> <p>Approximately 1 student graduates with an AA in Pre-Dentistry each year.</p> <p>Describe the sampling technique to be used (most programs will sample instead of collecting and evaluating evidence from every student).</p> <p>We will evaluate the pre-test in Biology 115 and the post-test at the end of Biology 221 for all Pre-Dentistry graduates.</p>	
Implementation Schedule	<p>When will the project be implemented, where? Who and how will the data be collected and analyzed?</p>	

	The project will be implemented starting in the Fall of 2015 in the Biology Unit. Dr. Sheri Chisholm will collect pre-tests in Biology 115 and post-tests in Biology 221 from Dr. Gerald Wilcox for all Pre-Dentistry majors.
Measures/Levels of Expectation	<p>What is your criteria for success?</p> <p>State the target or the minimum results needed to indicate program success on this outcome or assessment question. Or, indicate that results will serve as baseline data.</p> <p>A post-test score of 70% will indicate success of this outcome.</p>
Assessment Results and Data Analysis	
Use of Results for Program Improvement	Based on the data analysis, program revisions are designed and subsequently implemented.
Lessons Learned	
Reassessment	Following one to two semesters of implementation of recommended revisions, a reassessment is conducted to determine the impact of the revisions.
<b>Outcome 2</b>	
Outcome	<p>Identify the learning objective that you chose to assess and upon which you are reporting. Learning outcomes are specific statements focusing on what students will be able to do or accomplish after a particular PROGRAM IS COMPLETED.</p> <p><b>*Specific: Graduates of this PROGRAM will be able to demonstrate the following</b></p> <ul style="list-style-type: none"> <li>• Students will apply the scientific method to solve problems in the biological sciences.</li> <li>• Students will conduct appropriate statistical analyses.</li> </ul>
	<p><b>Relationship to General Education</b></p> <p>Does the learning objective relate to the goals or objectives of General Education? If yes, indicate the general education outcomes to which this outcome addresses</p> <p>Yes.</p> <p>Basic Mathematical Skills and Scientific Inquiry: Use quantitative and scientific knowledge effectively.</p>
Methods of Assessment	<p>Specified methods of evaluation (i.e., exam responses, portfolio section, and performance) and the tool (i.e. rubric) used to evaluate progress toward meeting the program learning outcomes. (When applicable, include scoring criteria or rubric in an Appendix.)</p> <p>In order to assess this learning outcome, an embedded critical thinking question will be given in all core Biology courses (Biology 115, Biology 117, Biology 219, and Biology 221). These questions will be graded using a rubric where x value represents mastery.</p>

Program Size and Sampling Technique	<p>State the number of students in the program or the number who graduate each year.</p> <p>Approximately 1 student graduates with an AA in Pre-Dentistry each year.</p> <p>Describe the sampling technique to be used (most programs will sample instead of collecting and evaluating evidence from every student).</p> <p>We will evaluate the embedded critical thinking questions in Biology 115, Biology 117, Biology 219, and Biology 221 courses for all Pre-Dentistry graduates.</p>
Implementation Schedule	<p>When will the project be implemented, where? Who and how will the data be collected and analyzed?</p> <p>The project will be implemented starting in the Fall of 2015 in the Biology Unit. Dr. Sheri Chisholm will collect data from Biology 115, Biology 117, Biology 219, and Biology 221 courses for all the Pre-Dentistry majors.</p>
Measures/Levels of Expectation	<p>What is your criteria for success?</p> <p>State the target or the minimum results needed to indicate program success on this outcome or assessment question. Or, indicate that results will serve as baseline data.</p> <p>A score of 70% on embedded critical thinking questions in Biology 115, Biology 117, Biology 219, and Biology 221 will indicate success of this outcome.</p>
Assessment Results and Data Analysis	
Use of Results for Program Improvement	Based on the data analysis, program revisions are designed and subsequently implemented.
Lessons Learned	
Reassessment	Following one to two semesters of implementation of recommended revisions, a reassessment is conducted to determine the impact of the revisions.
<b>Outcome 3</b>	
Outcome	<p>Identify the learning objective that you chose to assess and upon which you are reporting. Learning outcomes are specific statements focusing on what students will be able to do or accomplish after a particular PROGRAM IS COMPLETED.</p> <p><b>*Specific: Graduates of this PROGRAM will be able to demonstrate the following</b></p> <ul style="list-style-type: none"> <li>• Students will employ biological terminology accurately.</li> <li>• Students will use language in written form effectively and professionally.</li> <li>• Students will communicate biological information in oral form employing appropriate technology integrity/values.</li> <li>• Students will describe ethical challenges in conducting scientific research with humans and animals.</li> <li>• Students will adhere to appropriate ethical practices in research and teaching.</li> </ul>
	<p><b>Relationship to General Education</b></p> <p>Does the learning objective relate to the goals or objectives of General Education? If yes, indicate</p>

	<p>The general education outcomes to which this outcome addresses</p> <p>Yes.</p> <p>Communication: Communicate effectively in English.</p>
Methods of Assessment	<p>Specific methods of evaluation (i.e., exam responses, portfolio section, and performance) and the tool (i.e. rubric) used to evaluate progress toward meeting the program learning outcomes. (When applicable, include scoring criteria or rubric in an Appendix.)</p> <p>In order to assess this learning outcome, each Biology course (Biology 115, Biology 117, Biology 219, and Biology 221) will identify a writing assignment (paper, essay, lab report, etc.) that will evaluate a student's writing ability.</p>
Program Size and Sampling Technique	<p>State the number of students in the program or the number who graduate each year.</p> <p>Approximately 1 student graduates with an AA in Pre-Dentistry each year.</p> <p>Describe the sampling technique to be used (most programs will sample instead of collecting and evaluating evidence from every student).</p> <p>We will evaluate a writing assignment in each Biology course (Biology 115, Biology 117, Biology 219, and Biology 221) for all the Pre-Dentistry majors.</p>
Implementation Schedule	<p>When will the project be implemented, where? Who and how will the data be collected and analyzed?</p> <p>The project will be implemented starting in the Fall of 2015 in the Biology Unit. Dr. Chisholm will collect a writing assignment from Biology 115, Biology 117, Biology 219, and Biology 221 for all Pre-Dentistry majors.</p>
Measures/Levels of Expectation	<p>What is your criteria for success?</p> <p>State the target or the minimum results needed to indicate program success on this outcome or assessment question. Or, indicate that results will serve as baseline data.</p> <p>A score of 70% on writing assignments in Biology 115, Biology 117, Biology 219, and Biology 221 will indicate success of this outcome.</p>
Assessment Results and Data Analysis	
Use of Results for Program Improvement	Based on the data analysis, program revisions are designed and subsequently implemented.
Lessons Learned	
Reassessment	Following one to two semesters of implementation of recommended revisions, a reassessment is conducted to determine the impact of the revisions.

### Assessment Plan: AA Occupational Therapy

Degree: Pre-Occupational Therapy Major		Division: STEM
AA		
Classes involved (course(s) and section #): Human Anatomy and Physiology 1 and 2 and Psychology 241 Introduction to Human Development- pre-tests, post-tests and embedded questions. Biology 103- experiment and scientific writing		
2	Lead Team Members: Dr. Gerald Wilcox, Dr. Sheri Chisholm, and Prof. Mimi Vandenberg	Academic Year <u>2015 - 2016</u> Semester <u>Fall</u>
Outcome 1 YOU NEED AT A MINIMUM ONE OUTCOME		
Outcome	<p>Identify the learning objective that you chose to assess and upon which you are reporting. Learning outcomes are specific statements focusing on what students will be able to do or accomplish after a particular PROGRAM IS COMPLETED.</p> <p><b>*Specific: Graduates of this PROGRAM will be able to demonstrate the following</b></p> <ul style="list-style-type: none"> <li>• Students will demonstrate critical thinking skills by using the scientific method to resolve problems related to the practice of occupational therapy. More specifically, students will be able to: formulate a well-reasoned hypothesis, design, and conduct effective laboratory experiments.</li> <li>• Students will apply appropriate statistical and quantitative methods for collecting, analyzing, interpreting, and presenting data.</li> <li>• Students will demonstrate effective written communication using an appropriate scientific style.</li> </ul>	
	<p>Relationship to General Education</p> <p>Does the learning objective relate to the goals or objectives of General Education? If yes, indicate the general education outcomes to which this outcome addresses</p> <p>Yes.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Communication: Communicate effectively in English.</li> <li><input type="checkbox"/> Basic Mathematical Skills and Scientific Inquiry: Use quantitative and scientific knowledge effectively.</li> </ul>	
Methods of Assessment	<p>Specified methods of evaluation (i.e., exam responses, portfolio section, and performance) and the tool (i.e. rubric) used to evaluate progress toward meeting the program learning outcomes. (When applicable, include scoring criteria or rubric in an Appendix.)</p> <p>In order to asses this learning outcome, copies of graded lab reports will be collected and analyzed.</p>	
Program Size and Sampling Technique	<p>State the number of students in the program or the number who graduate each year.</p> <p>Approximately 5 students graduate with an AA in Pre-Occupational Therapy each year.</p> <p>Describe the sampling technique to be used (most programs will sample instead of collecting and evaluating evidence from every student).</p> <p>We will evaluate lab reports from all of the Pre-Occupational Therapy graduates.</p>	

Implementation Schedule	<p>When will the project be implemented, where? Who and how will the data be collected and analyzed?</p> <p>The project will be implemented starting in the Fall of 2015 in the Biology Unit. Dr. Gerald Wilcox will collect Biology 103 lab grades for all Pre-Occupational Therapy majors (19) and starting in the Spring of 2016 lab reports will be collected for all Pre-Occupational Therapy majors. Only those lab reports for Pre-Occupational Therapy majors will be evaluated using a lab report rubric.</p>
Measures/Levels of Expectation	<p>What is your criteria for success?</p> <p>State the target or the minimum results needed to indicate program success on this outcome or assessment question. Or, indicate that results will serve as baseline data.</p> <p>A lab report score of 70% will indicate success of this outcome.</p>
Assessment Results and Data Analysis	
Use of Results for Program Improvement	Based on the data analysis, program revisions are designed and subsequently implemented.
Lessons Learned	
Reassessment	Following one to two semesters of implementation of recommended revisions, a reassessment is conducted to determine the impact of the revisions.
<b>Outcome 2</b>	
Outcome	<p>Identify the learning objective that you chose to assess and upon which you are reporting. Learning outcomes are specific statements focusing on what students will be able to do or accomplish after a particular PROGRAM IS COMPLETED.</p> <p><b>*Specific: Graduates of this PROGRAM will be able to demonstrate the following</b></p> <p>Students will demonstrate the relationship between the structure and function of cells and organisms.</p>
	<p><b>Relationship to General Education</b></p> <p>Does the learning objective relate to the goals or objectives of General Education? If yes, indicate the general education outcomes to which this outcome addresses</p> <p>No</p>
Methods of Assessment	<p>Specified methods of evaluation (i.e., exam responses, portfolio section, and performance) and the tool (i.e. rubric) used to evaluate progress toward meeting the program learning outcomes. (When applicable, include scoring criteria or rubric in an Appendix.)</p> <p>In order to assess this learning outcome, pre-test and post-test exams and embedded questions placed on tests will be given in Human Anatomy and Physiology 1 and 2 courses.</p>

Program Size and Sampling Technique	<p>State the number of students in the program or the number who graduate each year.</p> <p>Approximately 5 students graduate with an AA in Pre-Occupational Therapy each year.</p> <p>Describe the sampling technique to be used (most programs will sample instead of collecting and evaluating evidence from every student).</p> <p>We will evaluate the pre-test and post-test exams and embedded questions in Human Anatomy and Physiology 1 and 2 courses for all Pre-Occupational Therapy graduates.</p>
Implementation Schedule	<p>When will the project be implemented, where? Who and how will the data be collected and analyzed?</p> <p>The project will be implemented starting in the Fall of 2015 in the Biology Unit. Dr. Gerald Wilcox will collect data from Dr. Sheri Chisholm's Human Anatomy and Physiology 1 and 2 courses for all the Pre-Occupational Therapy majors.</p>
Measures/Levels of Expectation	<p>What is your criteria for success?</p> <p>State the target or the minimum results needed to indicate program success on this outcome or assessment question. Or, indicate that results will serve as baseline data.</p> <p>A score of 70% on embedded questions and on post-test exams in Human Anatomy and Physiology 1 and 2 will indicate success of this outcome.</p>
Assessment Results and Data Analysis	
Use of Results for Program Improvement	Based on the data analysis, program revisions are designed and subsequently implemented.
Lessons Learned	
Reassessment	Following one to two semesters of implementation of recommended revisions, a reassessment is conducted to determine the impact of the revisions.
<b>Outcome 3</b>	
Outcome	<p>Identify the learning objective that you chose to assess and upon which you are reporting. Learning outcomes are specific statements focusing on what students will be able to do or accomplish after a particular PROGRAM IS COMPLETED.</p> <p><b>*Specific: Graduates of this PROGRAM will be able to demonstrate the following</b></p> <p>Students will identify the biological, cognitive, and social-emotional processes underlying human development</p>
	<p><b>Relationship to General Education</b></p> <p>Does the learning objective relate to the goals or objectives of General Education? If yes, indicate</p> <p>The general education outcomes to which this outcome addresses</p>

	<p>Yes.</p> <ul style="list-style-type: none"> <li>• Issues of Contemporary Society: Apply knowledge, methods, and principles of inquiry to contemporary problems, ideas, and/or values.</li> <li>• The Individual in Society: Develop an awareness of human experience, including both personal and social dimensions.</li> </ul>
Methods of Assessment	<p>Specific methods of evaluation (i.e., exam responses, portfolio section, and performance) and the tool (i.e. rubric) used to evaluate progress toward meeting the program learning outcomes. (When applicable, include scoring criteria or rubric in an Appendix.)</p> <p>In order to assess this learning outcome, pre-test and post-test and embedded questions placed on tests will be given in Psychology 241 Introduction to Human Development courses.</p>
Program Size and Sampling Technique	<p>State the number of students in the program or the number who graduate each year.</p> <p>Approximately 5 students graduate with an AA in Pre-Occupational Therapy each year.</p> <p>Describe the sampling technique to be used (most programs will sample instead of collecting and evaluating evidence from every student).</p> <p>We will evaluate the pre-test and post-test exams and embedded questions in Psychology 241 courses for all of the Pre-Occupational Therapy majors.</p>
Implementation Schedule	<p>When will the project be implemented, where? Who and how will the data be collected and analyzed?</p> <p>The project will be implemented starting in the Fall of 2015 in the Psychology Unit.</p> <p>Dr. Wilcox will collect Psychology 241 data from Prof. Mimi Vandenberg for all Pre-Occupational Therapy students.</p>
Measures/Levels of Expectation	<p>What is your criteria for success?</p> <p>State the target or the minimum results needed to indicate program success on this outcome or assessment question. Or, indicate that results will serve as baseline data.</p> <p>A score of 70% on embedded questions and on post-test exams in Psychology 241 courses will indicate success of this outcome.</p>
Assessment Results and Data Analysis	
Use of Results for Program Improvement	Based on the data analysis, program revisions are designed and subsequently implemented.
Lessons Learned	
Reassessment	Following one to two semesters of implementation of recommended revisions, a reassessment is conducted to determine the impact of the revisions.

### Assessment Plan: AA Pre Physical Therapy

Degree: Pre-Physical Therapy Major		Division: STEM
<b>AA</b>		
Classes involved (course(s) and section #): Biology 101, Anatomy and Physiology 1 and 2, Physics 101 and 102- pre-tests, post-tests and embedded questions. Biology 103- experiment and scientific writing		
Lead Team Members: Dr. Gerald Wilcox, Dr. Sheri Chisholm, Ms. Joan Vogtman	Academic Year <u>2015 - 2016</u> Semester <u>Fall</u>	
<b>Outcome 1 YOU NEED AT A MINIMUM ONE OUTCOME</b>		
Outcome	<p>Identify the learning objective that you chose to assess and upon which you are reporting. Learning outcomes are specific statements focusing on what students will be able to do or accomplish after a particular PROGRAM IS COMPLETED.</p> <p><b>*Specific: Graduates of this PROGRAM will be able to demonstrate the following</b></p> <p>Students will demonstrate critical thinking skills by using the scientific method to resolve problems related to the practice of physical therapy. More specifically, students will be able to:</p> <ul style="list-style-type: none"> <li>• formulate a well-reasoned hypothesis, design, and conduct effective laboratory experiments.</li> <li>• Students will apply appropriate statistical and quantitative methods for collecting, analyzing, interpreting, and presenting data.</li> <li>• Students will demonstrate effective written communication using an appropriate scientific style.</li> </ul>	
	<p>Relationship to General Education</p> <p>Does the learning objective relate to the goals or objectives of General Education? If yes, indicate the general education outcomes to which this outcome addresses</p> <p>Yes.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Communication: Communicate effectively in English.</li> <li><input type="checkbox"/> Basic Mathematical Skills and Scientific Inquiry: Use quantitative and scientific knowledge effectively.</li> </ul>	
Methods of Assessment	<p>Specified methods of evaluation (i.e., exam responses, portfolio section, and performance) and the tool (i.e. rubric) used to evaluate progress toward meeting the program learning outcomes. (When applicable, include scoring criteria or rubric in an Appendix.)</p> <p>In order to asses this learning outcome, copies of graded lab reports will be collected and analyzed.</p>	
Program Size and Sampling Technique	<p>State the number of students in the program or the number who graduate each year.</p> <p>Approximately 5 students graduate with an AA in Pre-Physical Therapy each year.</p> <p>Describe the sampling technique to be used (most programs will sample instead of collecting and evaluating evidence from every student).</p> <p>We will evaluate lab reports from all of the Pre-Physical Therapy graduates.</p>	

Implementation Schedule	<p>When will the project be implemented, where? Who and how will the data be collected and analyzed?</p> <p>The project will be implemented starting in the Fall of 2015 in the Biology Unit. Dr. Gerald Wilcox will collect Biology 103 lab grades for all Pre-Physical Therapy majors (31) and starting in the Spring of 2016 lab reports will be collected for all Pre-Physical Therapy majors. Only those lab reports for Pre-Physical Therapy majors will be evaluated using a lab report rubric.</p>
Measures/Levels of Expectation	<p>What is your criteria for success?</p> <p>State the target or the minimum results needed to indicate program success on this outcome or assessment question. Or, indicate that results will serve as baseline data.</p> <p>A lab report score of 70% will indicate success of this outcome.</p>
Assessment Results and Data Analysis	
Use of Results for Program Improvement	Based on the data analysis, program revisions are designed and subsequently implemented.
Lessons Learned	
Reassessment	Following one to two semesters of implementation of recommended revisions, a reassessment is conducted to determine the impact of the revisions.
<b>Outcome 2</b>	
Outcome	<p>Identify the learning objective that you chose to assess and upon which you are reporting. Learning outcomes are specific statements focusing on what students will be able to do or accomplish after a particular PROGRAM IS COMPLETED.</p> <p><b>*Specific: Graduates of this PROGRAM will be able to demonstrate the following</b></p> <p>Students will demonstrate the relationship between the structure and function of cells and organisms.</p>
	<p><b>Relationship to General Education</b></p> <p>Does the learning objective relate to the goals or objectives of General Education? If yes, indicate the general education outcomes to which this outcome addresses</p> <p>No.</p>
Methods of Assessment	<p>Specified methods of evaluation (i.e., exam responses, portfolio section, and performance) and the tool (i.e. rubric) used to evaluate progress toward meeting the program learning outcomes. (When applicable, include scoring criteria or rubric in an Appendix.)</p> <p>In order to assess this learning outcome, pre-test and post-test exams and embedded questions placed on tests will be given in Anatomy and Physiology 1 and 2 courses.</p>

Program Size and Sampling Technique	<p>State the number of students in the program or the number who graduate each year.</p> <p>Approximately 5 students graduate with an AA in Pre-Physical Therapy each year.</p> <p>Describe the sampling technique to be used (most programs will sample instead of collecting and evaluating evidence from every student).</p> <p>We will evaluate the pre-test and post-test exams and embedded questions in Anatomy and Physiology 1 and 2 courses for all Pre-Physical Therapy graduates.</p>
Implementation Schedule	<p>When will the project be implemented, where? Who and how will the data be collected and analyzed?</p> <p>The project will be implemented starting in the Fall of 2015 in the Biology Unit. Dr. Gerald Wilcox will collect data from Dr. Sheri Chisholm's Anatomy and Physiology 1 and 2 courses for all the Pre-Physical Therapy majors.</p>
Measures/Levels of Expectation	<p>What is your criteria for success?</p> <p>State the target or the minimum results needed to indicate program success on this outcome or assessment question. Or, indicate that results will serve as baseline data.</p> <p>A score of 70% on embedded questions and on post-test exams in Anatomy and Physiology 1 and 2 will indicate success of this outcome.</p>
Assessment Results and Data Analysis	
Use of Results for Program Improvement	Based on the data analysis, program revisions are designed and subsequently implemented.
Lessons Learned	
Reassessment	Following one to two semesters of implementation of recommended revisions, a reassessment is conducted to determine the impact of the revisions.
<b>Outcome 3</b>	
Outcome	<p>Identify the learning objective that you chose to assess and upon which you are reporting. Learning outcomes are specific statements focusing on what students will be able to do or accomplish after a particular PROGRAM IS COMPLETED.</p> <p><b>*Specific: Graduates of this PROGRAM will be able to demonstrate the following</b></p> <p>Students will identify the chemical and physical principles underlying biological processes.</p>
	<p><b>Relationship to General Education</b></p> <p>Does the learning objective relate to the goals or objectives of General Education? If yes, indicate</p> <p>The general education outcomes to which this outcome addresses</p> <p>Yes.</p> <p><input type="checkbox"/> Basic Mathematical Skills and Scientific Inquiry: Use quantitative and scientific knowledge effectively.</p>

Methods of Assessment	<p>Specific methods of evaluation (i.e., exam responses, portfolio section, and performance) and the tool (i.e. rubric) used to evaluate progress toward meeting the program learning outcomes. (When applicable, include scoring criteria or rubric in an Appendix.)</p> <p>In order to assess this learning outcome, pre-test and post-test and embedded questions placed on tests will be given in Biology 101 General Biology, Physics 101, and Physics 102 courses.</p>
Program Size and Sampling Technique	<p>State the number of students in the program or the number who graduate each year.</p> <p>Approximately 5 students graduate with an AA in Pre-Physical Therapy each year.</p> <p>Describe the sampling technique to be used (most programs will sample instead of collecting and evaluating evidence from every student).</p> <p>We will evaluate the pre-test and post-test exams and embedded questions in Biology 101 (chemistry questions) and Physics 101 and 102 courses for all the Pre-Physical Therapy majors.</p>
Implementation Schedule	<p>When will the project be implemented, where? Who and how will the data be collected and analyzed?</p> <p>The project will be implemented starting in the Fall of 2015 in the Biology Unit and Physics Unit.</p> <p>Dr. Wilcox will collect Biology 101 data and Ms. Joan Vogtman will collect data from Physics 101 and 102 courses for all Pre-Physical Therapy majors.</p>
Measures/Levels of Expectation	<p>What is your criteria for success?</p> <p>State the target or the minimum results needed to indicate program success on this outcome or assessment question. Or, indicate that results will serve as baseline data.</p> <p>A score of 70% on embedded questions and on post-test exams in Biology 101 and Physics 101 and 102 will indicate success of this outcome.</p>
Assessment Results and Data Analysis	
Use of Results for Program Improvement	Based on the data analysis, program revisions are designed and subsequently implemented.
Lessons Learned	
Reassessment	Following one to two semesters of implementation of recommended revisions, a reassessment is conducted to determine the impact of the revisions.

