



**