## 5-Year Program Outcomes Assessment Schedule AA Pre-Occupational Therapy, Pre-Physical Therapy

AA Degree	Program Outcome	2015 – 2016	2016 – 2017	2017 – 2018	2018 – 2019	2019 – 2020

Pre-Occupational Therapy	SLO 1, 2, 3	Collect, Analyze, Review Data	Implement Change	Collect Data		
Pre-Physical Therapy	SLO 1, 2, 3	Collect, Analyze, Review Data	Implement Change	Collect Data		

### **Pre-Occupational Therapy**

In order to assess these learning outcomes, copies of graded lab reports will be collected in Biology 103, pre-test and post-test exams and embedded questions placed on tests will be given in Human Anatomy and Physiology 1 and 2, and Psychology 241 (Introduction to Human Development) courses. Student responses to the exams and embedded questions will be tracked to determine whether students satisfied these learning outcomes.

### **Pre-Physical Therapy**

In order to assess these learning outcomes, copies of graded lab reports will be collected in Biology 103, pre-test and post-test exams, and embedded question placed on tests will be given in Biology 101, Anatomy and Physiology 1 and 2, and Physics 101 and 102 courses. Student responses to these exams and embedded questions will be tracked to determine whether students satisfied these learning outcomes.

#### 4. **Assessment Plan: AA Physics** PSC Physics Program Assessment

Joan Vogtman, Assistant Professor of Physics

#### Learning Outcomes

1. Upon completion of the program students should be able demonstrate an understanding of the core concepts by solving problems of mechanics, heat, sound, thermodynamics, magnetism, electricity, and optics.
2. Students should be able to describe the world around them using physical equations.
3. Students should be able to apply their understanding and comprehension of physics.

- In order to assess these goals, various questions will be embedded in course examinations in our calculus based physics courses each semester. Student responses to these questions will be tracked to determine whether students satisfied these objectives. Additionally, a pre and posttest will be given at the beginning and end of the Newtonian Mechanics, Optics, Electricity and Magnetism units. The results of these tests will also be used to determine whether students satisfied these objectives.
- 5.

The courses that will be involved in this process are PHYS 111 and PHYS 112.

#### **Assessment Plan: AA Forensic Science**

## PSC Pre-Forensic and Investigative Science

### Learning Outcomes

1. Students will be able to develop critical thinking skills and apply the scientific method to solving problems. Students will formulate a hypothesis, design effective laboratory experiments, perform laboratory experiments, collect and analyze data statistically and graphically, interpret data, arrive at a conclusion, and report their results utilizing scientific writing.
2. Students will be able to describe the relationship between the structure and function of cells and investigate cellular properties through various laboratory techniques.
3. Students will be able to utilize chemical principles and laboratory techniques to describe and analyze the chemical structure and reactivity of organic molecules.

In order to assess these learning outcomes pre-test and post-test exams, copies of graded laboratory reports, and embedded questions on exams will be given in Biology 115, Biology 219, Chemistry 233, and Chemistry 235 courses. Student responses to these exams and embedded questions will be tracked to determine whether students satisfied these learning outcomes.

Indirect Measure: Interviewing students who graduated from the PSC Pre-Forensic and Investigative Science Program and have been accepted into forensic science programs will be solicited to find out their perception of program and suggestions to make it better.

#### 6. **Assessment Plan: AA Biology**

Learning Outcomes:

1. Graduates will be able to describe the relationship between structure and function in biology at the molecular, cellular, and whole-organism levels
2. Graduates will be able to explain how the interactions between organisms and their environments drive the dynamics of populations, communities, and ecosystems
3. Graduates will be able to clearly communicate scientific information in both oral and written forms.

Assessment:

7.
  - Biology majors will take a major-specific pre-test at the beginning of their freshmen year in Biology 115 and then a post-test at the end of their sophomore year in Biology 221 that will assess the learning outcomes.
  - A presentation in Biology 219 and a lab report in Biology 115 will assess oral and written communication skills, respectively
  - BS or BA degree completion rates will be recorded for students transferring to the Morgantown campus

Assessment Plan: AA Pre-Pharmacy

Learning Outcomes:

- Graduates will be able to apply principles of general and organic chemistry

- Graduates will be able to apply principles of biology and biochemistry
- Graduates will be able to clearly communicate scientific information in both oral and written forms
- Graduates will be able to compete successfully for placement in professional programs or continuation of an undergraduate degree program

Assessment:

- Pre-pharmacy majors will take a major-specific pre-test at the beginning of their freshmen year in Biology 115 and then a post-test at the end of their sophomore year in Biology 216 that will assess their ability to apply principles in chemistry and biology.
- A lab report in Biology 115 and one in Chemistry 235 will assess written communication skills
- Presentation in Biology 219 will assess oral communication skills
- Acceptance decisions to a pharmacy school(s) will be recorded for all graduates

**Assessment Plan: (Biology Cluster: AA Pre-Dental Hygiene, AA Pre-Medicine, AA Pre-Medical Laboratory)**

8.

Pre-Dental Hygiene, Pre-Medicine, Pre-Medical Laboratory transfer students **should be able to do the following:**

Content • Identify and use the concepts, principles, and theories that constitute the core sub-disciplines of the biological sciences • Employ techniques central to analysis of biological materials • Describe the areas of specialization in dentistry and the additional qualifications that must be sought in preparing for a career in those specializations.

Assessment includes a pre-test at the start of BIOL115 and a post-test at the end of BIOL221. In doing this, we would be able to create a test comprised of questions that entail the core disciplines of the biological sciences.

Critical Thinking • Apply scientific method to solve problems in the biological sciences • Select and conduct appropriate statistical analyses

Assessment would include an embedded critical thinking question where a problem is to be solved. This could be given during any or all of the core Biology courses. The question would be graded using a rubric where x value represented mastery.

Communication • Employ biological terminology accurately • Use language in written form effectively and professionally • Communicate biological information in oral form employing appropriate technology Integrity/Values • Describe ethical challenges in conducting scientific research with humans and animals • Adhere to appropriate ethical practices in research and teaching

Assessment would include the routine writings within the course work. Each Biology course could identify a writing assignment (paper, essay, lab report, etc) that would evaluate a student's writing ability.

## Assessment Plan: AA Mathematics

### Learning Outcomes

1. Students should be able to demonstrate an understanding of the core concepts of differential and integral calculus, and differential equations by solving problems within these disciplines.
2. Students should be able to describe physical situations mathematically.
3. Students should be able to demonstrate a breadth and depth of understanding within mathematics.

In order to assess these goals, various questions will be embedded in course examinations in our calculus courses each semester. Student responses to these questions will be tracked to determine whether students satisfied these objectives.

The courses that will be involved in this process are MATH 155, MATH 156, MATH 251, and MATH 261.

## Assessment Plan: AA Chemistry

10.

**Major Objective: To prepare students for transfer to a four year school to complete a B.S. or B.A. degree with a major in chemistry.**

### ***The student in the PSC Chemistry Major will:***

- Extend working scientific vocabulary
- Develop and organize data from laboratory experiments
- Work together in laboratory with people of diverse backgrounds
- Extend and improve basic laboratory technique
- Collect and analyze data from performed laboratory experiments
- Apply scientific theories and principles to laboratory work
- Plot graphs and obtain data from them for the determination of specific chemical properties of elements and compounds
- Use and interpret graphical data from laboratory experiments
- Learn the function of and how to operate scientific instruments of various kinds
- Learn to collect and analyze data from scientific instrumentation
- Learn the world wide sources of raw materials needed to produce chemicals
- Demonstrate safe procedures for handling and working with chemicals
- Apply and understand safety regulations and data pertaining to chemicals
- Learn the use and operation of various non-instrumental chemical apparatus such as viscometers, pycnometers and other glassware

Chemistry majors who have transferred to four year schools will be surveyed. Their success rate with respect to graduation rate (either B.S. or B.A.) will be ascertained as well as job placement if it has been completed after graduation from the four year school. These graduates will be surveyed to determine their level of satisfaction with the chemistry major at PSC.

### **Methods used of assessment:**

1. Pre-Test and Post-Test on chemistry course content including questions and problems.

2. Embedded questions placed on tests without the students knowing.
3. Attitude survey of the chemistry students pre and post course.
4. Interviewing students who have graduated both PSC and WVU and are in successful businesses to find out their opinion based on the continuing studies after PSC.

**Assessment Plan: Environmental Geoscience**

**ENVIRONMENTAL GEOSCIENCE MAJOR**

**1Goal:**

- 1) Demonstrate a fundamental knowledge of physical geology including; Earth materials, the processes that alter the Earth, the physical features of the Earth, environmental degradation, and hazards. Students will be able to
  - Define basic terms related to environmental geology
  - Explain how Earth materials are identified and classified
  - Explain basic environmental geology concepts and principles
  - Identify the impact of environmental degradation and hazards on humans
  - Explain ways to mitigate the impact of environmental degradation and hazards

Measurement of student learning outcomes will be through an exit survey at the end of GEOL 110 Environmental Geoscience (Not a direct measure)

***Fall 2014 exit survey: 90% of students surveyed (major and non-majors) indicated that all student learning outcomes were met***

12.

**Assessment Plan: Forestry**

Degree: <b>AA Forestry</b>		Division: Applied Sciences
Classes involved (course(s) and section #):FMAN 212, FMAN 222		
Lead Team Members: Jeffrey Jones		Academic Year <u>2015-2016</u> Semester <u>Spring</u>
<b>Outcome 1</b>		
Outcome	Identify the learning objective that you chose to assess and upon which you are reporting. Learning outcomes are specific statements focusing on what students will be able to do or accomplish after a particular PROGRAM IS COMPLETED.  <b>*Specific: Graduates of this PROGRAM will be able to demonstrate the following</b>  The student will be able to solve mathematical problems that may include statistics, and accurately interpret information contained in graphs, tables, and diagrams appropriate to forestry.	
Relationship to General Education	Does the learning objective relate to the goals or objectives of General Education? If yes, indicate the general education outcomes to which this outcome addresses	

	Yes, Basic Mathematical Skills and Scientific Inquiry: Use quantitative and scientific knowledge effectively.
Methods of Assessment	<p>Specified methods of evaluation (i.e., exam responses, portfolio section, and performance) and the tool (i.e. rubric) used to evaluate progress toward meeting the program learning outcomes. (When applicable, include scoring criteria or rubric in an Appendix.)</p> <p>Embedded questions will be included in the sophomore level forestry courses, during the spring semester, to evaluate the student learning outcome. The questions will incorporate a basic forestry concept that requires mathematical computation or the interpretation of graphs, tables, or diagrams. Due to the range of levels and subjects of the courses it is impossible to identify two questions that would be appropriate for all courses. However, each question will be representative of the basic content covered in each course. The questions chosen should be included in regular tests or post-tests, including the final exam. For multiple step questions where partial credit is given, a question may be defined as correct if a student has 60% or better of the question correct</p>
Program Size and Sampling Technique	<p>State the number of students in the program or the number who graduate each year.</p> <p>Approximately 8 students graduate from the AA – Forestry Program each year.</p> <p>Describe the sampling technique to be used (most programs will sample instead of collecting and evaluating evidence from every student).</p>
Implementation Schedule	<p>When will the project be implemented, where? Who and how will the data be collected and analyzed?</p> <p>Data is currently being collected and will be collected for the remainder of the review period. Professor Jones will collect and analyze the data.</p>
Measures/Levels of Expectation	<p>What is your criteria for success?</p> <p>State the target or the minimum results needed to indicate program success on this outcome or assessment question. Or, indicate that results will serve as baseline data.</p> <p>75% of students correctly answering the embedded questions will be considered successful.</p>
Assessment Results and Data Analysis	
Use of Results for Program Improvement	Based on the data analysis, program revisions are designed and subsequently implemented.
Lessons Learned	
Reassessment	Following one to two semesters of implementation of recommended revisions, a reassessment is conducted to determine the impact of the revisions.

Degree: <b>AA Forestry</b>		Division: Applied Sciences
Classes involved (course(s) and section #):FOR 205		
Lead Team Members: Jeffrey Jones		Academic Year <u>2015-2016</u> Semester <u>Fall</u>
<b>Outcome 2</b>		
Outcome	<p>Identify the learning objective that you chose to assess and upon which you are reporting. Learning outcomes are specific statements focusing on what students will be able to do or accomplish after a particular PROGRAM IS COMPLETED.</p> <p><b>*Specific: Graduates of this PROGRAM will be able to demonstrate the following</b></p> <p>The student will be able to distinguish and describe common tree species at the Family, Genus, and Species taxonomic levels.</p>	
Relationship to General Education	<p>Does the learning objective relate to the goals or objectives of General Education? If yes, indicate the general education outcomes to which this outcome addresses</p> <p>Yes, Basic Mathematical Skills and Scientific Inquiry: Use quantitative and scientific knowledge effectively.</p>	
Methods of Assessment	<p>Specified methods of evaluation (i.e., exam responses, portfolio section, and performance) and the tool (i.e. rubric) used to evaluate progress toward meeting the program learning outcomes. (When applicable, include scoring criteria or rubric in an Appendix.)</p> <p>Assessment will include a Pre-test and Post-test as part of the FOR 205 Dendrology course.</p>	
Program Size and Sampling Technique	<p>State the number of students in the program or the number who graduate each year.</p> <p>Approximately 8 students graduate from the AA – Forestry Program each year.</p> <p>Describe the sampling technique to be used (most programs will sample instead of collecting and evaluating evidence from every student).</p>	
Implementation Schedule	<p>When will the project be implemented, where? Who and how will the data be collected and analyzed?</p> <p>Data is currently being collected and will be collected for the remainder of the review period. Professor Jones will collect and analyze the data.</p>	
Measures/Levels of Expectation	<p>What is your criteria for success?</p> <p>State the target or the minimum results needed to indicate program success on this outcome or assessment question. Or, indicate that results will serve as baseline data.</p> <p>A Post-test score of 70% will indicate success of this outcome.</p>	
Assessment Results and Data Analysis		

Use of Results for Program Improvement	Based on the data analysis, program revisions are designed and subsequently implemented.
Lessons Learned	
Reassessment	Following one to two semesters of implementation of recommended revisions, a reassessment is conducted to determine the impact of the revisions.

### Assessment Plan: Agriculture

Degree: Agriculture AA		Division: PSC Applied Sciences
Classes involved (course(s) and section #): A&VS 251, AGRN 202, AGEE 110, ARE 110 or 204		
1	Lead Team Members: Donna Ballard, Robert Cheves III, Jared Miller, Jeff Jones, Ben Walsh	Academic Year <u>2015-2016</u> <u>Fall</u> Semester
Outcome 1 YOU NEED AT A MINIMUM ONE OUTCOME		
Outcome	<p>Identify the learning objective that you chose to assess and upon which you are reporting. Learning outcomes are specific statements focusing on what students will be able to do or accomplish after a particular PROGRAM IS COMPLETED.</p> <p><b>*Specific: Graduates of this PROGRAM will be able to demonstrate the following</b></p> <p>Students who complete the AA in Agriculture degree will be able to effectively use current techniques, skills, and tools necessary to work effectively in an agriculture enterprise.</p>	
	<p>Relationship to General Education</p> <p>Does the learning objective relate to the goals or objectives of General Education? If yes, indicate the general education outcomes to which this outcome addresses</p> <p>YES</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Basic Mathematical Skills and Scientific Inquiry: Use quantitative and scientific knowledge effectively.</li> <li><input type="checkbox"/> Issues of Contemporary Society: Apply knowledge, methods, and principles of inquiry to contemporary problems, ideas, and/or values.</li> </ul>	
Methods of Assessment	<p>Specified methods of evaluation (i.e., exam responses, portfolio section, and performance) and the tool (i.e. rubric) used to evaluate progress toward meeting the program learning outcomes. (When applicable, include scoring criteria or rubric in an Appendix.)</p> <p>These skills will be evaluated through embedded questions and exam responses. The students will also be evaluated on the application of skills as demonstrated during lab exercises.</p>	

<p>Program Size and Sampling Technique</p>	<p>State the number of students in the program or the number who graduate each year.</p> <p>85-100 students in the program, 7 areas of emphasis</p> <p>Describe the sampling technique to be used (most programs will sample instead of collecting and evaluating evidence from every student).</p> <p>Evaluation of each student will be collected.</p>
<p>Implementation Schedule</p>	<p>When will the project be implemented, where? Who and how will the data be collected and analyzed?</p> <p>Exam questions will be embedded in the spring 2016 classes for AGRN 202 and A&amp;VS 251, each question will be graded for correct, incorrect or partially correct. Numbers and percentages of students performing in each of the three categories will be collected. The hands-on techniques and skills for A&amp;VS 251 will be evaluated for each student in the laboratory exercises.</p>
<p>Measures/Levels of Expectation</p>	<p>What is your criteria for success?</p> <p>State the target or the minimum results needed to indicate program success on this outcome or assessment question. Or, indicate that results will serve as baseline data.</p> <p>Greater than 50% of the students will score in the correct range for each question and measured skill.</p>
<p>Assessment Results and Data Analysis</p>	
<p>Use of Results for Program Improvement</p>	<p>Based on the data analysis, program revisions are designed and subsequently implemented.</p>
<p>Lessons Learned</p>	
<p>Reassessment</p>	<p>Following one to two semesters of implementation of recommended revisions, a reassessment is conducted to determine the impact of the revisions.</p>
<p><b>Outcome 2</b></p>	
<p>Outcome</p>	<p>Identify the learning objective that you chose to assess and upon which you are reporting. Learning outcomes are specific statements focusing on what students will be able to do or accomplish after a particular PROGRAM IS COMPLETED.</p> <p><b>*Specific: Graduates of this PROGRAM will be able to demonstrate the following</b></p> <p>Students who complete the AA in Agriculture degree will be able to create and maintain a state of the art system for record keeping and accounting for an agricultural enterprise.</p>
	<p><b>Relationship to General Education</b></p> <p>Does the learning objective relate to the goals or objectives of General Education? If yes, indicate the general education outcomes to which this outcome addresses</p> <p>YES</p> <p><input type="checkbox"/> Communication: Communicate effectively in English.</p>

	<input type="checkbox"/> Basic Mathematical Skills and Scientific Inquiry: Use quantitative and scientific knowledge effectively.
Methods of Assessment	<p>Specified methods of evaluation (i.e., exam responses, portfolio section, and performance) and the tool (i.e. rubric) used to evaluate progress toward meeting the program learning outcomes. (When applicable, include scoring criteria or rubric in an Appendix.)</p> <p>Enterprise business plans and computer application submissions.</p>
Program Size and Sampling Technique	<p>State the number of students in the program or the number who graduate each year.</p> <p>85-100 students in the program, 7 areas of emphasis</p> <p>Describe the sampling technique to be used (most programs will sample instead of collecting and evaluating evidence from every student).</p> <p>Evaluation of each student will be collected.</p>
Implementation Schedule	<p>When will the project be implemented, where? Who and how will the data be collected and analyzed?</p> <p>Individual computer application assignments will be submitted electronically for completeness and proficiency of electronic communications. The enterprise business plans will be graded individually for completeness.</p>
Measures/Levels of Expectation	<p>What is your criteria for success?</p> <p>State the target or the minimum results needed to indicate program success on this outcome or assessment question. Or, indicate that results will serve as baseline data.</p> <p>A completion rate of 50% of students scoring higher than 70% on all assignments will be considered success for this learning outcome.</p>
Assessment Results and Data Analysis	
Use of Results for Program Improvement	Based on the data analysis, program revisions are designed and subsequently implemented.
Lessons Learned	
14.Reassessment	Following one to two semesters of implementation of recommended revisions, a reassessment is conducted to determine the impact of the revisions.

**Assessment Plan: Economics**

## Assessment Plan for Program Outcomes Business Administration and Economics

Degree: Business Administration and Economics <b>AA</b>	Division: PSC Applied Sciences
Classes involved (course(s) and section #): ACCT 202	

<p><b>Lead Team Members:</b> John Stone, Donna Ballard</p>	<p>Academic Year <u>2015-2016</u> <u>Spring</u> Semester</p>
<p><b>Outcome 1 YOU NEED AT A MINIMUM ONE OUTCOME</b></p>	
<p>Outcome</p>	<p>Identify the learning objective that you chose to assess and upon which you are reporting. Learning outcomes are specific statements focusing on what students will be able to do or accomplish after a particular PROGRAM IS COMPLETED.</p> <p><b>*Specific: Graduates of this PROGRAM will be able to demonstrate the following</b></p> <p>Students will be able to demonstrate accounting analytical techniques appropriate for both business administration and economic issues.</p>
	<p>Relationship to General Education</p> <p>Does the learning objective relate to the goals or objectives of General Education? If yes, indicate the general education outcomes to which this outcome addresses</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Basic Mathematical Skills and Scientific Inquiry: Use quantitative and scientific knowledge effectively.</li> <li><input type="checkbox"/> Issues of Contemporary Society: Apply knowledge, methods, and principles of inquiry to contemporary problems, ideas, and/or values.</li> </ul>
<p>Methods of Assessment</p>	<p>Specified methods of evaluation (i.e., exam responses, portfolio section, and performance) and the tool (i.e. rubric) used to evaluate progress toward meeting the program learning outcomes. (When applicable, include scoring criteria or rubric in an Appendix.)</p> <p>An embedded assignment will be required as a part of the assignments submitted during the semester. All assignments collected will be used to evaluate the student knowledge of the analytical techniques.</p>
<p>Program Size and Sampling Technique</p>	<p>State the number of students in the program or the number who graduate each year.</p> <p>80-85 students average in the program</p> <p>Describe the sampling technique to be used (most programs will sample instead of collecting and evaluating evidence from every student).</p> <p>The assignments will be collected from all Accounting 202 students for data collection each semester the course is taught.</p>
<p>Implementation Schedule</p>	<p>When will the project be implemented, where? Who and how will the data be collected and analyzed?</p> <p>The data will be collected initially from the spring 2016 accounting 202 class and each semester there after by the course instructor, John Stone. The data from the assignment will be collated by John Stone and the division chair, Donna Ballard. Each part of the required analytical technique will be assessed for correctness and the percentage of students who complete each part as correct will be calculated.</p>
<p>Measures/Levels of Expectation</p>	<p>What is your criteria for success?</p>

	<p>State the target or the minimum results needed to indicate program success on this outcome or assessment question. Or, indicate that results will serve as baseline data.</p> <p>The criteria for success will include greater than 50% of the students performing at C (70%) level.</p>
Assessment Results and Data Analysis	
Use of Results for Program Improvement	Based on the data analysis, program revisions are designed and subsequently implemented.
Lessons Learned	
Reassessment	Following one to two semesters of implementation of recommended revisions, a reassessment is conducted to determine the impact of the revisions.
<b>Outcome 2</b>	
Outcome	<p>Identify the learning objective that you chose to assess and upon which you are reporting. Learning outcomes are specific statements focusing on what students will be able to do or accomplish after a particular PROGRAM IS COMPLETED.</p> <p><b>*Specific: Graduates of this PROGRAM will be able to demonstrate the following</b></p> <p>Students will be able to demonstrate financial statement applications appropriate for both business administration and economic issues.</p>
15.	<p><b>Relationship to General Education</b></p> <p>Does the learning objective relate to the goals or objectives of General Education? If yes, indicate the general education outcomes to which this outcome addresses</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Basic Mathematical Skills and Scientific Inquiry: Use quantitative and scientific knowledge effectively.</li> <li><input type="checkbox"/> Issues of Contemporary Society: Apply knowledge, methods, and principles of inquiry to contemporary problems, ideas, and/or values.</li> </ul>
Methods of Assessment	<p>Specified methods of evaluation (i.e., exam responses, portfolio section, and performance) and the tool (i.e. rubric) used to evaluate progress toward meeting the program learning outcomes. (When applicable, include scoring criteria or rubric in an Appendix.)</p> <p>An embedded assignment will be required as a part of the assignments submitted during the semester. All assignments collected will be used to evaluate the student knowledge of the analytical techniques.</p>

Program Size and Sampling Technique	<p>State the number of students in the program or the number who graduate each year.</p> <p>80-85 students average in the program</p> <p>Describe the sampling technique to be used (most programs will sample instead of collecting and evaluating evidence from every student).</p> <p>The assignments will be collected from all Accounting 202 students for data collection each semester the course is taught.</p>
Implementation Schedule	<p>When will the project be implemented, where? Who and how will the data be collected and analyzed?</p> <p>The assignments will be collected from all Accounting 202 students for data collection each semester the course is taught.</p>
Measures/Levels of Expectation	<p>What is your criteria for success?</p> <p>State the target or the minimum results needed to indicate program success on this outcome or assessment question. Or, indicate that results will serve as baseline data.</p> <p>The criteria for success will include greater than 50% of the students performing at C (70%) level.</p>
Assessment Results and Data Analysis	
Use of Results for Program Improvement	Based on the data analysis, program revisions are designed and subsequently implemented.
Lessons Learned	
Reassessment	Following one to two semesters of implementation of recommended revisions, a reassessment is conducted to determine the impact of the revisions.

16.

17. **Assessment Plan 16: AA Early Childhood Education - Plan not submitted to PSC Office of Institutional Effectiveness\***

18.

19. **Assessment Plan 17: AA Elementary Education - Plan not submitted to PSC Office of Institutional Effectiveness\***

20.

21. **Assessment Plan 18: AA Secondary Education - Plan not submitted to PSC Office of Institutional Effectiveness\***

22.

23. **Assessment Plan 19: AA Physical Education - Plan not submitted to PSC Office of Institutional Effectiveness\***

24.

25. **Assessment Plan 20: AA Athletic Coaching Emphasis - Plan not submitted to PSC Office of Institutional Effectiveness\***

26.

27. **Assessment Plan 21: AA Physical Education Emphasis - Plan not submitted to PSC Office of Institutional Effectiveness\***

28.

29. **Assessment Plan 22: AA Physical Teacher Emphasis - Plan not submitted to PSC Office of Institutional Effectiveness\***

30.

31. **Assessment Plan 23: AA Physical Education Sport Management Emphasis, - Plan not submitted to PSC Office of Institutional Effectiveness\***

**Assessment Plan 24: Pre-Social Work - Plan not submitted to PSC Office of Institutional Effectiveness**

**Assessment Plan 25: General Studies\*\* - pending adoption of proposer General Education Assessment Plan\*\***

\*Plans for assessing student learning for the 8 Education pre-major degrees offered at PSC were not provided to the Office of Institutional Assessment. In lieu of submitting the required assessment plan, the Division Chair provided, on October 28, a rationale for delaying the assessment of student learning in each of the degree areas. The Chair cites a need to complete an alignment process with upper level courses at WVU before developing the recommended plans.

Recommendation 2: The College is to submit a rationale for the continuation of low enrollment programs. If PSC wishes to continue programs with low enrollment, an Enrollment Management Plan must be submitted on or before October 30, 2015.

**Note! No report submitted by chair, Liberal Arts Programs**

**Enrollment Data:** Five year table showing number of students admitted, total number of declared Majors.

**Fall Program Enrollments 2005 to 2015**

	F2015*	F2014	F2013	F2012	F2011	F2010	F2009	F2008	F2007	F2006	F2005
<b>AA Agriculture</b>											
Agricultural and Environmental Education	15	7	6	5	8	17	20	16	18	12	15
Agronomy: Environmental Protection	2	4	4	3	3	2	0	1	3	3	1
Animal Science	23	23	26	32	24	15	19	10	18	16	13
General Agriculture	9	7	8	13	13	14	18	19	15	11	11
Horticulture	4	7	6	6	7	8	4	3	3	2	3
Pre-Veterinary	31	33	30	30	35	30	28	27	26	23	15
Resource Management	3	3	3	2	0	6	5	4	4	2	0
<b>Total AA Agriculture</b>	<b>87</b>	<b>84</b>	<b>83</b>	<b>91</b>	<b>90</b>	<b>92</b>	<b>94</b>	<b>80</b>	<b>87</b>	<b>69</b>	<b>58</b>

**AA Forestry**

Recreation and Parks Management	3	5	8	7	7	2	7	6	5	7	4
Resource Management	4	2	9	9	10	5	4	3	3	6	8
Wildlife Resources	22	22	19	25	23	18	15	22	20	17	10
Wood Industries	0	0	1	0	2	0	2	0	2	1	3
<b>Total AA Forestry</b>	<b>29</b>	<b>29</b>	<b>37</b>	<b>41</b>	<b>42</b>	<b>25</b>	<b>28</b>	<b>31</b>	<b>30</b>	<b>31</b>	<b>25</b>

<b>AA Arts and Science - Science</b>											
Biology	23	29	31	41	28	27	28	27	30	16	22
Chemistry	0	3	4	5	4	4	1	3	1	2	1
Environmental Geoscience	4	3	5	3	1	0	4	2	1	2	1
Geology	3	3	1	2	1	2	0	3	3	3	0
Mathematics	2	2	4	2	3	1	4	2	1	3	2
Physics	2	0	1	1	1	0	1	2	0	0	1
<b>Total AA Science</b>	<b>34</b>	<b>40</b>	<b>46</b>	<b>54</b>	<b>38</b>	<b>34</b>	<b>38</b>	<b>39</b>	<b>36</b>	<b>26</b>	<b>27</b>

<b>AA Engineering</b>											
Civil Engineering	13	17	24	31	23	26	26	16	20	13	15
Electrical Engineering	18	15	15	12	11	14	16	9	10	8	9
Mechanical Engineering	29	25	27	40	28	27	21	22	22	17	17
<b>Total AA Engineering</b>	<b>60</b>	<b>57</b>	<b>66</b>	<b>83</b>	<b>62</b>	<b>67</b>	<b>63</b>	<b>47</b>	<b>52</b>	<b>38</b>	<b>41</b>

<b>AA Arts and Science - Social Science</b>											
Political Science	10	8	8	8	7	4	9	8	5	9	4
Psychology	30	40	35	51	50	42	27	29	38	32	29
Sociology	6	15	12	19	9	8	6	4	4	4	3
<b>Total AA Social Science</b>	<b>46</b>	<b>63</b>	<b>55</b>	<b>78</b>	<b>66</b>	<b>54</b>	<b>42</b>	<b>41</b>	<b>47</b>	<b>45</b>	<b>36</b>

<b>AA Education</b>											
Early Childhood	18	28	32	26	18	19	20	22	16	17	19
Elementary Education	24	27	25	33	53	53	50	33	46	46	47
Secondary Education	7	27	32	30	38	38	28	26	33	31	21
<b>Total AA Education</b>	<b>49</b>	<b>82</b>	<b>89</b>	<b>89</b>	<b>109</b>	<b>110</b>	<b>98</b>	<b>81</b>	<b>95</b>	<b>94</b>	<b>87</b>

AA Physical Education											
Physical Education Teacher	11	11	14	17	35	36	47	32	34	32	27
Sport Behavior	0	0	0	0	1	0	2	1	2	3	0
Athletic Coaching	13	16	17	21	17	24	14	8	7	14	9
Sport Management	36	22	33	23	30	39	33	19	33	15	9
Athletic Training: First Year	0	0	0	1	3	6	12	11	15	9	7
<b>Total AA Physical Education</b>	<b>60</b>	<b>49</b>	<b>64</b>	<b>62</b>	<b>86</b>	<b>105</b>	<b>108</b>	<b>71</b>	<b>91</b>	<b>73</b>	<b>52</b>

AA Arts and Science - Humanities											
English	8	9	8	12	10	12	10	6	4	6	3
History	12	11	4	15	9	4	9	10	12	9	5
Modern Languages	3	0	3	3	4	2	2	3	2	2	2
<b>Total AA Humanities</b>	<b>23</b>	<b>20</b>	<b>15</b>	<b>30</b>	<b>23</b>	<b>18</b>	<b>21</b>	<b>19</b>	<b>18</b>	<b>17</b>	<b>10</b>

AA Journalism											
Communication Studies	7	2	n/a								
Journalism	18	20	25	22	28	36	22	17	29	24	18
<b>Total AA Journalism</b>	<b>25</b>	<b>22</b>	<b>25</b>	<b>22</b>	<b>28</b>	<b>36</b>	<b>22</b>	<b>17</b>	<b>29</b>	<b>24</b>	<b>18</b>

AA Arts and Science - General Studies											
<b>Total AA General Studies</b>	<b>211</b>	<b>224</b>	<b>247</b>	<b>232</b>	<b>218</b>	<b>239</b>	<b>239</b>	<b>185</b>	<b>192</b>	<b>171</b>	<b>156</b>

AA Business and Economics											
Business Administration	97	88	85	97	99	80	89	111	100	67	83
Economics	6	5	5	5	4	1	1	4	3	2	1
<b>Total AA Business and Economics</b>	<b>103</b>	<b>93</b>	<b>90</b>	<b>102</b>	<b>103</b>	<b>81</b>	<b>90</b>	<b>115</b>	<b>103</b>	<b>69</b>	<b>84</b>

AA Arts and Science - Fashion Merchandising											
<b>Total AA Fashion Merchandising</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>3</b>	<b>8</b>	<b>3</b>	n/a	n/a	n/a	n/a	n/a

AA Arts and Science - Pre-Professional											
--	--	--	--	--	--	--	--	--	--	--	--

Pre-Dentistry	12	14	12	17	11	12	8	8	10	9	5
Pre-Forensic & Investigative Science	9	7	n/a								
Pre-Law	5	7	3	8	10	13	5	6	3	7	8
Pre-Med Lab Sci/Tech (includes 127A and 168A)	1	4	0	4	10	7	7	9	5	7	8
Pre-Medicine	18	14	14	14	19	15	6	7	5	12	8
Pre-Nursing (includes 117A and 166A)	90	101	99	98	100	108	99	91	72	74	83
Pre-Occupational Therapy	18	16	15	16	13	13	13	7	4	2	5
Pre-Pharmacy	12	13	24	18	13	18	26	15	20	26	10
Pre-Physical Therapy	30	42	36	47	40	34	27	20	19	20	18
Pre-Social Work	16	22	23	22	20	21	24	26	19	15	13
<b>Total AA Pre-Professional</b>	<b>211</b>	<b>240</b>	<b>226</b>	<b>244</b>	<b>236</b>	<b>241</b>	<b>215</b>	<b>189</b>	<b>157</b>	<b>172</b>	<b>158</b>

## Follow-Up Report: AA Business and Economics

### BOARD OF GOVERNORS PROGRAM FOLLOW-UP REPORT West Virginia University and Regional Campuses 2015-16

**Date:** October 30, 2015

**Institution:** Potomac State College

**Program:** Business and Economics, AA, Potomac State College of WVU

**Background:** Summarize the request of the program review committee, identifying the issues to be addressed.

1. Submit a comprehensive program assessment plan, with learning outcomes and the periodic benchmarks to assess continuous improvement.
2. Due to the low enrollment in Economics and the overlap of courses for both majors, PSC has to take a decision about the need to continue the Economics major. If the program continues, the Council highly recommends a curriculum differentiation between two majors. The Council expects a follow up report about your decision to retain both. If PSC intends to retain both majors, you must submit an enrollment management plan for the economics major

**Response:** Summarize the program's response to the request. Address each of the issues raised by their review committee. Provide relevant supporting material.

Recommendation 1: Submission of program level learning outcomes and the assessment plans

### Assessment Plan for Program Outcomes Business Administration and Economics

Degree: Business Administration and Economics <b>AA</b>		Division: PSC Applied Sciences
Classes involved (course(s) and section #): ACCT 202		
Lead Team Members: John Stone, Donna Ballard	Academic Year <u>2015-2016</u> <u>Spring</u> Semester	
Outcome 1 YOU NEED AT A MINIMUM ONE OUTCOME		
Outcome	Identify the learning objective that you chose to assess and upon which you are reporting. Learning outcomes are specific statements focusing on what students will be able to do or accomplish after a particular PROGRAM IS COMPLETED.	

	<p><b>*Specific: Graduates of this PROGRAM will be able to demonstrate the following</b></p> <p>Students will be able to demonstrate accounting analytical techniques appropriate for both business administration and economic issues.</p>
	<p>3. Relationship to General Education</p> <p>Does the learning objective relate to the goals or objectives of General Education? If yes, indicate the general education outcomes to which this outcome addresses</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Basic Mathematical Skills and Scientific Inquiry: Use quantitative and scientific knowledge effectively.</li> <li><input type="checkbox"/> Issues of Contemporary Society: Apply knowledge, methods, and principles of inquiry to contemporary problems, ideas, and/or values.</li> </ul>
Methods of Assessment	<p>Specified methods of evaluation (i.e., exam responses, portfolio section, and performance) and the tool (i.e. rubric) used to evaluate progress toward meeting the program learning outcomes. (When applicable, include scoring criteria or rubric in an Appendix.)</p> <p>An embedded assignment will be required as a part of the assignments submitted during the semester. All assignments collected will be used to evaluate the student knowledge of the analytical techniques.</p>
Program Size and Sampling Technique	<p>State the number of students in the program or the number who graduate each year.</p> <p>80-85 students average in the program</p> <p>Describe the sampling technique to be used (most programs will sample instead of collecting and evaluating evidence from every student).</p> <p>The assignments will be collected from all Accounting 202 students for data collection each semester the course is taught.</p>
Implementation Schedule	<p>When will the project be implemented, where? Who and how will the data be collected and analyzed?</p> <p>The data will be collected initially from the spring 2016 accounting 202 class and each semester there after by the course instructor, John Stone. The data from the assignment will be collated by John Stone and the division chair, Donna Ballard. Each part of the required analytical technique will be assessed for correctness and the percentage of students who complete each part as correct will be calculated.</p>
Measures/Levels of Expectation	<p>What is your criteria for success?</p> <p>State the target or the minimum results needed to indicate program success on this outcome or assessment question. Or, indicate that results will serve as baseline data.</p> <p>The criteria for success will include greater than 50% of the students performing at C (70%) level.</p>

Assessment Results and Data Analysis	
Use of Results for Program Improvement	Based on the data analysis, program revisions are designed and subsequently implemented.
Lessons Learned	
Reassessment	Following one to two semesters of implementation of recommended revisions, a reassessment is conducted to determine the impact of the revisions.
<b>Outcome 2</b>	
Outcome	<p>Identify the learning objective that you chose to assess and upon which you are reporting. Learning outcomes are specific statements focusing on what students will be able to do or accomplish after a particular PROGRAM IS COMPLETED.</p> <p><b>*Specific: Graduates of this PROGRAM will be able to demonstrate the following</b></p> <p>Students will be able to demonstrate financial statement applications appropriate for both business administration and economic issues.</p>
26.	<p><b>Relationship to General Education</b></p> <p>Does the learning objective relate to the goals or objectives of General Education? If yes, indicate the general education outcomes to which this outcome addresses</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Basic Mathematical Skills and Scientific Inquiry: Use quantitative and scientific knowledge effectively.</li> <li><input type="checkbox"/> Issues of Contemporary Society: Apply knowledge, methods, and principles of inquiry to contemporary problems, ideas, and/or values.</li> </ul>
Methods of Assessment	<p>Specified methods of evaluation (i.e., exam responses, portfolio section, and performance) and the tool (i.e. rubric) used to evaluate progress toward meeting the program learning outcomes. (When applicable, include scoring criteria or rubric in an Appendix.)</p> <p>An embedded assignment will be required as a part of the assignments submitted during the semester. All assignments collected will be used to evaluate the student knowledge of the analytical techniques.</p>
Program Size and Sampling Technique	<p>State the number of students in the program or the number who graduate each year.</p> <p>80-85 students average in the program</p> <p>Describe the sampling technique to be used (most programs will sample instead of collecting and evaluating evidence from every student).</p> <p>The assignments will be collected from all Accounting 202 students for data collection each semester the course is taught.</p>

Implementation Schedule	<p>When will the project be implemented, where? Who and how will the data be collected and analyzed?</p> <p>The assignments will be collected from all Accounting 202 students for data collection each semester the course is taught.</p>
Measures/Levels of Expectation	<p>What is your criteria for success?</p> <p>State the target or the minimum results needed to indicate program success on this outcome or assessment question. Or, indicate that results will serve as baseline data.</p> <p>The criteria for success will include greater than 50% of the students performing at C (70%) level.</p>
Assessment Results and Data Analysis	
Use of Results for Program Improvement	Based on the data analysis, program revisions are designed and subsequently implemented.
Lessons Learned	
Reassessment	Following one to two semesters of implementation of recommended revisions, a reassessment is conducted to determine the impact of the revisions.

Recommendation 2: Enrollment Management Plan

AA Agriculture – Agriculture and Environment Education major AND General Agriculture

The faculty will collaborate with the PSC college recruiters to develop new venues to interact with potential students. These will include visits to high schools and vo-ag programs within the metro service area and college fairs. Faculty will also represent the college at metro area county fairs, the State FFA convention and the WV state fair.

Due to the low enrollment in Economics and the overlap of courses for both majors, PSC has to take a decision about the need to continue the Economics major. If the program continues, the Council highly recommends a curriculum differentiation between two majors. The Council expects a follow up report about your decision to retain both. If PSC intends to retain both majors, you must submit an enrollment management plan for the economics major

Economics and Business Administration are the two majors with the AA Business and Economics Degree at Potomac State. They are extremely similar because they were designed to prepare students with the 58 hours of required courses to enter the College of B&E in Morgantown, where students choose a

specific discipline within Business. As Morgantown programs change for the new GEF, we anticipate there will be more differences between these two majors.

**Enrollment Data:** Five year table showing number of students admitted, total number of declared Majors.

**Fall Program Enrollments 2005 to 2015**

	F2015*	F2014	F2013	F2012	F2011	F2010	F2009	F2008	F2007	F2006	F2005
<b>AA Business and Economics</b>											
Business Administration	97	88	85	97	99	80	89	111	100	67	83
Economics	6	5	5	5	4	1	1	4	3	2	1
<b>Total AA Business and Economics</b>	<b>103</b>	<b>93</b>	<b>90</b>	<b>102</b>	<b>103</b>	<b>81</b>	<b>90</b>	<b>115</b>	<b>103</b>	<b>69</b>	<b>84</b>

## Follow-Up Report: AA Education

### BOARD OF GOVERNORS PROGRAM FOLLOW-UP REPORT West Virginia University and Regional Campuses 2015-16

**Date:** October 30, 2015

**Institution:** Potomac State College

**Program:** AA Education

**Background:** Summarize the request of the program review committee, identifying the issues to be addressed.

The Undergraduate Review Committee recommends that significant work on program assessment, identification of weaknesses and strengths, and plans for improvement have to be carried out. The Review Council's report states "current level of assessment is inadequate, so is the plan for improvement....and that the assessment of weaknesses and strengths is lacking or absent. Again college level assessment does not provide the detail needed for a good program level assessment plan."

Thus, the Council recommends that the College submit a follow-up report describing program assessment plans which includes program learning outcomes, methods of assessing learning outcomes, and methodology to collect placement data by October 30, 2015.

**Response:** Summarize the program's response to the request. Address each of the issues raised by their review committee. Provide relevant supporting material.

1.  
2. **The College offers the following eight AA degrees in Education:**

- 3.
4. AA Early Childhood Education
5. AA Elementary Education
6. AA Secondary Education
7. AA Physical Education
8. AA Athletic Coaching
- AA Physical Education Emphasis
- AA Physical Teacher Emphasis
- AA Physical Education Sport Management Emphasis

**To date - No Assessment Plan has been submitted to the Office of Institutional Effectiveness for AA degrees in Education**

**Enrollment Data:** Five year table showing number of students admitted, total number of declared Majors.

## Fall Program Enrollments 2005 to 2015

	F2015*	F2014	F2013	F2012	F2011	F2010	F2009	F2008	F2007	F2006	F2005
<b>AA Education</b>											
Early Childhood	18	28	32	26	18	19	20	22	16	17	19
Elementary Education	24	27	25	33	53	53	50	33	46	46	47
Secondary Education	7	27	32	30	38	38	28	26	33	31	21
<b>Total AA Education</b>	<b>49</b>	<b>82</b>	<b>89</b>	<b>89</b>	<b>109</b>	<b>110</b>	<b>98</b>	<b>81</b>	<b>95</b>	<b>94</b>	<b>87</b>
<b>AA Physical Education</b>											
Physical Education Teacher	11	11	14	17	35	36	47	32	34	32	27
Sport Behavior	0	0	0	0	1	0	2	1	2	3	0
Athletic Coaching	13	16	17	21	17	24	14	8	7	14	9
Sport Management	36	22	33	23	30	39	33	19	33	15	9
Athletic Training: First Year	0	0	0	1	3	6	12	11	15	9	7
<b>Total AA Physical Education</b>	<b>60</b>	<b>49</b>	<b>64</b>	<b>62</b>	<b>86</b>	<b>105</b>	<b>108</b>	<b>71</b>	<b>91</b>	<b>73</b>	<b>52</b>

## Follow-Up Report: AA Forestry

### BOARD OF GOVERNORS PROGRAM FOLLOW-UP REPORT West Virginia University and Regional Campuses 2015-16

**Date:** October 30, 2015

**Institution:** Potomac State College

**Program:** AA Forestry

**Background:** Summarize the request of the program review committee, identifying the issues to be addressed.

The Council recommends that the College:

- Submit an enrollment plan with clear enrollment targets for the Wood Sciences major on or before October 30, 2015.

**Response:** Summarize the program's response to the request. Address each of the issues raised by their review committee. Provide relevant supporting material.

Enrollment Plan for AA – Forestry; Wood Science Major at Potomac State College of WVU

The WVU Undergraduate Council requested the following Enrollment Plan as part of the 2014 Program Review of the AA – Forestry program at Potomac State College.

Traditionally, the Wood Sciences major at Potomac State College has included very few students. However, as noted by the council discontinuing the major will provide no real cost benefit to the college. Similarly the Wood Science and Technology Program at WVU has traditionally been the smallest degree program, in the Davis College of Agriculture Natural Resources and Design's School of Natural Resources. Thus, it is unreasonable to expect significant enrollment in the major at PSC. Additionally, the Wood Science major is a rigorous academic program. Given the open enrollment policy of Potomac State College, many students are not prepared for such a challenging major. However, due to an expansion of STEM and related program recruiting efforts the college plans to continue the program anticipating an increase in more qualified students. The Forestry Program at Potomac State College will utilize the following actions to bolster enrollments in the Wood Science major.

- A Faculty member will attend at least one state wide summer camp geared toward natural resources or forestry students. Examples are WV State Conservation Camp or Ted Harriman Forest Industries Camp
- Faculty will increase collaboration with local, regional, and statewide FFA programs to promote the Wood Science major
- Faculty will develop a stronger connection with related local and statewide 4-H programs.

- Faculty will increase collaboration with colleagues in the WVU School of Natural Resources to ensure curriculum is current.
- Faculty will develop an increased presence at PSC Open House events to interact with students interested in the program.
- Faculty will be available to visit other secondary schools to promote the program.
- Coordinate all recruiting efforts with the Potomac State College Enrollment Service Office
- Faculty will obtain membership in one professional organization with greater emphasis on the Wood Science major. Associated publications and networking opportunities will be utilized to strengthen the major.

The Wood Science major in the AA – Forestry program at PSC has the potential for growth. The above actions are expected to fuel that growth. These action will be reevaluated on a two year basis and changes will be made accordingly.

**Enrollment Data:** Five year table showing number of students admitted, total number of declared Majors.

### Fall Program Enrollments 2005 to 2015

	F2015*	F2014	F2013	F2012	F2011	F2010	F2009	F2008	F2007	F2006	F2005
<b>AA Forestry</b>											
Recreation and Parks Management	3	5	8	7	7	2	7	6	5	7	4
Resource Management	4	2	9	9	10	5	4	3	3	6	8
Wildlife Resources	22	22	19	25	23	18	15	22	20	17	10
Wood Industries	0	0	1	0	2	0	2	0	2	1	3
<b>Total AA Forestry</b>	<b>29</b>	<b>29</b>	<b>37</b>	<b>41</b>	<b>42</b>	<b>25</b>	<b>28</b>	<b>31</b>	<b>30</b>	<b>31</b>	<b>25</b>

## Follow-Up Report: AA Journalism

### BOARD OF GOVERNORS PROGRAM FOLLOW-UP REPORT West Virginia University and Regional Campuses 2015-16

**Date:** October 30, 2015

**Institution:** Potomac State College

**Program:** AA Journalism

**Background:** Summarize the request of the program review committee, identifying the issues to be addressed.

The program submit an interim follow-up report by October 30, 2015 that outlines the program goals and objectives that are contemporary and relevant to the field;

The Council also recommends the Journalism AA program articulate better with WVU objectives' School of Media

**Response:** Summarize the program's response to the request. Address each of the issues raised by their review committee. Provide relevant supporting material.

**No report submitted**

**Enrollment Data:** Five year table showing number of students admitted, total number of declared Majors.

#### Fall Program Enrollments 2005 to 2015

	F2015 *	F2014	F2013	F2012	F2011	F2010	F2009	F2008	F2007	F2006	F2005
<b>AA Journalism</b>											
Communication Studies	7	2	n/a								
Journalism	18	20	25	22	28	36	22	17	29	24	18
<b>Total AA Journalism</b>	<b>25</b>	<b>22</b>	<b>25</b>	<b>22</b>	<b>28</b>	<b>36</b>	<b>22</b>	<b>17</b>	<b>29</b>	<b>24</b>	<b>18</b>



## Appendices

### **Appendix A: Assessment Plan Deliverables**

(Components of Assessment Plan to be Submitted by PSC Division Chairs for BOG Undergraduate Review)

#### **Program Outcomes Assessment – Deliverables**

Calendar: Programs to be reviewed by year (assess at least two goals each year)

Calendar: Outcomes to be reviewed by year per program

Identify two of the most important/robust program-level outcomes to assess in 2015-2016 – when possible, align with WVU and Tech.

- 1.
2. Find potential capstone courses or higher enrollment courses that are offered near completion of AA program and AAS degrees
- 3.
4. Use indirect and at least one robust direct measures of outcomes
5. Try to incorporate general education outcomes in non-Gen. Ed degree program assessments
- 6.

## Appendix B: Assessment Frameworks for Degree Programs

Grounded in a strong general education core curriculum, the Associate of Arts (AA) degrees are designed to parallel the first two years of a liberal arts education at a four-year college. However, several of the Associate degrees (pre-professional) require more advanced coursework in mathematics and science, and have additional requirements for students who desire to transfer into professional fields such as agriculture, animal science, engineering, biology, chemistry, physical therapy, computer science, forestry, mathematics, pharmaceutical science, business, medicine, physics, pre-dental, pre-medical, pre-pharmacy or many other professional programs. To facilitate a systematic and comprehensive approach to program assessment, frameworks have been established for assessing 1) the College’s broader general education outcomes common to all degrees and 2) those outcomes that are found among the more career focused pre-professional AA degrees (e.g. AA Agriculture).

### Assessment Framework for AA pre-major/professional Degree

In developing outcomes-based assessment plans for the College’s 24 AA degrees, several programs were grouped into pre-professional/transfer clusters as depicted in Table 1 below. Each cluster is defined by a set of required 200-level courses deemed foundational for transfer success at the baccalaureate level. To illustrate, the programs in the Pre-Veterinary, Pre-Pharmacy, Pre-medicine cluster all require advanced coursework in chemistry but have only one or two courses that are unique to the Pre-major degree. The foundational upper-level courses (e.g. organic chemistry) within a degree cluster serve as capstone opportunities for collecting evidence relevant to student preparedness for transfer into bachelor degree programs aligned with the pre-major.

Within a degree cluster, a compelling rationale must be provided by the division chair that demonstrates why the same set of learning goals applies to all related programs that make up the cluster. In this case, divisions may submit a single assessment plan/report for several programs in the cluster. Otherwise, divisions will develop separate assessment plans for each program.

TABLE 1. Common 200-level Courses for Degree Clusters

<b>Degree Cluster by Majors (AA transfer)</b>	<b>Common 200-level/Capstone Courses</b>
<b>Agriculture Cluster</b>	
AA General Agriculture	PLSC 206 AGRN 202 A&VS 251
AA Agronomy	PLSC 206 AGRN 202
AA Horticulture	PLSC 206 AGRN 202
AA Agriculture and Environmental Education	AGRN 202 A&VS 251
AA Resource Management	PLSC 206 FOR 212
AA Animal Science	A&VS 251 ARE 204
AA Equine	A&VS 251 ARE 204 AGRN 202
AA Wood Industries	FMAN 212
AA Forest Resources Management	FMAN 212
AA Wildlife	FMAN 212
AA Recreation and Parks	FOR 205 PLSC 206
AA Horticulture	PLSC 206
AA Agronomy	PLSC 206 AGRN 202
<b>Biology Cluster</b>	<b>Common 200-level/Capstone Courses</b>

AA Biology	BIO 230, 231 A&P
AA PRE-PHYSICAL THERAPY	BIO 230, 231 A&P
AA PRE-NURSING	BIO 230, 231 AEM 341 (MICROBIOLOGY)
<b>Chemistry Cluster</b>	<b>Common 200-level/Capstone Courses</b>
AA Pre-veterinary	<b>ALL COURSES IN CHEMISTRY CLUSTER SHARE 200-LEVEL CHEM REQUIREMENT</b>
AA Pre-pharmacy	
AA Pre-medicine	
AA Chemistry	
<b>Math, Physics, Engineering Cluster</b>	<b>Common 200-level/Capstone Courses</b>
AA PHYSICS	PHYS 112 MATH 251, 261
AA MECHANICAL ENG (*Needs distinct outcomes)	MATH 251, 261, MAE 2##
AA MATH	MATH 251 261
AA ELECTRICAL ENG(*Needs distinct outcomes)	EE 223
AA CIVIL ENG(*Needs distinct outcomes)	MAE 2##

Note. If a compelling rationale is provided which demonstrates why the same set of learning goals applies to

### Assessment Framework for AA pre-major/professional Degree: Procedures for 2015-2016

To complete assessment plans, the division chairs will follow the steps below.

1. Select 1 -2 program specific outcomes to assess
2. Review the Assessment Handbook for proper construction of outcomes statements
3. Identify capstone courses from degree cluster table - submit a single assessment plan/report for all programs in the cluster IF: a compelling rationale is provided which demonstrates why the same set of learning goals applies to all related programs that make up the degree cluster - OTHERWISE: develop separate assessment plans for each program
4. Collaborate in developing assessment projects
5. Identify assessment methodology
6. Complete templates or use a guide for each component of assessment plan
7. Submit a five-year assessment schedule for phasing in outcomes (see sample assessment schedule below).

### Five-Year Assessment Schedule

Division Chairs will complete a five-year schedule for phasing in program outcomes for the duration of the five-year assessment cycle. Assessing each outcome has six stages and spans three years:

1. Designing and proposing a Learning Outcomes Assessment Project (LOA)
2. Implementing the design and collecting data (Fall/Spring Year
3. Implementing data-based change (Spring Year 1)
4. Implementing change (Fall/Spring Year 2)
5. Data collection and analysis (Fall/Spring Year 3)
6. Final analysis/reporting results (Spring Year 3)

## 5-Year Program Assessment Schedule Forestry

AA Degree General Studies	Program Outcome	2015 – 2016	2016 – 2017	2017 – 2018	2018–2019	2019-2020
	SLO B, C	Collect, Analyze, Review Data	Implement Change	Collect Data		
		SLO A, E	Collect, Analyze, Review Data	Implement Change	Collect Data	
			SLO D, F	Collect, Analyze, Review Data	Implement Change	Collect Data

### Proposed Assessment Framework for General Education

The College fully supports core general education competencies that are well-defined and integrated into courses in each degree program. Courses and programs are designed to develop, build-upon, and reinforce these core competencies or outcomes. It is recommended that PTC adopt the AAC&U's LEAP outcomes (Liberal Education and America's Promise) as institution-wide general education outcomes relevant for all of its degree programs. LEAP Outcomes are practiced extensively, across the curriculum, in the context of progressively more challenging problems, projects, and standards for performance.

Focusing on student learning outcomes in general education solidifies the quality and caliber of academic program. The proposed assessment framework provides an ongoing process for seamlessly integrating general education competencies in the classroom, in the curriculum refinement process, and in the fabric of the educational environment. It is not an additional task to do; rather, it is a process that continually provides clear evidence of student learning and organizational effectiveness.

The proposed model, the "Institutional Portfolio", is designed for establishing a college-wide assessment process for general education. This model involves the collection and review of student projects produced in courses throughout the curriculum for each of the six LEAP general education outcomes. The review of student artifacts is conducted by interdisciplinary faculty teams using holistic-scoring criteria (rubrics). Assessment results are reported for the College as a whole but may also be disaggregated and analyzed by a number of demographic variables of interest to faculty. The principles underlying the model include the following concepts:

- General Education is the responsibility of the faculty as a whole (not individual divisions)
- Minimally-intrusive process for faculty and students
- It is invisible to students
- Use of existing examples of student work
- It requires no special "sessions", no sacrifice of class time (e.g. for testing), no external incentives for students to perform well
- It is not an "add-on", existing classroom projects are utilized to provide ample evidence of student learning and success that evolves from and can be considered in an authentic context.
- It is a dynamic process

The Assessment Methodologies are in three major categories:

- Real-World Experiences
- Course-Related/Course Connected [portfolios, competency analysis, capstone experiences, capstone courses]
- Testing [standardized tests, locally-developed tests, “embedded” tests, such as MAPP and CAPP]

#### **What Comprises an "Institutional Portfolio"**

A collection of student work, "artifacts", produced throughout the curriculum for each of the seven LEAP outcomes: Inquiry and Analysis, Critical and Creative Thinking, Written and Oral Communication, Quantitative literacy, Information Literacy, Teamwork and Problem Solving

- Reviewed by faculty teams using holistic scoring criteria (rubrics)  
Results are compiled, analyzed, and reported in the aggregate by the Office of Institutional Effectiveness
- Results are reported to the Institutional Effectiveness Council which, in turn, makes recommendations to the Dean and Division Chairs
- Faculty act on assessment results

#### **Proposed Assessment Activities for General Education Program: Procedures for 2015-2016**

1. Faculty determine which outcomes are addressed (weaved into) in their courses
2. Construct curriculum maps showing where general education are being addressed
3. Selected at least two outcomes to assess each year (see sample Assessment Schedule below).  
For 2015-2016, critical thinking and quantitative literacy are targeted outcomes for assessing general education
4. Faculty in targeted areas select artifacts for assessment (Use existing examples of student work)
5. Faculty develop exemplary assessment “projects” assessing the two outcomes for spring 2016
6. Office of Institutional Research collects, copies, and distributes artifacts
7. Faculty scoring teams use rubrics to assess artifacts
8. Results compiled by Office of Research; reviewed by faculty for curricular improvement
9. Annual review of Faculty Assessment Plan.

#### **Other General Education Assessment Activities (LEAP)**

Faculty will develop four assessment projects – at least two projects per outcome using “high impact course projects” (courses which have the highest enrollments) for. LEAP rubrics will be applied to assessing assessment projects.

Only assess students that have a certain number of credits (minimum of 44 sem. hr.) or who have already taken certain other courses such as the required writing course. Remember the goal of program assessment is to assess accumulated learning.

#### **Assessment Framework for General Education Program: Devise Assessment Schedule**

### **5-Year Program General Education LEAP Outcomes Pilot**

## Assessment Schedule (sample)

AA Degree General Studies	Program Outcome	2015 – 2016	2016 – 2017	2017 – 2018	2018–2019	2019-2020
	SLO C, D	Collect, Analyze, Review Data	Implement Change	Collect Data		
		SLO A, E	Collect, Analyze, Review Data	Implement Change	Collect Data	
			SLO B, F	Collect, Analyze, Review Data	Implement Change	Collect Data

### The process has six stages and spans three years:

1. Designing and proposing a Learning Outcomes Assessment Project (LOA)
2. Implementing the design and collecting data (Fall/Spring Year 1)
3. Implementing data-based change (Spring Year 1)
4. Implementing change (Fall/Spring Year 2)
5. Data collection and analysis (Fall/Spring Year 3)
6. Final analysis/reporting results (Spring Year 3)

\*For Annual Reviews, there should be different outcomes listed every year during the five-year cycle

**Appendix C: Assessment Guide (Draft)**

# Assessment Handbook



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## **I. Introduction to Program Assessment**

Demonstrating that Potomac State College is successful and effective in achieving its stated mission is a vital accountability component for the West Virginia University Board of Governors, accrediting boards, and other constituencies. To ensure that the college is meeting its stated purpose, it has adopted a formal, on-going Academic Program Assessment process that documents the effectiveness of its degree programs through identifying expected outcomes for its educational programs, assessing whether it achieves these outcomes, and providing evidence of improvement based on analysis of those results. A quality assessment system provides all college stakeholders the type of reliable information for making evidence-based decisions and permits opportunities for identifying and strengthening all college programs.

Academic assessment is generally defined as the systematic method of gathering, analyzing and using empirical data for measuring program outcomes. The process entails the use of multiple and diverse sources in order to develop a deep understanding of what students know, understand, and can do with their knowledge as a result of their educational experiences. The objectives of Program Assessment are to evaluate the following areas for the ultimate purpose of improving the quality of undergraduate programs and student learning.

- Learning environment and the extent to which learning outcomes are achieved
- Focus of the academic program and its fit with the institutional mission and strategic direction
- Extent to which the program is evolving along state and national trends
- Adequacy of resources
- Areas where PSC can further develop its strengths
- Potential areas for collaboration

### **Purpose of Assessment at Potomac State College**

Colleges communicate promises to students, parents, the general public, and others about the knowledge and special skills that students will acquire over time by virtue of graduating successfully from any of its degree programs. Because of these promises, students select a major and matriculate into a degree program with every expectation of developing the capabilities that the program is intended to provide. Most colleges are required by accrediting agencies to publish the specific learning outcomes that students can expect to develop or achieve when they successfully complete the program. The assessment process presents evidence that the college's commitment to learning and its public promises are validated.

Assessing program outcomes are not to be confused with the assessment of individual courses (course assessment). For the most part accreditation agencies have little interest in how student are performing within particular courses. Rather, they want to see evidence of what students are capable of doing from the sum total of all of the courses that are part of the degree program. At least in theory, each course within a degree contributes toward the development of robust program outcomes that students attain by completing a college program.

The purpose of this Handbook is to provide a framework for the measurement or assessment of what students learn after completing a degree (program outcomes). It will assist college faculty and staff to gain a better understanding of assessment vocabulary, creating learning outcomes, effective implementation

processes, and methods for data generation and reporting. The framework should be viewed as a resource for implementing best practices that can be applied, adapted, or molded to a particular program's approach for documenting learning.

To assist the Divisions and programs in completing assessment tasks, the Office of Institutional Effectiveness/Assessment is developing online tools and a website that should be functional by spring 2016. The website, its tools, and the Handbook will help divisions report data, store relevant documentation, and have these easily accessible and continuously available for updates and improvements. The Institutional Effectiveness/Assessment Office will work with Faculty and Chairs to standardize reporting formats as much as possible.

### **The Role of Learning Outcomes Assessment and Accreditation**

As part of Academic Assessment Program at Potomac State College, faculty and staff are required to submit in the spring an assessment plan for the coming year that documents the results of their prior assessment of student learning outcomes. Although quality assessment planning is an essential activity in and of itself for maintaining viable college programs, it is a significant and core accountability measure for accreditation. In fact, the Higher Learning Commission (HLC) requires as a Core Component for Accreditation, that an institution (Criterion 3.A.1) "articulates and differentiates learning goals for its undergraduate, graduate, post-baccalaureate, post-graduate, and certificate programs." The Commission clearly defines "goals" as "the learning intended or how much students actually learn."

The HLC's accreditation criterion for assessment of student learning outcomes is clearly outlined in Criterion Four: Teaching and Learning: Evaluation and Improvement of the *Higher Learning Commission's 2015 Resource Guide* ([http://download.hlcommission.org/ResourceGuide\\_2015\\_INF.pdf](http://download.hlcommission.org/ResourceGuide_2015_INF.pdf)). This mandate for outcomes assessment states:

"The institution demonstrates responsibility for the quality of its educational programs, learning environments, and support services, and it evaluates their effectiveness for student learning through processes designed to promote continuous improvement." The Commission clearly elaborates on the role and responsibility for learning-based assessment at the program level in Criterion 4.B.1 – 4.B.3, which state:

1. The institution has clearly stated goals for student learning and effective processes for assessment of student learning and achievement of learning goals.
2. The institution assesses achievement of the learning outcomes that it claims for its curricular and co-curricular programs.
3. The institution uses the information gained from assessment to improve student learning.

In summary, as an accredited institution, Potomac State College is required to identify expected outcomes for its educational programs, assess whether it achieves these outcomes, and provide evidence of improvement based on analysis of those results. It is important and beneficial to have all faculty members involved in program assessment. Each person brings a different point of view to program assessment and planning, and for program assessment to be a meaningful process it is important that all faculty members understand and reach consensus to the mission and goals of the academic program.

## **AAHE Principles for Quality Program Assessment**

Potomac State College is committed to program assessment practices that are well-grounded and supported by its constituent professional organizations within the field of Higher Education in the United States. To this extent, PSC assessment process will adhere to the nine principles developed by the American Association for Higher Education (<http://www.aahe.org/assessment/principl.htm>). The AAHE principles are as follows:

1. The assessment of student learning begins with educational values.
2. Assessment is most effective when it reflects an understanding of learning as multidimensional, integrated, and revealed in performance over time.
3. Assessment works best when the programs it seeks to improve have clear, explicitly stated purposes.
4. Assessment requires attention to outcomes but also and equally to the experiences that lead to those outcomes.
5. Assessment works best when it is ongoing, not episodic.
6. Assessment fosters wider improvement when representatives from across the educational community are involved.
7. Assessment makes a difference when it begins with issues of use and illuminates questions that people really care about.
8. Assessment is more likely to lead to improvement when it is part of a larger set of conditions that promote change.
9. Through assessment, educators meet responsibilities to students and to the public.

## II. Overview Academic Program Assessment Process

### Step 1: Identify the persons responsible for the assessment process

Recruit a stakeholder task committee of 3-4 stakeholders. They can be employers, representatives from educational institutions (such as WVU or area high schools), government agencies and former students as well as other subject matter experts. Some programs included faculty from other disciplines outside of their Division.

### Step 2: Define the mission of the program.

The mission should provide a clear description of the purpose of the program and the learning environment.

### Step 3: Define the intended student learning outcomes (SLO) of the program.

The most salient aspect of program assessment is developing valid and reliable student learning outcomes (SLOs) measures that provide a good understanding of what the program's graduates know, what they can do with this knowledge, and what they value as a result of this knowledge. A student learning outcome is a specific statement indicating understanding, knowledge, or skill-set that a successful student will have obtained upon completing of the program. SLOs are observable indicators or evidence of student learning. The focus is on outcome (what the student actually learns) rather than on teaching activities.

### Step 4: Inventory existing and needed assessment methods and select assessment measures and methods.

Assessment tasks should parallel what student will do in life with what they have learned. The tasks students complete to demonstrate what they have learned should be significant tasks that **integrate** the skills and understanding they have been expected to learn.

### Step 5: Select assessment methods and identify assessment targets.

For each student learning outcome, describe a **specified time period** (e.g. 25% improvement in student performance within three years), and determine **what standards are expected** from students in your program. You may want to determine what proportion of your students achieves a specific level.

### Step 6: Collect the data.

It is important to determine how the data will be collected, who will collect the data, and where and how the data will be archived.

### Step 7: Analyze the results.

It is important to summarize the results in a meaningful way so that the faculty can review them and determine what actions are needed to improve the program.

### Step 8: Provide feedback.

The results and information gained should be distributed to the faculty and other appropriate parties to obtain their ideas on how to improve the program.

**Step 9: Implement changes.**

**Step 10: Develop plan to monitor the changes and compare the results.**

**Step 11: Review information.**

### III. Writing the Outcome

Drafting student learning outcomes can be difficult. It is challenging to reach the level of specificity required in a relevant, measurable student learning outcome. Writing program outcomes generally begins with general phrasing of the outcome, and then developing more and more specific iterations with each successive revision. The final learning outcomes should clearly distinguish a program's distinct learning characteristics from other degree programs on campus. In writing the outcome, constantly focus on answering the question: "What knowledge, skills, or attitudes distinguish the graduates of our program from students who graduate from other programs on campus?"

Learning outcomes should focus on robust concepts. They should demonstrate the student's assent to rigorous standards of excellence. Outcomes should provide students with opportunities to engage in critical thinking and require students to consciously and deliberately think their way through content taught within courses to solve authentic tasks or problems. In doing so, they strive to make their thinking clear, accurate, precise, relevant, deep, broad, logical, fair and significant.

#### Examples of Robust Program-level Student Learning Outcomes:

10. Upon completion of the XXX program at State College students will:
- Manage projects and project teams in a high technology lab...
  - Manage a caseload for a state division of children's services...
  - Provide community leadership in resolving environmental hazards and issues...
  - Survey and analyze business needs to determine how telecommunications can provide solutions...
  - Use problem-solving, critical thinking, and child development concepts in resolving a situation that requires classroom disciplinary action...

#### 1A few Guidelines for Writing Student Learning Outcome (SLO):

2. SLO statements should be aligned with mission statements (and goals if applicable).
3. SLO statements should clearly indicate the level and type of competence that is required of graduates of a program.

SLO statements should be distinctive.

- Example of a generic outcome:  
Demonstrate the integration of multiple disciplines in the care of the patient in a clinical setting
- Example of a distinctive outcome:  
Perform a comprehensive assessment of the physical, psychosocial, environmental needs of the individual

SLO statements should be simple and not “bundled.”

SLO statements should focus on the results of learning result and not the learning processes.

SLO statements should be stated such that the outcome can be measured by more than one assessment method.

4.

5. SLO statements usually follow the format: “At the end of the course, students will be able to insert verb here + insert knowledge, skills, or attitudes the student is expected to develop here.”

6.

### 7Writing the Outcome: Bloom’s Taxonomy:

The verb used in learning outcomes should not be "understand" as this is not descriptive of the type or level of understanding and is difficult to assess. Program-level learning outcomes should be geared toward higher levels of thinking that involve having students’ analyze and evaluate what has already been created, and some toward synthesizing and creating the new and different. Bloom’s Taxonomy of Educational Objectives is a well-known, detailed and structured framework that can be used for identifying and writing learning outcomes and is an excellent resource for developing verbs appropriate for constructing SLOs. The Taxonomy commonly identifies two domains of educational outcomes: cognitive and affective.

Bloom’s six cognitive domain levels range from simple to most complex are: knowledge, comprehension, application, analysis, synthesis, and evaluation. A brief description of each is provided below.

### Cognitive Domain

Cognitive	Description
1. Knowledge (represents lowest level of learning)	Ability to observe and remember previously learned information; knowledge of specific facts, terms, concepts, principles, ideas, events, places, etc.; mastery of subject material.
2. Comprehension (represents lowest level of understanding)	Ability to understand information and grasp material; translating knowledge from one form to another; interpreting, comparing and contrasting material; predicting consequences and future trends.
3. Application (represents higher level of understanding)	Ability to use information, learned material, methods, concepts, theories, principles, laws and theories in new situations; problem solving using required knowledge or skills.
4. Analysis (represents a higher intellectual level)	Ability to break down material and recognition of organization structure; identification of components and relationships between components; recognition of patterns and hidden meanings.

5. Synthesis (represents a higher intellectual level)	Ability to combine parts or apply prior skills and knowledge to produce a new whole; integrate ideas into a solution; generalize from given facts; propose a plan of action; formulate new classification methods.
6. Evaluation (represents highest cognitive level)	Ability to judge and assess the value of theories and presentations, based on their value, logic or adequacy, for a given purpose; compare and make choices based on reasoned argument; verify the value of evidence; recognize subjectivity.

## Affective Domain

Affective learning is concerned with attitudes, values, interests, appreciation and feelings towards people, ideas, places and objects. Values refer to views and ideas that an individual believes in. Affective outcomes range from receiving (or willingness to participate in an activity) to adopting a value system that directs behavior.

Affective	Description
1. Receiving	Willingness to participate in an activity or to attend to a stimulus; getting and holding the attention of students.
2. Responding	Actively participates; demonstrates interest in an object, activity or phenomena; seeks or pursues this object, activity or phenomena
3. Valuing	Value or worth attached to an object, activity or phenomena; varies from simple acceptance to commitment.
4. Organization	Compare and contrast and resolve conflict to build a consistent value system; emphasis on comparing and synthesizing values.
5. Characterization by Value	Adopt a value system for a length of time that contributes to a particular "lifestyle" (i.e. directs behavior).

## Applying Bloom in Developing Learning Outcomes

The verbs (action words) used in outcomes are critically important. Verbs associated with levels of learning, as presented in Blooms Taxonomy should be used in writing program outcomes to be assessed. Remember that "understand/understands/understanding/has knowledge of/will gain awareness of" are not assessable and should not be used when writing program outcomes.

For facilitating outcomes development, WVU-Morgantown provides an interactive Bloom's Taxonomy Circle Diagram: <http://lore.wvu.edu/picture>

In order for objectives to provide a useful basis for creating assessment items, they must contain verbs that describe observable, measurable actions and specific levels of thinking, because these are things that can be tested. (For more information about using appropriate verbs in your written objectives, refer

to the Key Words below.) In crafting a SLO you should use concrete verbs like “define”, “classify”, “operate”, “formulate”, rather than passive verbs/language, like “be exposed to” or vague verbs like “understand” or “know.” Examples of action words that are used frequently in stating learning outcome statements are provided in the table below.

**Cognitive Key Words**

Knowledge	Arrange, define, describe, duplicate, enumerate, identify, indicate, know, label, list, match, memorize, name, reads, recall, recognize, record, relate, repeat, reproduce, select, state, view, underline
Comprehension	Classify, cite, convert, defend, describe, discuss, distinguish, estimate, explain, express, generalize, give examples, identify, indicate, infer, locate, paraphrase, predict, recognize, report, restate, review, rewrite, select, suggest, summarize, tell, trace, translate, understand
Application	Act, administer, apply, articulate, assess, change, chart, choose, collect, compute, construct, contribute, control, demonstrate, determine, develop, discover, dramatize, employ, establish, extend, give examples, illustrate, implement, include, inform, instruct, interpret, investigate, manipulate, operate, organize, participate, practice, predict, prepare, preserve, produce, project, provide, relate, report, schedule, shop, show, sketch, solve, teach, transfer, translate, use, utilize, write
Analysis	Analyze, appraise, breaks down, calculate, categorize, compare, contrast, correlate, criticize, debate, determine, diagram, differentiate, discriminate, distinguish, examine, experiment, focus, identify, illustrate, infer, inspect, inventory, limit, outline, point out, prioritize, question, recognize, relate, select, separate, subdivide, solve, test
Synthesis	Adapt, anticipate, arrange, assemble, categorize, collaborate, collect, combine, communicate, compile, compose, construct, create, design, devise, develop, explain, express, facilitate, formulate, generate, incorporate, individualize, initiate, integrate, intervene, manage, model, modify, negotiate, organize, perform, plan, prepare, produce, propose, rearrange, reconstruct, reinforce, relate, reorganize, revise, set up, structure, substitute, validate, write
Evaluation	Appraise, argue, assess, attach, choose, compare, conclude, contrast, criticize, critique, decide, defend, enumerate, estimate, evaluate, grade, interpret, judge, justify, measure, predict, rate, reframe, revise, score, select, support, value

**Affective Key Words:**

Receiving	Ask, choose, describe, follow, give, hold, identify, locate, name, point to, reply, select, sit erect, use
Responding	Answer, assist, compile, conform, discuss, greet, help, label, perform, practice, present, read, recite, report, select, tell, write
Valuing	Complete, describe, differentiate, explain, follow, form, initiate, invite, join, justify, propose, read report, select, share, study, work

Organization	Adhere, alter, arrange, combine, compare complete, defend, explain, generalize, identify, integrate, modify, order, organize, prepare, relate, synthesize
Characterization by Value	Act discriminate, display, influence, listen, modify, perform, practice, propose, qualify, question, revise, serve, solve, use, verify

**\*Skills Key Words:**

Perception	Choose, describe, detect, differentiate, distinguish, identify, isolate, relate, select separate
Set	Begin, display, explain, move, proceed, react, respond, show, start, volunteer
Guided Response	Assemble, build, calibrate, construct, dismantle, display, dissect, fasten, fix, grind, heat, manipulate, measure, mend, mix, organize, sketch, work
Mechanism	Assemble, build, calibrate, construct, dismantle, display, dissect, fasten, fix, grind, heat, manipulate, measure, mend, mix, organize, sketch, work
Complex Overt Response	Assemble, build, calibrate, construct, dismantle, display, dissect, fasten, fix, grind, heat, manipulate, measure, mend, mix, organize, sketch, work
Adaptation	Adapt, alter, change, rearrange, reorganize, revise, vary
Origination	Arrange, combine, compose, construct, design, originate

\*Although Bloom focused on Cognitive and Affective Domains of learning, several researchers have developed key words for skill attainment. (Adapted from Allen and Noel, 2002; Gronlund, 2000; Palomba and Banta, 1999; Roth, Beyer, and Gillmore, 2002; Designing Valuable Assessment Plans: Evaluating Assessment Strategies, 2003; and DLRN's Technology Resource Guide, 2003)

**The Good, the Bad, and the Ugly – Examples of Outcome Revisions**

As previously stated, writing good program-level student outcomes is not a simple task. The following are examples of SLOs that were constantly improved with each iteration or revision.

1. **Engineering Outcome:** (Adapted from Seattle Central Community College: *Curriculum Coordinating Council*)

Poor: Students completing the undergraduate program in Hypothetical Engineering will have knowledge of engineering principles.

This is a weak statement because it does not specify which engineering principles a graduate from the program should know. Also, it does not define what is meant by “have knowledge. Are they supposed to be able to simply define the principles, or be able to apply the principles, etc.

Better: Graduates will be competent in the principles of engineering design, formulating requirements and constraints, following an open-ended decision process involving tradeoffs, and completing a design addressing an aerospace engineering need.

This statement is better because it lists the specific areas in hypothetical engineering that a student must be competent in. However, it is still vague, as the level of competency is not stated. Are they expected to understand these concepts or apply them, etc.

Best: Graduates will be able to apply and demonstrate the principles of engineering design, formulating requirements and constraints, following an open-ended decision process involving tradeoffs, completing a design addressing an aerospace engineering need.

*This is a much better learning outcome statement for two reasons. First, the specific requirements are listed and second, the level of competency is also stated. A student must be able to apply and to demonstrate the listed engineering principles.*

## 2. **Technology Outcome**

Poor: Students will understand how to use technology effectively.

This statement is too broad. It does not define “understand how.”

Better: Each student will be able to effectively integrate word processing, spreadsheets, databases, and presentation graphics in preparing a comprehensive feasibility study for a potential customer.

## 3. Research Outcome

Poor: PhD students of Hypothetical Engineering will be successful in their research.

This statement is very vague and provides no indication of what “successful” means. It does not specify what type or quality of research skills is expected from the student.

Better: PhD students of Hypothetical Engineering will be successful in conducting high-quality research.

Although the quality of research expected from the doctoral students is identified, there is no indication of specific research capabilities that a student should possess. Therefore, even though it provides more detail than the previous statement, it is still lacking.

Best: Ph.D. graduates of Hypothetical Engineering are able to conduct high-quality, doctoral research as evidenced by their demonstrated results, dissertations, publications, and technical presentations.

What is expected of a doctoral student in this program are clearly defined and stated making this an effective learning outcome statement. The quality of research expected as well as the specific research requirements are articulated in the outcome statement.

## 4. **Psychology Outcome** (A Program Guide for Outcomes Assessment at Geneva College, April 2000)

Poor: Students should know the historically important systems of psychology.

This is poor because it says neither what systems nor what information about each system students should know. Are they supposed to know everything about them or just names? Should students be able recognize the names, recite the central ideas, or criticize the assumptions?

Better: Students should understand the psychoanalytic, Gestalt, behaviorist, humanistic, and cognitive approaches to psychology.

This is better because it says what theories students should know, but it still does not detail what exactly they should know about each theory, nor how deeply they should understand whatever it is they should understand.

Best: Students should be able to recognize and articulate the foundational assumptions, central ideas, and dominant criticisms of the psychoanalytic, Gestalt, behaviorist, humanistic, and cognitive approaches to psychology.

This is the clearest and most specific statement of the three examples. It provides even beginning students an understandable and very specific target to aim for. It provides faculty with a reasonable standard against which they can compare actual student performance.

5. **Theatre Outcome** (A Program Guide for Outcomes Assessment at Geneva College, April 2000)

Poor: Students will demonstrate knowledge of the history, literature and function of the theatre, including works from various periods and cultures.

Better: Students will be able to explain the theoretical bases of various dramatic genres and illustrate them with examples from plays of different eras.

Best : During the senior dramatic literature course, the students will be able to explain the theoretical bases of various dramatic genres and illustrate them with examples from plays of different eras.

6. **Research Methods and Statistics** (A Program Guide for Outcomes Assessment at Geneva College, April 2000):

Poor: Students should be able to independently design and carry out research.

The problem with this is that the statement does not specify the type or quality of research to be done.

Better: Students should be able to independently design and carry out experimental and correlational research.

This specifies the type of research, but not the quality students must achieve. If a student independently does any research that is experimental or correlational, it would be viewed as acceptable.

Best: Students should be able to independently design and carry out experimental and correlational research that yields valid results.

Here the standard for students to aim for is clear and specific enough to help faculty agree about what students are expected to do. Therefore, they should be able to agree reasonably well about whether students have or have not achieved the objective. Even introductory students can understand the sentence, even if they don't know exactly what experimental and correlational research methods are.

## 7. **Education Outcome**

Poor: Students will be able to compose true/false and multiple choice questions.

Too specific

Better: Students will be able to prepare a well-designed test.

Best: Students will be able to utilize alternative forms of evaluation in classroom teaching

## **IV. Devising Assessments**

The next part of the Outcomes Assessment Plan is choosing an assessment method and writing or selecting an assessment instrument. Assessment methods are the strategies, techniques, tools, and instruments used for collecting information to determine the degree to which students demonstrate the desired learning outcomes.

It is important to use multiple methods of assessment to reach a deep and holistic understanding of student attainment of learning outcomes. After the Divisions or units on campus have composed from three to five Statements of Intended Learning Outcomes, the next step involves designing Means of Assessment – ways to determine if the outcomes are in fact being achieved. For each Statement of Intended Outcomes, the Divisions or units will design at least two means of assessment (one direct and one indirect assessment).

### **Direct Methods**

Direct methods of assessment are evidence of student learning in the form of a student product or performance that can be evaluated. Direct methods of assessment include, but are not limited to, the following: Papers/embedded assignments, exams, Pre/Post-tests, projects, computer programs, musical performance, portfolios, culminating project, capstone projects, student publications or conference presentations, observation of student performing a task, or formal writing assignments (essays blind-scored by faculty, research papers, reaction/review papers). WVU-Morgantown, offers a PDF document which looks at direct methods for various outcomes (e.g. critical thinking, solving problems)

[http://online.wvu.edu/Faculty/Resources/WorkshopHandouts/assess\\_suggestions.pdf](http://online.wvu.edu/Faculty/Resources/WorkshopHandouts/assess_suggestions.pdf)

You will need to consider a variety of factors as you choose your method, including alignment with the outcome, ability to get faculty consensus, and ease of scoring. Alignment is paramount in the assessment process. For example, if you are assessing a quantitative reasoning outcome which addresses students' ability to interpret statistical information, simply asking them to calculate something is not aligned with the outcome and will not tell you whether they've achieved that outcome.

### **Steps for Creating an Assessment Instrument:**

- Carefully select types of evidence needed for assessing students' learning of outcomes
- Provide instructions to the student and clearly explain the expectations for the assignment
- Make sure the assignment or exam questions are directly aligned with the outcomes
- Write directions that are clear to people who have never seen the instrument before and that clearly articulate the expectations for completing the assignment
- Give your instrument to a few colleagues in different Divisions. They will have fresh eyes and can look at your instrument without the tunnel vision that sometimes comes when you know your content so well
- Think about the ease of scoring and alignment with the learning outcomes
- Consider assessing two or more outcomes with one assessment method/instrument
- Make sure the instructions for the assessment instrument clearly lay out the expectations for the student and faculty who will use the assessment
- For scoring consistency with longer open-ended assignments such as essays, research papers, or performances, a rubric should be developed. A rubric is a criterion based scoring tool that specifies levels of achievement (e.g. exemplary, satisfactory, unsatisfactory) for each dimension of the outcome. As part of the rubric, criteria are provided that describe what constitutes the different levels of achievement

### **Indirect Methods**

Indirect methods of assessment are subjective pieces of evidence based on perception, opinion, or attitude of students or others. This requires that the faculty infer actual student skills, abilities, and knowledge. Indirect methods of assessment include: Divisional survey, exit interviews, alumni survey, employer survey, student survey, focus groups, participation rates, grades aligned with outcomes, exit interview, graduate follow-up studies, length of time to degree, job placement data, student self-report of learning, satisfaction data)

### **Online Resources**

There are many resources available online that discuss methods of assessment. One of particular note is the University of Hawaii at Manoa which has an excellent webpage listing the types of assessment methods (e.g. portfolio, student surveys) and then providing a description or an example. Go to: <http://manoa.hawaii.edu/assessment/howto/methods.htm>

Another resource is located at the University of Wisconsin–Madison which provides more in-depth descriptions of various methods of assessment. Go to: <http://provost.wisc.edu/assessment/manual/manual2.html#a1>

### **Setting Benchmarks**

Benchmarks should be set beforehand for judging success. The benchmarks should be reasonable and challenging

## **MOST COMMON MISCONCEPTIONS ABOUT PROGRAM ASSESSMENT**

(Adapted from University of Central Florida UCF Academic Program Assessment Handbook, February 2004. Information, Planning and Assessment.)

**Misconception 1:** The results of assessment will be used to evaluate faculty performance.

Faculty awareness, participation, and ownership are essential for successful program assessment, but assessment results should never be used to evaluate or judge individual faculty performance. The results of assessment are used to improve programs.

**Misconception 2:** Our program is working well, our students are learning; we don't need to bother with assessment.

The primary purpose of program assessment is to improve the quality of educational programs by improving student learning. In addition, various accrediting bodies mandate conducting student outcomes assessment. For example, the Higher Learning Commission (HLCS) requires that every program assess its student outcomes and use the results to improve programs. To not conduct assessment is not an option.

**Misconception 3:** We will assign a single faculty member to conduct the assessment. Too many opinions would only delay and hinder the process.

Enough said...

**Misconception 4:** We want nothing to do with program assessment. The administration might use the results to eliminate some of the Division's programs.

There are two types of evaluation processes: summative and formative. The purpose of summative program evaluation is to judge the quality and worth of a program. On the other hand, the purpose of formative program evaluation is to provide feedback to help improve and modify a program. Program assessment is intended as a formative evaluation and not a summative evaluation. The results of program assessment will not be used to eliminate programs.

**Misconception 5:** Assessment is a waste of time and does not benefit the students.

**Misconception 6:** We will come up with an assessment plan for this year and just reuse it every year thereafter.

For program assessment to be successful, it must be an ongoing and continuous process. Just as your program should be improving, so should your assessment plan and measurement methods. Each academic Division must look at its programs and its learning outcomes on a continual basis and determine if there are better ways to measure student learning and other program outcomes. Your assessment plan should be continuously reviewed and improved.

**Misconception 7: Program assessment does sound like a good idea, but it is time-consuming and complex.**

It is impossible to “get something for nothing.” Effective program assessment will take some of your time and effort, but there are steps that you can follow that can help you to develop an assessment plan that will lead to improving student learning. Also, the office of Research and Assessment is available to provide you with assistance.

# Program Outcomes Assessment Report

Academic Year:

Degree Program:

Please complete all portions of this template for each degree program.

See [assess.psc.edu](http://assess.psc.edu) and [program assessment process](#) for further information.

## 1. Learning Outcomes

Provide a complete list of all program-level outcomes for this program.

## 2. Learning objective selected

Identify the learning objective that you chose to assess and upon which you are reporting.

## 3. Relationship to General Education

Does the learning objective relate to the goals or objectives of General Education?

Circle **yes** / **no**

If yes, indicate the general education outcomes to which this outcome addresses.

1. Communication: Communicate effectively in English.
2. Basic Mathematical Skills and Scientific Inquiry: Use quantitative and scientific knowledge effectively.
3. The Past and Its Traditions: Apply knowledge, methods and principles of inquiry to understanding the past.
4. Issues of Contemporary Society: Apply knowledge, methods, and principles of inquiry to contemporary problems, ideas, and/or values.
5. Artistic Expression: Apply methods and principles of critical inquiry to the analysis of literary or artistic expression.
6. The Individual in Society: Develop an awareness of human experience, including both personal and social dimensions.
7. American Culture: Develop knowledge critical to the understanding of the issues that shape the culture of the United States. Rationale:
8. Western or non-Western culture: Analyze historical, cultural, and/or political issues of a Western nation in an international context.

4. Data collection

Describe the evidence used to address the learning objective (indicate the course(s), the assignments, the survey, etc.). Make sure that the evidence collected aligns with the program objective chosen.

5. Data analysis

Describe the data analysis process (by whom, how communicated and shared, with what criteria for successful mastery). If a rubric was used for data analysis, attach a copy.

6. Data summary

Provide a brief summary of the data, either in prose or in a table, chart or graph.

7. Lessons learned

Briefly describe what you learned from the data analysis.

8. Programmatic changes

Describe the curricular or programmatic changes made to help improve student attainment of the selected objective. How will those changes be implemented and assessed?

9. Assessment plan for next academic year

List the program objective you will assess in the next academic year and briefly describe the evidence you intend to collect to address the learning objective. What do you hope to learn? Consider also re-assessing the previous year's objective to determine the impact of your changes.

### Template for Developing Assessment Plan for Program Outcomes

Degree: <b>AA or AAS</b>		Division:
Classes involved (course(s) and section #):		
Lead Team Members:	Academic Year _____ Semester	
<b>Outcome 1 YOU NEED AT A MINIMUM ONE OUTCOME</b>		
Outcome	Identify the learning objective that you chose to assess and upon which you are reporting. Learning outcomes are specific statements focusing on what students will be able to do or accomplish after a particular PROGRAM IS COMPLETED.  <b>*Specific: Graduates of this PROGRAM will be able to demonstrate the following</b>	

	<p><b>Relationship to General Education</b></p> <p>Does the learning objective relate to the goals or objectives of General Education? If yes, indicate the general education outcomes to which this outcome addresses</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Communication: Communicate effectively in English.</li> <li><input type="checkbox"/> Basic Mathematical Skills and Scientific Inquiry: Use quantitative and scientific knowledge effectively.</li> <li><input type="checkbox"/> The Past and Its Traditions: Apply knowledge, methods and principles of inquiry to understanding the past.</li> <li><input type="checkbox"/> Issues of Contemporary Society: Apply knowledge, methods, and principles of inquiry to contemporary problems, ideas, and/or values.</li> <li><input type="checkbox"/> Artistic Expression: Apply methods and principles of critical inquiry to the analysis of literary or artistic expression.</li> <li><input type="checkbox"/> The Individual in Society: Develop an awareness of human experience, including both personal and social dimensions.</li> <li><input type="checkbox"/> American Culture: Develop knowledge critical to the understanding of the issues that shape the culture of the United States. Rationale:</li> <li><input type="checkbox"/> Western or non-Western culture: Analyze historical, cultural, and/or political issues of a Western nation in an international context.</li> </ul>
<p>Methods of Assessment</p>	<p>Specified methods of evaluation (i.e., exam responses, portfolio section, and performance) and the tool (i.e. rubric) used to evaluate progress toward meeting the program learning outcomes. (When applicable, include scoring criteria or rubric in an Appendix.)</p> <p>*If you use test items, include a complete discussion of these items to include the kind of items (are they multiple choice or some other type), number of items per outcome, and some effort to evaluate the reliability and validity of the items (or state that this will be done in conjunction with our office.)</p> <p>*If you use a written assignment, portfolio etc. make some statement about reliability, add “multiple reviewers will be used. “ Include the number and method, e.g. two reviewers will score the portfolios and how reliability is established, for example, add “The Division assessment coordinator will work with the Office of Institutional Effectiveness and Assessment to monitor inter-rater reliability</p> <p>Specified methods of evaluation (i.e., exam responses, portfolio section, performance) and the tool (i.e. rubric) used to evaluate progress toward meeting the student learning outcome</p>
<p>Program Size and Sampling Technique</p>	<p>State the number of students in the program or the number who graduate each year.</p> <p>Describe the sampling technique to be used (most programs will sample instead of collecting and evaluating evidence from every student).</p>
<p>Implementation Schedule</p>	<p>When will the project be implemented, where? Who and how will the data be collected and analyzed?</p>

Measures/Levels of Expectation	<p>What is your criteria for success?</p> <p>State the target or the minimum results needed to indicate program success on this outcome or assessment question. Or, indicate that results will serve as baseline data.</p>
Assessment Results and Data Analysis	
Use of Results for Program Improvement	Based on the data analysis, program revisions are designed and subsequently implemented.
Lessons Learned	
Reassessment	Following one to two semesters of implementation of recommended revisions, a reassessment is conducted to determine the impact of the revisions.
<b>Outcome 2</b>	
Outcome	<p>Identify the learning objective that you chose to assess and upon which you are reporting. Learning outcomes are specific statements focusing on what students will be able to do or accomplish after a particular PROGRAM IS COMPLETED.</p> <p><b>*Specific: Graduates of this PROGRAM will be able to demonstrate the following</b></p>
	<p><b>Relationship to General Education</b></p> <p>Does the learning objective relate to the goals or objectives of General Education? If yes, indicate the general education outcomes to which this outcome addresses</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Communication: Communicate effectively in English.</li> <li><input type="checkbox"/> Basic Mathematical Skills and Scientific Inquiry: Use quantitative and scientific knowledge effectively.</li> <li><input type="checkbox"/> The Past and Its Traditions: Apply knowledge, methods and principles of inquiry to understanding the past.</li> <li><input type="checkbox"/> Issues of Contemporary Society: Apply knowledge, methods, and principles of inquiry to contemporary problems, ideas, and/or values.</li> <li><input type="checkbox"/> Artistic Expression: Apply methods and principles of critical inquiry to the analysis of literary or artistic expression.</li> <li><input type="checkbox"/> The Individual in Society: Develop an awareness of human experience, including both personal and social dimensions.</li> <li><input type="checkbox"/> American Culture: Develop knowledge critical to the understanding of the issues that shape the culture of the United States. Rationale:</li> <li><input type="checkbox"/> Western or non-Western culture: Analyze historical, cultural, and/or political issues of a Western nation in an international context.</li> </ul>

Methods of Assessment	<p>Specified methods of evaluation (i.e., exam responses, portfolio section, and performance) and the tool (i.e. rubric) used to evaluate progress toward meeting the program learning outcomes. (When applicable, include scoring criteria or rubric in an Appendix.)</p> <p>*If you use test items, include a complete discussion of these items to include the kind of items (are they multiple choice or some other type), number of items per outcome, and some effort to evaluate the reliability and validity of the items (or state that this will be done in conjunction with our office.)</p> <p>*If you use a written assignment, portfolio etc. make some statement about reliability, add “multiple reviewers will be used. “ Include the number and method, e.g. two reviewers will score the portfolios and how reliability is established, for example, add “The Division assessment coordinator will work with the Office of Institutional Effectiveness and Assessment to monitor inter-rater reliability Specified methods of evaluation (i.e., exam responses, portfolio section, performance) and the tool (i.e. rubric) used to evaluate progress toward meeting the student learning outcome</p>
Program Size and Sampling Technique	<p>State the number of students in the program or the number who graduate each year.</p> <p>Describe the sampling technique to be used (most programs will sample instead of collecting and evaluating evidence from every student).</p>
Implementation Schedule	<p>When will the project be implemented, where? Who and how will the data be collected and analyzed?</p>
Measures/Levels of Expectation	<p>What is your criteria for success?</p> <p>State the target or the minimum results needed to indicate program success on this outcome or assessment question. Or, indicate that results will serve as baseline data.</p>
Assessment Results and Data Analysis	
Use of Results for Program Improvement	<p>Based on the data analysis, program revisions are designed and subsequently implemented.</p>
Lessons Learned	
Reassessment	<p>Following one to two semesters of implementation of recommended revisions, a reassessment is conducted to determine the impact of the revisions.</p>
<b>Outcome 3</b>	

Outcome	<p>Identify the learning objective that you chose to assess and upon which you are reporting. Learning outcomes are specific statements focusing on what students will be able to do or accomplish after a particular PROGRAM IS COMPLETED.</p> <p><b>*Specific: Graduates of this PROGRAM will be able to demonstrate the following</b></p>
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### Sample Assessment Plans

Degree: <b>AA Fish and Wildlife</b>		Division:
Classes involved (course(s) and section #):		
Lead Team Members: <b>Dr. Mary Lewis</b>	Academic Year <u>2015-2016</u> Semester	
<b>Outcome 1 YOU NEED AT A MINIMUM ONE OUTCOME</b>		
Outcome	Students graduating from the Division of Fisheries and Wildlife will apply conservation principles in developing well-reasoned conservation approaches for specific ecosystems or organisms within ecosystems.	
	<p><b>Relationship to General Education</b></p> <p>Does the learning objective relate to the goals or objectives of General Education? If yes, indicate the general education outcomes to which this outcome addresses</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Communication: Communicate effectively in English.</li> <li><input type="checkbox"/> Basic Mathematical Skills and Scientific Inquiry: Use quantitative and scientific knowledge effectively.</li> <li><input type="checkbox"/> The Past and Its Traditions: Apply knowledge, methods and principles of inquiry to understanding the past.</li> <li><input type="checkbox"/> Issues of Contemporary Society: Apply knowledge, methods, and principles of inquiry to contemporary problems, ideas, and/or values.</li> <li><input type="checkbox"/> Artistic Expression: Apply methods and principles of critical inquiry to the analysis of literary or artistic expression.</li> <li><input type="checkbox"/> The Individual in Society: Develop an awareness of human experience, including both personal and social dimensions.</li> <li><input type="checkbox"/> American Culture: Develop knowledge critical to the understanding of the issues that shape the culture of the United States. Rationale:</li> <li><input type="checkbox"/> Western or non-Western culture: Analyze historical, cultural, and/or political issues of a Western nation in an international context.</li> </ul>	
Methods of Assessment	<p>A capstone project will be conducted in FWL core curriculum course (FWL 220) to determine to student attainment of outcome 1.</p> <p>Courses in which assessments will be conducted will use an excel spreadsheet with standardized criteria for evaluating skill competencies. A rubric (Appendix A), used to evaluate outcome</p>	

	<p>competencies, lists individual criteria for evaluating student work. Competencies are evaluated on a 4-point scale, where a score of 3 represents the Divisions minimum acceptable skill level (i.e., student is minimally competent in this area).</p> <p>To enhance inter-grader reliability, two FWL professors will independently score all capstone assignment papers. If the scores in any one category are “discrepant,” and can’t be resolved or agreed upon, then the assignment will be given to a third scorer.</p>
Program Size and Sampling Technique	<p>Program Enrollment (fall 2015): 38 students</p> <p>Graduation rate (4 yr. mean): 10 students</p> <p>All students (12) enrolled in FWL 220 will submit capstone project for assessment</p>
Implementation Schedule	Capstone projects will be submitted on or before December 9, 2015.
Measures/Levels of Expectation	At least 75% of students will meet all sub-competencies in outcome 1: demonstrate understanding of physical and ecological elements and processes in sustaining ecosystems, and recognizing the implications of altering those components.
Assessment Results and Data Analysis	
Use of Results for Program Improvement	
Lessons Learned	
Reassessment	
<b>Outcome 2</b>	
Outcome	<p>Identify the learning objective that you chose to assess and upon which you are reporting. Learning outcomes are specific statements focusing on what students will be able to do or accomplish after a particular PROGRAM IS COMPLETED.</p> <p><b>*Specific: Graduates of this PROGRAM will be able to demonstrate the following</b></p>

Degree:		Division:	
AA Pre-Baccalaureate Mathematics			
Classes involved (course(s) and section #):			
Lead Team Members:		Academic Year <u>201-15-2016</u> Semester	
Dr. Barnard. P. Fife			

Outcome 1 YOU NEED AT A MINIMUM ONE OUTCOME	
Outcome	<p>Graduates earning the AA Pre-Baccalaureate in Mathematics will acquire problem-solving skills in a broad range of significant Mathematics. Specifically, students should be able to: 1) translate problems into mathematical/numeric/graphical representations; 2) demonstrate the process of mathematical model building and interpretation; 3) produce tabular and graphic summaries of quantitative data; and 4) demonstrate the appropriate use of technology in obtaining or confirming mathematical solutions during problem solving.</p>
	<p><b>4. Relationship to General Education</b>            Does the learning objective relate to the goals or objectives of General Education? If yes, indicate the general education outcomes to which this outcome addresses</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Communication: Communicate effectively in English.</li> <li><input type="checkbox"/> Basic Mathematical Skills and Scientific Inquiry: Use quantitative and scientific knowledge effectively.</li> <li><input type="checkbox"/> The Past and Its Traditions: Apply knowledge, methods and principles of inquiry to understanding the past.</li> <li><input type="checkbox"/> Issues of Contemporary Society: Apply knowledge, methods, and principles of inquiry to contemporary problems, ideas, and/or values.</li> <li><input type="checkbox"/> Artistic Expression: Apply methods and principles of critical inquiry to the analysis of literary or artistic expression.</li> <li><input type="checkbox"/> The Individual in Society: Develop an awareness of human experience, including both personal and social dimensions.</li> <li><input type="checkbox"/> American Culture: Develop knowledge critical to the understanding of the issues that shape the culture of the United States. Rationale:</li> <li><input type="checkbox"/> Western or non-Western culture: Analyze historical, cultural, and/or political issues of a Western nation in an international context.</li> </ul>
Methods of Assessment	<p>Assessment Measures: The Mathematics Division Assessment Committee will select one or more sections of the courses MATH XXX (Calculus I), MATH XXX (College Algebra), STAT XXX (Statistics). In consultation with the faculty, the MDAC will determine an appropriate problem from each final examination and analyze the solutions of a random sample of the students from the class. In addition, the MDAC will consult with the faculty members teaching that course to communicate the outcome to be assessed and the importance of aligning assessment items with the outcome. The MDAC will determine an appropriate problem from each final examination and analyze the solutions of a random sample of the students from the class.</p>
Program Size and Sampling Technique	<p>A random sample of ten final exams will be collected from each section of the classes identified above. A minimum of 100 student papers will be analyzed by the MDAC scoring team. The rubric and scoring guidelines are attached.</p>
Implementation Schedule	<p>Capstone projects will be submitted on or before December 9, 2015.</p>

Measures/Levels of Expectation	Criteria: The final exam question used (or constructed with the help of the MDAC) will be one that makes extensive use of the concepts of the course in the solution of the problem. The following criteria will be used when the MDAC evaluates solution: 1. Correctness: Is the solution correct and is the method of solution appropriate? 2. Clarity: Are the steps in the solution clearly presented and relevant to the solution? We will expect a 75% success rate for the MDAC evaluation based on the above criteria
Assessment Results and Data Analysis	
Use of Results for Program Improvement	
Lessons Learned	
Reassessment	
<b>Outcome 2</b>	
Outcome	Students will demonstrate an understanding of what constitutes mathematical thinking, including the ability to produce and judge the validity of rigorous mathematical arguments
	<p>Relationship to General Education</p> <p>Does the learning objective relate to the goals or objectives of General Education? If yes, indicate the general education outcomes to which this outcome addresses</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Communication: Communicate effectively in English.</li> <li><input type="checkbox"/> Basic Mathematical Skills and Scientific Inquiry: Use quantitative and scientific knowledge effectively.</li> <li><input type="checkbox"/> The Past and Its Traditions: Apply knowledge, methods and principles of inquiry to understanding the past.</li> <li><input type="checkbox"/> Issues of Contemporary Society: Apply knowledge, methods, and principles of inquiry to contemporary problems, ideas, and/or values.</li> <li><input type="checkbox"/> Artistic Expression: Apply methods and principles of critical inquiry to the analysis of literary or artistic expression.</li> <li><input type="checkbox"/> The Individual in Society: Develop an awareness of human experience, including both personal and social dimensions.</li> <li><input type="checkbox"/> American Culture: Develop knowledge critical to the understanding of the issues that shape the culture of the United States. Rationale:</li> <li><input type="checkbox"/> Western or non-Western culture: Analyze historical, cultural, and/or political issues of a Western nation in an international context.</li> </ul>
Methods of Assessment	<p>Assessment Measure: MATH XXX which is required for the A.A Transfer degree in mathematics, emphasizes the student's transition from the problem-solving mode in lower-division calculus courses to more sophisticated mathematical thinking.</p> <p>In consultation with the faculty members teaching MATH XXX, the MDAC will determine one or more appropriate problems from each MATH XXX final examination and analyze the solutions of a random sample of students from the class. The final exam question chosen will involve the proof of a significant result drawn from the concepts in Calculus II, III. The proof will be judged using the following criteria: 1. Correctness: Is the result</p>

	rigorously proved? 2. Clarity: Is the proof presented in a readable manner? 3. Conciseness: Are all of the steps relevant to the proof and are they presented in a concise manner?
Program Size and Sampling Technique	All students (min. 17) enrolled in MATH XXX during fall semester 2015.
Implementation Schedule	When will the project be implemented, where? Who and how will the data be collected and analyzed?
Measures/Levels of Expectation	We will expect a 75% success rate for the MDAC evaluation based upon the above criteria.
Assessment Results and Data Analysis	
Use of Results for Program Improvement	Based on the data analysis, program revisions are designed and subsequently implemented.
Lessons Learned	
Reassessment	Following one to two semesters of implementation of recommended revisions, a reassessment is conducted to determine the impact of the revisions.

## Assessment Schedule for Program Outcomes

The process has six stages and spans three years.

1. Designing and proposing a Learning Outcomes Assessment Project
2. Implementing the design and collecting data (Fall/Spring Year 1)
3. Implementing data-based change (Spring Year 1)
4. Implementing change (Fall/Spring Year 2)
5. Data collection and analysis (Fall/Spring Year 3)
6. Final analysis/reporting results (Spring Year 3)

\*What is most significant about this process is that it produces verifiable results which demonstrate how assessment is being used to drive program/curricular change. The results are documented in the — Program Assessment and Analysis Form (See Appendix).

## 5-Year Program Outcomes Assessment Schedule AA Biology, Chemistry, Physics

AA Degree	Program Outcome	2015 - 2016	2016 - 2017	2017 – 2018	2018–2019	2019-2020
Biology	SLO 1, 2	Collect, Analyze, Review Data	Implement Change	Collect Data		

		SLO 3, 4	Collect, Analyze, Review Data	Implement Change	Collect Data	
			SLO 5, 6	Collect, Analyze, Review Data	Implement Change	Collect Data
Chemistry	SLO 1, 2	Collect, Analyze, Review Data	Implement Change	Collect Data		
		SLO 3, 4	Collect, Analyze, Review Data	Implement Change	Collect Data	
			SLO 5, 6	Collect and Analyze and Review Data	Implement Change	Collect Data
Physics	SLO 1, 2	Collect and Analyze and Review Data	Implement Change	Collect Data		
			SLO 5, 6	Collect, Analyze, Review Data	Implement Change	Collect Data

## 5-Year Program Outcomes Assessment Schedule

### AA Psychology, Sociology

AA Degree	Program Outcome	2015 - 2016	2016 - 2017	2017 - 2018	2018 - 2019	2019 - 2020
Psychology	SLO 1, 2	Collect, Analyze, Review Data	Implement Change	Collect Data		
		SLO 3, 4	Collect, Analyze, Review Data	Implement Change	Collect Data	
			SLO 5, 6	Collect, Analyze, Review Data	Implement Change	Collect Data
Sociology	SLO 1, 2	Collect, Analyze, Review Data	Implement Change	Collect Data		
		SLO 3, 4	Collect, Analyze, Review Data	Implement Change	Collect Data	

			SLO 5, 6	Collect, Analyze, Review Data	Implement Change	Collect Data
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## Program Mapping at PSC

Program mapping - data collection steps

List program outcomes.

List program core courses.

Analyze course syllabi to determine alignment between course and program learning outcomes.

Make a professional judgment regarding the levels of instruction (I., E., R., A.) in the courses.

Analyze course syllabi and indicate whether students have opportunities to (i) demonstrate what has been learned for each program outcome and (ii) receive feedback in a formal way.

- 1.
- 2.
- 3.
- 4.
- 5.

### AA Psychology Program Outcomes by Course

	Program Outcome 1	Program Outcome 2	Program Outcome 3	Program Outcome 4	Program Outcome 5	Program Outcome 6
PSYC 101	I	I	I	I		
PSYC 241	I	I	R		R	
PSYC 202	R		R			A
PSYC 251						
PSYC 281						
Course 6		R		R	A	
Course 7	I			A		A

**(I) INTRODUCED** - Instruction and learning activities focus on basic knowledge, skills, and/or competencies and entry-level complexity. Only one (or a few) aspect(s) of a complex program outcome is addressed in the given course

**(E) EMPHASIZED** - Instruction and learning activities concentrate on enhancing and strengthening knowledge, skills, and expanding complexity. Several aspects of the outcome are addressed in the given course, but these aspects are treated separately.

**(R) REINFORCED** - Instructional and learning activities continue to build upon previous competencies with increased complexity. All components of the outcome are addressed in the integrative contexts.

**(A) ADVANCED** - Instructional and learning activities focus on the use of the content or skills in multiple contexts and at multiple levels of complexity.

## Summary of Guidelines for Developing Student Learning Outcomes

College / School: \_\_\_\_\_

Program: \_\_\_\_\_

Academic Year: \_\_\_\_\_

Date Prepared: \_\_\_\_\_

This is a summary of the guidelines that you should keep in mind when developing student learning outcomes for your program.

- Focus on intended outcomes that are critical and specific to your program
- Include in clear and definite terms the abilities, knowledge, values and attitudes a student who graduates from your program is expected to have
- Confirm that it is possible to collect accurate and reliable data for the outcome
- Consider available resources when developing outcomes
- Include more than one measure that can be used to demonstrate that the students in a particular program have achieved the expected outcomes of that program
- Address how the student's experience in the program contributed to their abilities, knowledge, values and attitudes
- Stated such that outcomes can be used to identify areas to improve

## Appendix D: Sample Model for Phasing in Outcomes for Five-year Program Review Cycle

### 5-Year Program General Education LEAP Outcomes Pilot Assessment Schedule (sample)

AA Degree General Studies	Program Outcome	2015 – 2016	2016 – 2017	2017 – 2018	2018–2019	2019-2020
	SLO C, D	Collect, Analyze, Review Data	Implement Change	Collect Data		
		SLO A, E	Collect, Analyze, Review Data	Implement Change	Collect Data	
			SLO B, F	Collect, Analyze, Review Data	Implement Change	Collect Data

**The process has six stages and spans three years:**

1. Designing and proposing a Learning Outcomes Assessment Project (LOA)
2. Implementing the design and collecting data (Fall/Spring Year 1)
3. Implementing data-based change (Spring Year 1)
4. Implementing change (Fall/Spring Year 2)
5. Data collection and analysis (Fall/Spring Year 3)
6. Final analysis/reporting results (Spring Year 3)

# Appendix E: Annual Due Dates and Timelines

## Duties and Responsibilities of the Division Chairs

The Division Chairs are responsible for:

- Assessment Plan
  - Convening their faculty to:
    - Discuss what will be assessed for the up-coming academic year
      - **NOTE:** Remember to use what you learned from the results of the previous year's Assessment Report to help determine the up-coming year's Assessment Plan
    - Identify and write the outcomes to be assessed
    - Identify the direct and indirect methods to be used for assessing the outcome
    - Describe the steps to be taken to implement the assessment for each outcome/objective
  - Writing the Assessment Plan
  - Delivering the Assessment Plan
  - Meeting the delivery deadline
  - Communicating any issues or concerns with their Dean, the Provost, and/or the Director of Assessment and Instructional Development
- Assessment Report
  - Convening their faculty to discuss:
    - Data gathered for each outcome/objective identified in the Assessment Plan
    - Results of the data
    - Identifying the path forward for each outcome/objective assessed
  - Writing the Assessment Report
    - **NOTE:** Remember that the Assessment Report includes all of the elements found in the Assessment Plan. The new information in the Assessment Report is the **results** of your assessments.
  - Delivering the Assessment Report
  - Meeting the delivery deadline
  - Communicating any issues or concerns with their Dean, the Provost, and/or the Director of Assessment and Instructional Development

## Duties and Responsibilities of the Faculty

The faculty are responsible for:

- Providing assessment data and analysis to their Division chair before the end of each semester; Division chairs will assign the date
- Using the results of the Assessment Report to inform adjustments to:
  - Course syllabi
  - Course content
  - Instructional methods

## Deliverables and Due Dates

- Deliverables

- Delivering the Assessment Plans and Assessment Reports
- To Whom

The Division Chairs will deliver these documents to the following:

- Dean of the College in which the Division resides
- Coordinator of Institutional Effectiveness

### Method of Delivery

All Assessment Plans and Assessment Reports are to be:

- Editable Word documents
- Delivered electronically via email

Do not create PDF documents. Do not scan the document and send as a jpg, png, or gif.

### Due Dates and Timeline

This section discusses the time table for developing and submitting the Assessment Plans and Assessment Reports. The timeline suggested below is an initial effort. As PSC progresses with its assessment activities, we will need to make appropriate adjustments to the timeline. Be prepared to provide feedback to the Office of Institutional Effectiveness.

Remember, that time may be tight, especially if Division chairs are going to discuss the data collected, analysis, and paths forward with their faculty. *The faculty need time to make identified adjustments to their syllabi, course materials, and instructional methods.*

- August—Beginning of the month Assessment Plans are due
- Data Collection—Recommend that this be done each semester (see page **Error! Bookmark not defined.** regarding selecting artifacts of learning)
  - Faculty involved with gathering and analyzing data and informing report
  - End of Fall semester
    - Collect data
    - Review and analyze data
    - Write a draft of Fall semester findings
  - End of Spring semester
    - Collect data
    - Review and analyze data
    - Write a draft of Spring semester findings
  - Combine Fall and Spring findings to create draft Assessment Reports
- May—Draft of Assessment Reports are due May 15
  - This is an internal deadline for Divisions; no submissions outside of the Division are required
  - This provides an opportunity for Division Chairs to interact with their faculty on analyzing data and identifying paths forward
- June/July—Final copy of Assessment Reports are due to Deans of College and Director of Assessment and Instructional Development

- Division Chairs are responsible for writing and submitting the final copy of the Assessment Reports
  - The June/July dates are flexible according to Division chair contracts
- The Assessment Reports inform actions to be taken which will be assessed in the up-coming year's Assessment Plans
- August—Beginning of the month Assessment Plans are due
  - Division Chairs are responsible for informing the faculty of paths forward as presented in the final copy of the Assessment Reports to give the faculty time to make the appropriate adjustments in their course materials and/or instructional methods

# Appendix F: Templates for Completing Assessment Plans

## Template for Developing Assessment Plan for Program Outcomes

Degree: <b>AA or AAS</b>		Division:
Classes involved (course(s) and section #):		
Lead Team Members:	Academic Year _____ Semester	
<b>Outcome 1 YOU NEED AT A MINIMUM ONE OUTCOME</b>		
Outcome	<p>Identify the learning objective that you chose to assess and upon which you are reporting. Learning outcomes are specific statements focusing on what students will be able to do or accomplish after a particular PROGRAM IS COMPLETED.</p> <p><b>*Specific: Graduates of this PROGRAM will be able to demonstrate the following</b></p>	
	<p>5. Relationship to General Education Does the learning objective relate to the goals or objectives of General Education? If yes, indicate the general education outcomes to which this outcome addresses</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Communication: Communicate effectively in English.</li> <li><input type="checkbox"/> Basic Mathematical Skills and Scientific Inquiry: Use quantitative and scientific knowledge effectively.</li> <li><input type="checkbox"/> The Past and Its Traditions: Apply knowledge, methods and principles of inquiry to understanding the past.</li> <li><input type="checkbox"/> Issues of Contemporary Society: Apply knowledge, methods, and principles of inquiry to contemporary problems, ideas, and/or values.</li> <li><input type="checkbox"/> Artistic Expression: Apply methods and principles of critical inquiry to the analysis of literary or artistic expression.</li> <li><input type="checkbox"/> The Individual in Society: Develop an awareness of human experience, including both personal and social dimensions.</li> <li><input type="checkbox"/> American Culture: Develop knowledge critical to the understanding of the issues that shape the culture of the United States. Rationale:</li> <li><input type="checkbox"/> Western or non-Western culture: Analyze historical, cultural, and/or political issues of a Western nation in an international context.</li> </ul>	
Methods of Assessment	<p>Specified methods of evaluation (i.e., exam responses, portfolio section, and performance) and the tool (i.e. rubric) used to evaluate progress toward meeting the program learning outcomes. (When applicable, include scoring criteria or rubric in an Appendix.)</p> <p>*If you use test items, include a complete discussion of these items to include the kind of items (are they multiple choice or some other type), number of items per outcome, and some effort to evaluate the reliability and validity of the items (or state that this will be done in conjunction with our office.)</p> <p>*If you use a written assignment, portfolio etc. make some statement about reliability, add "multiple reviewers will be used. " Include the number and method, e.g. two reviewers will score</p>	

	the portfolios and how reliability is established, for example, add “The Division assessment coordinator will work with the Office of Institutional Effectiveness and Assessment to monitor inter-rater reliability Specified methods of evaluation (i.e., exam responses, portfolio section, performance) and the tool (i.e. rubric) used to evaluate progress toward meeting the student learning outcome
Program Size and Sampling Technique	State the number of students in the program or the number who graduate each year.  Describe the sampling technique to be used (most programs will sample instead of collecting and evaluating evidence from every student).
Implementation Schedule	When will the project be implemented, where? Who and how will the data be collected and analyzed?
Measures/Levels of Expectation	What is your criteria for success?  State the target or the minimum results needed to indicate program success on this outcome or assessment question. Or, indicate that results will serve as baseline data.
Assessment Results and Data Analysis	
Use of Results for Program Improvement	Based on the data analysis, program revisions are designed and subsequently implemented.
Lessons Learned	
Reassessment	Following one to two semesters of implementation of recommended revisions, a reassessment is conducted to determine the impact of the revisions.
<b>Outcome 2</b>	
Outcome	Identify the learning objective that you chose to assess and upon which you are reporting. Learning outcomes are specific statements focusing on what students will be able to do or accomplish after a particular PROGRAM IS COMPLETED.  <b>*Specific: Graduates of this PROGRAM will be able to demonstrate the following</b>
	<b>Relationship to General Education</b>  Does the learning objective relate to the goals or objectives of General Education? If yes, indicate the general education outcomes to which this outcome addresses

	<ul style="list-style-type: none"> <li><input type="checkbox"/> Communication: Communicate effectively in English.</li> <li><input type="checkbox"/> Basic Mathematical Skills and Scientific Inquiry: Use quantitative and scientific knowledge effectively.</li> <li><input type="checkbox"/> The Past and Its Traditions: Apply knowledge, methods and principles of inquiry to understanding the past.</li> <li><input type="checkbox"/> Issues of Contemporary Society: Apply knowledge, methods, and principles of inquiry to contemporary problems, ideas, and/or values.</li> <li><input type="checkbox"/> Artistic Expression: Apply methods and principles of critical inquiry to the analysis of literary or artistic expression.</li> <li><input type="checkbox"/> The Individual in Society: Develop an awareness of human experience, including both personal and social dimensions.</li> <li><input type="checkbox"/> American Culture: Develop knowledge critical to the understanding of the issues that shape the culture of the United States. Rationale:</li> <li><input type="checkbox"/> Western or non-Western culture: Analyze historical, cultural, and/or political issues of a Western nation in an international context.</li> </ul>
<p>Methods of Assessment</p> <p>6.</p>	<p>Specified methods of evaluation (i.e., exam responses, portfolio section, and performance) and the tool (i.e. rubric) used to evaluate progress toward meeting the program learning outcomes. (When applicable, include scoring criteria or rubric in an Appendix.)</p> <p>*If you use test items, include a complete discussion of these items to include the kind of items (are they multiple choice or some other type), number of items per outcome, and some effort to evaluate the reliability and validity of the items (or state that this will be done in conjunction with our office.)</p> <p>*If you use a written assignment, portfolio etc. make some statement about reliability, add “multiple reviewers will be used. “ Include the number and method, e.g. two reviewers will score the portfolios and how reliability is established, for example, add “The Division assessment coordinator will work with the Office of Institutional Effectiveness and Assessment to monitor inter-rater reliability</p> <p>Specified methods of evaluation (i.e., exam responses, portfolio section, performance) and the tool (i.e. rubric) used to evaluate progress toward meeting the student learning outcome</p>
<p>Program Size and Sampling Technique</p>	<p>State the number of students in the program or the number who graduate each year.</p> <p>Describe the sampling technique to be used (most programs will sample instead of collecting and evaluating evidence from every student).</p>
<p>Implementation Schedule</p>	<p>When will the project be implemented, where? Who and how will the data be collected and analyzed?</p>
<p>Measures/Levels of Expectation</p>	<p>What is your criteria for success?</p> <p>State the target or the minimum results needed to indicate program success on this outcome or assessment question. Or, indicate that results will serve as baseline data.</p>

Assessment Results and Data Analysis	
Use of Results for Program Improvement	Based on the data analysis, program revisions are designed and subsequently implemented.
Lessons Learned	
Reassessment	Following one to two semesters of implementation of recommended revisions, a reassessment is conducted to determine the impact of the revisions.
<b>Outcome 3</b>	
Outcome	<p>Identify the learning objective that you chose to assess and upon which you are reporting. Learning outcomes are specific statements focusing on what students will be able to do or accomplish after a particular PROGRAM IS COMPLETED.</p> <p><b>*Specific: Graduates of this PROGRAM will be able to demonstrate the following</b></p>

## Appendix G Sample Completed Templates

Degree: <b>AA Pre-Baccalaureate Mathematics</b>		Division:
Classes involved (course(s) and section #):		
Lead Team Members: <b>Dr. Barnard. P. Fife</b>	Academic Year <u>201-15-2016</u> Semester	
<b>Outcome 1 YOU NEED AT A MINIMUM ONE OUTCOME</b>		
Outcome	<p>Graduates earning the AA Pre-Baccalaureate in Mathematics will acquire problem-solving skills in a broad range of significant Mathematics. Specifically, students should be able to: 1) translate problems into mathematical/numeric/graphical representations; 2) demonstrate the process of mathematical model building and interpretation; 3) produce tabular and graphic summaries of quantitative data; and 4) demonstrate the appropriate use of technology in obtaining or confirming mathematical solutions during problem solving.</p>	
	<p>6. Relationship to General Education Does the learning objective relate to the goals or objectives of General Education? If yes, indicate the general education outcomes to which this outcome addresses</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Communication: Communicate effectively in English.</li> <li><input type="checkbox"/> Basic Mathematical Skills and Scientific Inquiry: Use quantitative and scientific knowledge effectively.</li> <li><input type="checkbox"/> The Past and Its Traditions: Apply knowledge, methods and principles of inquiry to understanding the past.</li> <li><input type="checkbox"/> Issues of Contemporary Society: Apply knowledge, methods, and principles of inquiry to contemporary problems, ideas, and/or values.</li> <li><input type="checkbox"/> Artistic Expression: Apply methods and principles of critical inquiry to the analysis of literary or artistic expression.</li> <li><input type="checkbox"/> The Individual in Society: Develop an awareness of human experience, including both personal and social dimensions.</li> <li><input type="checkbox"/> American Culture: Develop knowledge critical to the understanding of the issues that shape the culture of the United States. Rationale:</li> <li><input type="checkbox"/> Western or non-Western culture: Analyze historical, cultural, and/or political issues of a Western nation in an international context.</li> </ul>	
Methods of Assessment	<p>Assessment Measures: The Mathematics Division Assessment Committee will select one or more sections of the courses MATH XXX (Calculus I), MATH XXX (College Algebra), STAT XXX (Statistics). In consultation with the faculty, the MDAC will determine an appropriate problem from each final examination and analyze the solutions of a random sample of the students from the class. In addition, the MDAC will consult with the faculty members teaching that course to communicate the outcome to be assessed</p>	

	and the importance of aligning assessment items with the outcome. The MDAC will determine an appropriate problem from each final examination and analyze the solutions of a random sample of the students from the class.
Program Size and Sampling Technique	A random sample of ten final exams will be collected from each section of the classes identified above. A minimum of 100 student papers will be analyzed by the MDAC scoring team. The rubric and scoring guidelines are attached.
Implementation Schedule	Capstone projects will be submitted on or before December 9, 2015.
Measures/Levels of Expectation	Criteria: The final exam question used (or constructed with the help of the MDAC) will be one that makes extensive use of the concepts of the course in the solution of the problem. The following criteria will be used when the MDAC evaluates solution: 1. Correctness: Is the solution correct and is the method of solution appropriate? 2. Clarity: Are the steps in the solution clearly presented and relevant to the solution? We will expect a 75% success rate for the MDAC evaluation based on the above criteria
Assessment Results and Data Analysis	
Use of Results for Program Improvement	
Lessons Learned	
Reassessment	
<b>Outcome 2</b>	
Outcome	Students will demonstrate an understanding of what constitutes mathematical thinking, including the ability to produce and judge the validity of rigorous mathematical arguments
	<p>1. Relationship to General Education</p> <p>Does the learning objective relate to the goals or objectives of General Education? If yes, indicate the general education outcomes to which this outcome addresses</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Communication: Communicate effectively in English.</li> <li><input type="checkbox"/> Basic Mathematical Skills and Scientific Inquiry: Use quantitative and scientific knowledge effectively.</li> <li><input type="checkbox"/> The Past and Its Traditions: Apply knowledge, methods and principles of inquiry to understanding the past.</li> <li><input type="checkbox"/> Issues of Contemporary Society: Apply knowledge, methods, and principles of inquiry to contemporary problems, ideas, and/or values.</li> <li><input type="checkbox"/> Artistic Expression: Apply methods and principles of critical inquiry to the analysis of literary or artistic expression.</li> <li><input type="checkbox"/> The Individual in Society: Develop an awareness of human experience, including both personal and social dimensions.</li> </ul>

	<ul style="list-style-type: none"> <li><input type="checkbox"/> American Culture: Develop knowledge critical to the understanding of the issues that shape the culture of the United States. Rationale:</li> <li><input type="checkbox"/> Western or non-Western culture: Analyze historical, cultural, and/or political issues of a Western nation in an international context.</li> </ul>
Methods of Assessment	<p>Assessment Measure: MATH XXX which is required for the A.A Transfer degree in mathematics, emphasizes the student’s transition from the problem-solving mode in lower-division calculus courses to more sophisticated mathematical thinking.</p> <p>7. In consultation with the faculty members teaching MATH XXX, the MDAC will determine one or more appropriate problems from each MATH XXX final examination and analyze the solutions of a random sample of students from the class. The final exam question chosen will involve the proof of a significant result drawn from the concepts in Calculus II, III. The proof will be judged using the following criteria: 1. Correctness: Is the result rigorously proved? 2. Clarity: Is the proof presented in a readable manner? 3. Conciseness: Are all of the steps relevant to the proof and are they presented in a concise manner?</p>
Program Size and Sampling Technique	All students (min. 17) enrolled in MATH XXX during fall semester 2015.
Implementation Schedule	When will the project be implemented, where? Who and how will the data be collected and analyzed?
Measures/Levels of Expectation	We will expect a 75% success rate for the MDAC evaluation based upon the above criteria.
Assessment Results and Data Analysis	
Use of Results for Program Improvement	Based on the data analysis, program revisions are designed and subsequently implemented.
Lessons Learned	
Reassessment	Following one to two semesters of implementation of recommended revisions, a reassessment is conducted to determine the impact of the revisions.

# Appendix H: Excel Monitoring Tool

PSC Response: Undergraduate Council Review of Programs											
Top Line Summary											Red
Project Status											
Top Line	Required Assessment Plan	Additional Assessment	Priority	Owner	Intended Outcome and Method for Assessment	Method of Assessment	Benchmark – Criteria for Success	Implementation Schedule	Indirect Measures (2)	Status	Comments (required for red or yellow)
Yes	AA in Agriculture (General, Agronomy, Ag. Tech., Environmental Ed.)	Must submit a Enrollment Management Plan for low enrollment programs that PSC plans to continue	1- Critical	Ballard	Incomplete	Incomplete	Incomplete	Incomplete	Incomplete	Red	No assessment activity reported to-date
Yes	AA in Equine and Animal Science (Agriculture Cluster)		1- Critical	Ballard	Incomplete	Incomplete	Incomplete	Incomplete	Incomplete	Red	No assessment activity reported to-date
Yes	AA Wood Industries, Forest, Wildlife, Recreation and Parks, Horticulture - (Agriculture Cluster)		1- Critical	Ballard	Incomplete	Incomplete	Incomplete	Incomplete	Incomplete	Red	No assessment activity reported to-date
Yes	AA degrees (Liberal Arts) - General Education	Must submit a Enrollment Management Plan for low enrollment programs that PSC plans to continue	1-Critical	Merrifield	N/A	Incomplete	Incomplete	Incomplete	Incomplete	Yellow	Low-enrollment report is complete. Need to complete assessment model for general education - see email with attachments for model that was discussed during the E Council meeting
Yes	AA degrees (Education Cluster)		1-Critical	Merrifield	Incomplete	Incomplete	Incomplete	Incomplete	Incomplete	Red	No assessment activity reported to-date
Yes	AA degrees (Social Science - Pre-Social Work and Pre-Occupational Clusters)		1-Critical	Merrifield	Incomplete	Incomplete	Incomplete	Incomplete	Incomplete	Red	No assessment activity reported to-date
Yes	AA degrees – (STEM) must submit program level learning outcomes and the assessment plan (programmatic)	Must submit a Enrollment Management Plan for low enrollment programs that PSC plans to continue	1-Critical	Wilcox	In-process	In-process	In-complete	In-complete	In-complete	Red	No assessment activity reported to-date
Yes	AA degree in Business Administration and AA in Economics: Must submit a comprehensive program assessment plan, with learning outcomes and periodic benchmarks. Demonstrate distinction between two majors show curriculum	Must submit an Enrollment Management Plan for low enrollment (Economics) degree if PSC plans to continue its offering	1-Critical	Merrifield, Ballard	Incomplete	Incomplete	Incomplete	Incomplete	Incomplete	Red	No assessment activity reported to-date

## Appendix U - Overview of the Potomac State College Assessment Model

To ensure that the College assesses and documents the extent to which outcomes are achieved annually, a variety of instruments and strategies have been developed by the Office of Institutional Effectiveness. The efforts include developing the following.

1. Clear list of required/non-negotiable assessment deliverables (provided to division chairs in August 2015) [Appendix A]
2. Framework/logic model for assessing each degree type at PSC (AA Pre-major/Pre-professional (e.g. Agriculture), General Education, AAS, BAS) [Appendix B]
3. Assessment guide and materials for writing acceptable program level outcomes [Assessment C]
4. Model for reviewing, scheduling and phasing in learning outcomes assessments for each year of the five-year program review cycle [Appendix D]
5. Annual due dates and timelines [Appendix E]
6. Templates for consistent reporting and documenting each step of the assessment planning process [Appendix F]
7. Sample completed templates for guidance in completing the new assessment templates [Appendix G]
8. Excel monitoring tool for tracking and providing continuous status updates for all assessment projects [Appendix H]
9. Institutional Effectiveness Council for reviewing the College's assessment activities
10. Implementation process for mapping degree programs that involves reviewing all outcomes, aligning courses to address outcomes, and reviewing assessment activities for quality and alignment.

In October 2015, the College's division chairs completed new assessment plans and program level outcomes for those degree programs that received recommendations resulting from the WVU Undergraduate Council's program review process. During spring semester, 2016, a review of remaining program outcomes – those programs not required to provide follow-ups by the Undergraduate Council – will be conducted and assessment plans will be developed as needed. In completing assessment plans, Chairs are requested to use the new standardized templates and scheduling matrix and follow best practices as identified in the PSC Assessment Handbook for writing program-level outcomes and documenting assessment activities.

Grounded in a strong general education core curriculum, the Associate of Arts (AA) degrees are designed to parallel the first two years of a liberal arts education at a four-year college. However, several of the Associate degrees (pre-professional) require more advanced coursework in mathematics and science, and have additional requirements for students who desire to transfer into professional fields such as agriculture, animal science, engineering, biology, chemistry, physical therapy, computer science, forestry, mathematics, pharmaceutical science, business, medicine, physics, pre-dental, pre-medical, pre-pharmacy or many other professional programs. To facilitate a systematic and comprehensive approach to program assessment, frameworks have been established for assessing: 1) the College's broader general education outcomes common to all degrees; and 2) those outcomes that are found among the more career focused pre-professional AA degrees (e.g. AA Agriculture).

### **Assessment Framework for AA Pre-major/Professional Degree**

In developing outcomes-based assessment plans for the College's 24 AA degrees, several programs were grouped into pre-professional/transfer clusters as depicted in Table 1 below. Each cluster is defined by a set of required 200-level courses deemed foundational for transfer success at the baccalaureate level. To illustrate, the programs in the Pre-Veterinary, Pre-Pharmacy, Pre-medicine cluster all require advanced coursework in chemistry but have only one or two courses that are unique to the Pre-major degree. The foundational upper-level courses (e.g. organic chemistry) within a degree cluster serve as capstone opportunities for collecting evidence relevant to student preparedness for transfer into bachelor degree programs aligned with the pre-major.

Within a degree cluster, a compelling rationale must be provided by the division chair that demonstrates why the same set of learning goals applies to all related programs that make up the cluster. In this case, divisions may submit a single assessment plan/report for several programs in the cluster. Otherwise, divisions will develop separate assessment plans for each program.

**TABLE 1: Common 200-level Courses for Degree Clusters**

<b>Degree Cluster by Majors (AA transfer)</b>	<b>Common 200-level/Capstone Courses</b>
<b>Agriculture Cluster</b>	
AA General Agriculture	PLSC 206 AGRN 202 A&VS 251
AA Agronomy	PLSC 206 AGRN 202
AA Horticulture	PLSC 206 AGRN 202
AA Agriculture and Environmental Education	AGRN 202 A&VS 251
AA Resource Management	PLSC 206 FOR 212
AA Animal Science	A&VS 251 ARE 204
AA Equine	A&VS 251 ARE 204 AGRN 202
AA Wood Industries	FMAN 212
AA Forest Resources Management	FMAN 212
AA Wildlife	FMAN 212
AA Recreation and Parks	FOR 205 PLSC 206
AA Horticulture	PLSC 206
AA Agronomy	PLSC 206 AGRN 202
<b>Biology Cluster</b>	
AA Biology	BIO 230, 231 A&P
AA PRE-PHYSICAL THERAPY	BIO 230, 231 A&P
AA PRE-NURSING	BIO 230, 231 AEM 341 (MICROBIOLOGY)
<b>Chemistry Cluster</b>	
AA Pre-veterinary	<b>ALL COURSES IN CHEMISTRY CLUSTER SHARE 200-LEVEL CHEM REQUIREMENT</b>
AA Pre-pharmacy	
AA Pre-medicine	
AA Chemistry	
<b>Math, Physics, Engineering Cluster</b>	
AA PHYSICS	PHYS 112 MATH 251, 261
AA MECHANICAL ENG (Needs distinct outcomes)	MATH 251, 261, MAE 2##
AA MATH	MATH 251 261
AA ELECTRICAL ENG (Needs distinct outcomes)	EE 223

AA CIVIL ENG (Needs distinct outcomes)	MAE 2##
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Note. If a compelling rationale is provided which demonstrates why the same set of learning goals applies to

### Assessment Framework for AA Pre-major/Professional Degree: Procedures for 2015-2016

To complete assessment plans, the division chairs will follow the steps below.

1. Select 1 - 2 program specific outcomes to assess
2. Review the Assessment Handbook for proper construction of outcomes statements
3. Identify capstone courses from degree cluster table. Submit a single assessment plan/report for all programs in the cluster IF: a compelling rationale is provided which demonstrates why the same set of learning goals applies to all related programs that make up the degree cluster. OTHERWISE: develop separate assessment plans for each program
4. Collaborate in developing assessment projects
5. Identify assessment methodology
6. Complete templates or use as a guide for each component of assessment plan
7. Submit a five-year assessment schedule for phasing in outcomes (see sample assessment schedule below).

### Five-Year Assessment Schedule

Division Chairs will complete a five-year schedule for phasing in program outcomes for the duration of the five-year assessment cycle. Assessing each outcome has six stages and spans three years:

1. Designing and proposing a Learning Outcomes Assessment Project (LOA)
2. Implementing the design and collecting data (Fall/Spring Year 1)
3. Implementing data-based change (Spring Year 1)
4. Implementing change (Fall/Spring Year 2)
5. Data collection and analysis (Fall/Spring Year 3)
6. Final analysis/reporting results (Spring Year 3)

## 5-Year Program

### Assessment Schedule Forestry

AA Degree General Studies	Program Outcome	2015 - 2016	2016 - 2017	2017 - 2018	2018-2019	2019-2020
	SLO B, C	Collect, Analyze, Review Data	Implement Change	Collect Data		
		SLO A, E	Collect, Analyze, Review Data	Implement Change	Collect Data	
			SLO D, F	Collect, Analyze, Review Data	Implement Change	Collect Data

### Proposed Assessment Framework for General Education

The College fully supports core general education competencies that are well-defined and integrated into courses in each degree program. Courses and programs are designed to develop, build-upon, and reinforce these core competencies or outcomes. It is recommended that PTC adopt the AAC&U's LEAP outcomes (Liberal Education and America's Promise) as institution-wide general education outcomes relevant for all of its degree programs. LEAP Outcomes are practiced extensively, across the curriculum, in the context of progressively more challenging problems, projects, and standards for performance.

Focusing on student learning outcomes in general education solidifies the quality and caliber of academic program. The proposed assessment framework provides an ongoing process for seamlessly integrating general education competencies in the classroom, in the curriculum refinement process, and in the fabric of the educational environment. It is not an additional task to do; rather, it is a process that continually provides clear evidence of student learning and organizational effectiveness.

The proposed model, the "Institutional Portfolio", is designed for establishing a college-wide assessment process for general education. This model involves the collection and review of student projects produced in courses throughout the curriculum for each of the six LEAP general education outcomes. The review of student artifacts is conducted by interdisciplinary faculty teams using holistic-scoring criteria (rubrics). Assessment results are reported for the College as a whole but may also be disaggregated and analyzed by a number of demographic variables of interest to faculty. The principles underlying the model include the following concepts.

- General Education is the responsibility of the faculty as a whole (not individual divisions)
- Minimally-intrusive process for faculty and students
- It is invisible to students
- Use of existing examples of student work
- It requires no special "sessions", no sacrifice of class time (e.g. for testing), no external incentives for students to perform well
- It is not an "add-on." Existing classroom projects are utilized to provide ample evidence of student learning and success that evolves from and can be considered in an authentic context.
- It is a dynamic process

The Assessment Methodologies are in three major categories.

- Real-World Experiences
- Course-Related/Course Connected [portfolios, competency analysis, capstone experiences, capstone courses]
- Testing [standardized tests, locally-developed tests, "embedded" tests, such as MAPP and CAPP]

### **What Comprises an "Institutional Portfolio"**

- A collection of student work, "artifacts", produced throughout the curriculum for each of the seven LEAP outcomes: Inquiry and Analysis, Critical and Creative Thinking, Written and Oral Communication, Quantitative literacy, Information Literacy, Teamwork and Problem Solving
- Reviewed by faculty teams using holistic scoring criteria (rubrics)
- Results are compiled, analyzed, and reported in the aggregate by the Office of Institutional

Effectiveness

- Results are reported to the Institutional Effectiveness Council which, in turn, makes recommendations to the Dean and Division Chairs
- Faculty act on assessment results

**Proposed Assessment Activities for General Education Program: Procedures for 2015-2016**

1. Faculty determine which outcomes are addressed (weaved into) in their courses
2. Faculty construct curriculum maps showing where general education is being addressed
3. Faculty select at least two outcomes to assess each year (see sample Assessment Schedule below). For 2015-2016, critical thinking and quantitative literacy are targeted outcomes for assessing general education
4. Faculty in targeted areas select artifacts for assessment (Use existing examples of student work)
5. Faculty develop exemplary assessment “projects” assessing the two outcomes for spring 2016
6. Office of Institutional Research collects, copies, and distributes artifacts
7. Faculty scoring teams use rubrics to assess artifacts
8. Results compiled by Office of Research; reviewed by faculty for curricular improvement
9. Institutional Effectiveness Council conducts annual review of Faculty Assessment Plan.

**Other General Education Assessment Activities (LEAP)**

- Faculty will develop four assessment projects – at least two projects per outcome using “high impact course projects” (courses which have the highest enrollments) for. LEAP rubrics will be applied to assessing assessment projects.
- Assessment report will disaggregate data based on students at or near program completion for two-year degree (minimum of 44 sem. hr.) or who have already taken certain other courses such as the required writing course. Remember the goal of program assessment is to assess accumulated learning.

**Assessment Framework for General Education Program: Devise Assessment Schedule**

**5-Year Program General Education LEAP Outcomes Pilot Assessment Schedule (sample)**

AA Degree General Studies	Program Outcome	2015 - 2016	2016 - 2017	2017 - 2018	2018-2019	2019-2020
	SLO C, D	Collect, Analyze, Review Data	Implement Change	Collect Data		
		SLO A, E	Collect, Analyze, Review Data	Implement Change	Collect Data	

			SLO B, F	Collect, Analyze, Review Data	Implement Change	Collect Data
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**The process has six stages and spans three years:**

1. Designing and proposing a Learning Outcomes Assessment Project (LOA)
2. Implementing the design and collecting data (Fall/Spring Year 1)
3. Implementing data-based change (Spring Year 1)
4. Implementing change (Fall/Spring Year 2)
5. Data collection and analysis (Fall/Spring Year 3)
6. Final analysis/reporting results (Spring Year 3)

\*For Annual Reviews, there should be different outcomes listed every year during the five-year cycle

## Template for Developing Assessment Plan for Program Outcomes

<b>Degree:</b>  <b>AA or AAS</b>	<b>Division:</b>
<b>Classes involved (course(s) and section #):</b>	
<b>Lead Team Members:</b>	<b>Academic Year</b> ____ <b>Semester</b>
<b>Outcome 1 YOU NEED AT A MINIMUM ONE OUTCOME</b>	
<b>Outcome</b>	<p>Identify the learning objective that you chose to assess and upon which you are reporting. Learning outcomes are specific statements focusing on what students will be able to do or accomplish after a particular PROGRAM IS COMPLETED.</p> <p><b>*Specific: Graduates of this PROGRAM will be able to demonstrate the following</b></p>
	<p style="text-align: center;"><b>1. Relationship to General Education</b></p> <p>Does the learning objective relate to the goals or objectives of General Education? If yes, indicate the general education outcomes to which this outcome addresses</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Communication: Communicate effectively in English.</li> <li><input type="checkbox"/> Basic Mathematical Skills and Scientific Inquiry: Use quantitative and scientific knowledge effectively.</li> <li><input type="checkbox"/> The Past and Its Traditions: Apply knowledge, methods and principles of inquiry to understanding the past.</li> <li><input type="checkbox"/> Issues of Contemporary Society: Apply knowledge, methods, and principles of inquiry to contemporary problems, ideas, and/or values.</li> <li><input type="checkbox"/> Artistic Expression: Apply methods and principles of critical inquiry to the analysis of literary or artistic expression.</li> <li><input type="checkbox"/> The Individual in Society: Develop an awareness of human experience, including both personal and social dimensions.</li> <li><input type="checkbox"/> American Culture: Develop knowledge critical to the understanding of the issues that shape the culture of the United States. Rationale:</li> <li><input type="checkbox"/> Western or non-Western culture: Analyze historical, cultural, and/or political issues of a Western nation in an international context.</li> </ul>
<b>Methods of Assessment</b>	<p>Specified methods of evaluation (i.e., exam responses, portfolio section, and performance) and the tool (i.e. rubric) used to evaluate progress toward meeting the program learning outcomes. (When applicable, include scoring criteria or rubric in an Appendix.)</p> <p>*If you use test items, include a complete discussion of these items to include the kind of items (are they multiple choice or some other type), number of items per outcome, and some effort to evaluate the reliability and validity of the items (or state that this will be done in conjunction with our office.)</p> <p>*If you use a written assignment, portfolio etc. make some statement about reliability, add "multiple reviewers will be used. " Include the number and method, e.g. two reviewers will score the portfolios and how reliability is established, for example, add "The department assessment coordinator will work with the Office of Institutional Effectiveness and Assessment to monitor inter-rater reliability Specified methods of evaluation (i.e., exam responses, portfolio section, performance) and the tool (i.e. rubric) used to evaluate</p>

	progress toward meeting the student learning outcome
Program Size and Sampling Technique	<p>State the number of students in the program or the number who graduate each year.</p> <p>Describe the sampling technique to be used (most programs will sample instead of collecting and evaluating evidence from every student).</p>
Implementation Schedule	When will the project be implemented, where? Who and how will the data be collected and analyzed?
Measures/Levels of Expectation	<p>What is your criteria for success?</p> <p>State the target or the minimum results needed to indicate program success on this outcome or assessment question. Or, indicate that results will serve as baseline data.</p>
Assessment Results and Data Analysis	
Use of Results for Program Improvement	Based on the data analysis, program revisions are designed and subsequently implemented.
Lessons Learned	
Reassessment	Following one to two semesters of implementation of recommended revisions, a reassessment is conducted to determine the impact of the revisions.
<b>Outcome 2</b>	
Outcome	<p>Identify the learning objective that you chose to assess and upon which you are reporting. Learning outcomes are specific statements focusing on what students will be able to do or accomplish after a particular PROGRAM IS COMPLETED.</p> <p><b>*Specific: Graduates of this PROGRAM will be able to demonstrate the following</b></p>
	<p><b>Relationship to General Education</b></p> <p>Does the learning objective relate to the goals or objectives of General Education? If yes, indicate the general education outcomes to which this outcome addresses</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Communication: Communicate effectively in English.</li> <li><input type="checkbox"/> Basic Mathematical Skills and Scientific Inquiry: Use quantitative and scientific knowledge effectively.</li> <li><input type="checkbox"/> The Past and Its Traditions: Apply knowledge, methods and principles of inquiry to understanding the past.</li> <li><input type="checkbox"/> Issues of Contemporary Society: Apply knowledge, methods, and principles</li> </ul>

	<p>of inquiry to contemporary problems, ideas, and/or values.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Artistic Expression: Apply methods and principles of critical inquiry to the analysis of literary or artistic expression.</li> <li><input type="checkbox"/> The Individual in Society: Develop an awareness of human experience, including both personal and social dimensions.</li> <li><input type="checkbox"/> American Culture: Develop knowledge critical to the understanding of the issues that shape the culture of the United States. Rationale:</li> <li><input type="checkbox"/> Western or non-Western culture: Analyze historical, cultural, and/or political issues of a Western nation in an international context.</li> </ul>
<p>Methods of Assessment</p> <p>1.</p>	<p>Specified methods of evaluation (i.e., exam responses, portfolio section, and performance) and the tool (i.e. rubric) used to evaluate progress toward meeting the program learning outcomes. (When applicable, include scoring criteria or rubric in an Appendix.)</p> <p>*If you use test items, include a complete discussion of these items to include the kind of items (are they multiple choice or some other type), number of items per outcome, and some effort to evaluate the reliability and validity of the items (or state that this will be done in conjunction with our office.)</p> <p>*If you use a written assignment, portfolio etc. make some statement about reliability, add “multiple reviewers will be used. “ Include the number and method, e.g. two reviewers will score the portfolios and how reliability is established, for example, add “The department assessment coordinator will work with the Office of Institutional Effectiveness and Assessment to monitor inter-rater reliability</p> <p>Specified methods of evaluation (i.e., exam responses, portfolio section, performance) and the tool (i.e. rubric) used to evaluate progress toward meeting the student learning outcome</p>
<p>Program Size and Sampling Technique</p>	<p>State the number of students in the program or the number who graduate each year.</p> <p>Describe the sampling technique to be used (most programs will sample instead of collecting and evaluating evidence from every student).</p>
<p>Implementation Schedule</p>	<p>When will the project be implemented, where? Who and how will the data be collected and analyzed?</p>
<p>Measures/Levels of Expectation</p>	<p>What is your criteria for success?</p> <p>State the target or the minimum results needed to indicate program success on this outcome or assessment question. Or, indicate that results will serve as baseline data.</p>
<p>Assessment Results and Data Analysis</p>	
<p>Use of Results for Program Improvement</p>	<p>Based on the data analysis, program revisions are designed and subsequently implemented.</p>

Lessons Learned	
Reassessment	Following one to two semesters of implementation of recommended revisions, a reassessment is conducted to determine the impact of the revisions.
<b>Outcome 3</b>	
Outcome	<p>Identify the learning objective that you chose to assess and upon which you are reporting. Learning outcomes are specific statements focusing on what students will be able to do or accomplish after a particular PROGRAM IS COMPLETED.</p> <p><b>*Specific: Graduates of this PROGRAM will be able to demonstrate the following</b></p>

# Program Outcomes Assessment Report

Academic Year:

Degree Program:

Please complete all portions of this template for each degree program.  
See [assess.psc.edu](http://assess.psc.edu) and program assessment process for further information.

## 1. Learning Outcomes

Provide a complete list of all program-level outcomes for this program.

## 2. Learning objective selected

Identify the learning objective that you chose to assess and upon which you are reporting.

## 3. Relationship to General Education

Does the learning objective relate to the goals or objectives of General Education?

Circle **yes** / **no**

If yes, indicate the general education outcomes to which this outcome addresses.

1. Communication: Communicate effectively in English.
2. Basic Mathematical Skills and Scientific Inquiry: Use quantitative and scientific knowledge effectively.
3. The Past and Its Traditions: Apply knowledge, methods and principles of inquiry to understanding the past.
4. Issues of Contemporary Society: Apply knowledge, methods, and principles of inquiry to contemporary problems, ideas, and/or values.
5. Artistic Expression: Apply methods and principles of critical inquiry to the analysis of literary or artistic expression.
6. The Individual in Society: Develop an awareness of human experience, including both personal and social dimensions.
7. American Culture: Develop knowledge critical to the understanding of the issues that shape the culture of the United States. Rationale:
8. Western or non-Western culture: Analyze historical, cultural, and/or political issues of a Western nation in an international context.

## 4. Data collection

Describe the evidence used to address the learning objective (indicate the course(s), the assignments, the survey, etc.). Make sure that the evidence collected aligns with the program objective chosen.

## 5. Data analysis

Describe the data analysis process (by whom, how communicated and shared, with what criteria for successful mastery). If a rubric was used for data analysis, attach a copy.

## 6. Data summary

Provide a brief summary of the data, either in prose or in a table, chart or graph.

## 7. Lessons learned

Briefly describe what you learned from the data analysis.

## 8. Programmatic changes

Describe the curricular or programmatic changes made to help improve student attainment of the selected objective. How will those changes be implemented and assessed?

## 9. Assessment plan for next academic year

List the program objective you will assess in the next academic year and briefly describe the evidence you intend to collect to address the learning objective. What do you hope to learn? Consider also re-assessing the previous year's objective to determine the impact of your changes.

(Components of Assessment Plan to be Submitted by PSC Division Chairs for BOG Undergraduate Review)

1.

2.

### 3. Program Outcomes Assessment - Deliverables

4.

Calendar: Programs to be reviewed by year (assess at least two goals each year)

5.

Calendar: Outcomes to be reviewed by year per program

6.

Identify two of the most important/robust program-level outcomes to assess in 2015-2016 – when possible, align with WVU and Tech.

Find potential capstone courses or higher enrollment courses that are offered near completion of AA program and AAS degrees

Use indirect and at least one robust direct measures of outcomes

Try to incorporate general education outcomes in non-Gen. Ed degree program assessments

### THE PURPOSE OF GENERAL EDUCATION

The General Education Foundations (GEF) provides students with academic and intellectual breadth to appreciate the broad context of their actions, their choices, and their world, beyond their major field(s) of study.

WVU aims to help students build the foundational skills and knowledge necessary to reason clearly, communicate effectively, think critically, and contribute to society. The General Education Foundations (GEF) are designed to ensure that students meet these goals through inquiry-based learning across disciplines. In conjunction with a major field, and in consultation with their advisors, students will design programs of study that satisfy the GEF. The GEF works to fulfill the University's goals of (1) creating well-rounded students with a broad base of skills and knowledge, (2) linking together the courses that students take at WVU, and (3) instilling in students a permanent connection to learning and education, giving them the skills to learn what they need outside a formal educational environment. The GEF strives to help students be thoughtful participants in a democratic society, and to achieve the intellectual integration and awareness they will need to adapt to changes and meet challenges in their personal, social, and professional lives.

### POLICIES GOVERNING THIS CURRICULUM

1. Students will take between 31 and 37 credits, organized into eight areas (GEF 01 through GEF 08).
2. Courses used to satisfy requirements of the GEF may also simultaneously satisfy major or other requirements for an undergraduate degree at WVU. Colleges and schools may elect to restrict the number of credits that can be shared between the GEF requirements and others required for their program(s). All undergraduate students must at a minimum complete 120 credits (or higher as established by their degree program) to earn a baccalaureate degree at WVU.
3. In addition to fulfilling seven foundation areas (F1 through F7) (22-28 credits), students will choose a minimum of three courses (9 credits) to fulfill foundation area F8, the Focus. The Focus may be fulfilled through completion of a minor, a second major, a dual degree, or 9 credits of additional coursework selected from the list of approved courses for GEF Areas 1-7. Students are expected to work with their advisors to determine the appropriate selections for completing the Focus.

#### Descriptions of Requirements

GEF courses are grouped according to specific expected outcomes, which are in addition to the AACU LEAP skills that are recognized as institutional objectives.

- GEF 1. Composition and Rhetoric. (3-6 credits) Effective, concise, and clear use of English, in both speech and writing through various media, is essential to success both during the course of study and in a career or future professional life. The English Area ensures that students have understood the fundamentals of communicating in English, and works in tandem with college- or program-based communication requirements.
  - Students will demonstrate effective communication in English, completing ENGL 101 and 102 or ENGL 103.
- GEF 2 A/B Science & Technology. (4-6 credits) A fundamental grasp of the nature of science is essential for responsible, sustainable, and intelligent interaction with the world. Each of us must be able to evaluate scientific developments, technological advancements, and our evolving natural world in order to thrive.
  - Students will apply systematic methods of analysis to the natural and physical world, understand scientific knowledge as empirical, and refer to data as a basis for conclusions. Students must complete either two lecture courses for a minimum 6 of credits from F2A or one lecture/laboratory combination for a minimum of 4 credits from F2B. Students electing to fulfill the Foundation Area 2 requirement by completing F2B must successfully complete a science lecture course and its corresponding laboratory. Students who complete only the lecture or laboratory component for one science combination and complete only the lecture or laboratory from a different lecture/laboratory combination will not satisfy the Area 2B requirement. However, the lecture/laboratory component for any courses not used to satisfy another GEF requirement can be used to satisfy the Foundation Area 8 (GE Foundation Focus) requirement.
- GEF 3. Mathematics & Quantitative Skills. (3-4 credits) Mathematic and quantitative skills are necessary in education, the workplace, and nearly every field of human endeavor. Quantitatively literate citizens must have the capacity to understand numerical aspects of daily life and apply critical reasoning to data.
  - Students will demonstrate effective use of quantitative techniques and practical application of numerical, symbolic, or spatial concepts.
- GEF 4. Society & Connections. (3 credits) As global citizens, we must understand human behavior in its many forms and expressions, which may include methods of communication, familial and professional relationships, or our place in social, political, and economic systems. Civic knowledge and engagement are critical to individual, societal, and global survival.
  - Students will demonstrate understanding and analysis of human behavior, societal and political organization, or communication.
- GEF 5. Human Inquiry & the Past. (3 credits) Human development reminds us of the continued importance of understanding events in a larger context of past experience, philosophical inquiry, or spiritual questing. A fundamental knowledge of our forbears, their successes, mistakes, obsessions, and

weaknesses allow us to progress. A fundamental grasp of the realm of human thought, reason, ethics, or beliefs enables us understand our world and ourselves.

- Students will interpret historical events or philosophical perspectives to identify patterns, develop analytical reasoning, apply methods of critical inquiry or expand problem-solving skills.
- GEF 6. The Arts & Creativity. (3 credits) Creativity, as expressed through works of art, is a defining human characteristic. Regardless of the medium, art communicates and connects us to human innovations and achievements of the past, present, and shared future. Artistic expression employs integrative and creative thinking that promotes transformative ideas capable of crossing disciplinary and cultural boundaries.
  - Students will apply methods and principles of critical and creative inquiry to the production or analysis of works of art.
- GEF 7. Global Studies & Diversity. (3 credits) The world is more than our familiar neighborhoods and people who share our individual beliefs and traditions. We can come to appreciate our global society when we consider other ways of life, experiences, means of expression, histories, and modes of being. As we seek to expand our knowledge beyond the confines of our own experiences, we open up our minds and our worlds. Embracing human diversity enriches our understanding, including the understanding of what we have in common.
  - Students will apply methods and principles of critical inquiry to explore global issues and cultural, linguistic, or experiential diversity.
- GEF 8. Focus. (9 credits) The GEF designates 9 credits (normally 3 three-credit courses) of Focus coursework. The GEF designates 9 credits (normally 3 three-hour courses) of Focus coursework, to help students capitalize on the range and diversity of courses offered at WVU. In order to maximize connections, incorporate additional competencies, and encourage true breadth of study, students must fulfill the Focus through completion of one of the following academic paths:
  - Minor ([link to minors available](#))
  - Double major
  - Dual degree
  - 9 credits of additional coursework from the list of courses approved for GEF Areas 1-7
- Students are expected to work with their advisors to ensure completion of the Focus. Students completing three minors as part of a MDS program must satisfy the Focus by completing 9 additional credits of GEF coursework, or a fourth minor.

## General Education Foundations Assessment

Assessment of the GEF will incorporate WVU GEF learning goals and course specific student learning outcomes. The WVU GEF learning goals will be based upon the LEAP Essential Outcomes. These learning goals will be broad, and course specific learning goals for each syllabus will be directly related to the WVU GEF learning goals.

Individual student learning outcomes must be a directly measureable component of the course. Instructors will submit supporting documentation of the measurement of student learning outcomes as part of the application process for approval as a GEF course and as part of the audit process for existing GEF courses. Individual courses within the GEF may have additional student learning outcomes that are not directly related to the area based learning objectives.

### LEAP Essential Outcomes

1. Knowledge of Human Cultures and the Physical and Natural World
  - a. Through study in the sciences and mathematics, social sciences, humanities, histories, languages, and the arts

*Focused* by engagement with big questions, both contemporary and enduring

2. Intellectual and Practical Skills, including
  - a. Inquiry and analysis
  - b. Critical and creative thinking
  - c. Written and oral communication
  - d. Quantitative literacy
  - e. Information literacy
  - f. Teamwork and problem solving

*Practiced extensively*, across the curriculum, in the context of progressively more challenging problems, projects, and standards for performance

3. Personal and Social Responsibility, including
  - a. Civic knowledge and engagement—local and global
  - b. Intercultural knowledge and competence
  - c. Ethical reasoning and action
  - d. Foundations and skills for lifelong learning

*Anchored* through active involvement with diverse communities and real-world challenges

4. Integrative and Applied Learning, including

- a. Synthesis and advanced accomplishment across general and specialized studies

*Demonstrated* through the application of knowledge, skills, and responsibilities to new settings and complex problems

### **WVU GEF Learning Goals (based upon LEAP essential outcomes)**

West Virginia University recognizes the benefit that LEAP (Liberal Education and America's Promise) objectives create for students. All GEF-certified courses must meet at least two of the following universal objectives, drawn from the four primary LEAP goals.

WVU GEF Learning Goal 1: GEF courses should tie some aspect of course objectives to problems and issues that students recognize in today's world.

WVU GEF Learning Goal 2: GEF courses should teach at least one intellectual or practical skill relevant for modern life, and explicitly describe to students what it is and where it is applicable.

*Examples of intellectual or practical skills:*

- a. *Inquiry and analysis*
- b. *Critical and creative thinking*
- c. *Written and oral communication*
- d. *Quantitative literacy*
- e. *Information literacy*
- f. *Teamwork and problem solving*

WVU GEF Learning Goal 3: GEF courses should engage the personal or social responsibility of students, and courses should explicitly discuss personal, local, national, and/or international dilemmas and problems.

*Examples of personal or social responsibilities:*

- a. *Civic knowledge and engagement—local and global*
- b. *Intercultural knowledge and competence*
- c. *Ethical reasoning and action*
- d. *Foundations and skills for lifelong learning*

WVU GEF Learning Goal 4: GEF courses should allow for the integration and synthesis of knowledge across disciplines, and courses should explicitly explain the connection of knowledge across disciplines.

WVU GEF learning goals are not specific to a particular course and should not be used as course learning objectives. Rather, the learning objectives in an individual course syllabus must relate directly to subject topics and knowledge taught in the course, while being consistent with at least three of the four WVU GEF

learning goals. GEF courses have learning objectives that go beyond just disciplinary knowledge and incorporate multiple parts of the LEAP outcomes. Faculty will outline in their GEF course application how they are measuring student success at meeting those objectives, via a discussion of course activities, tests, and graded materials.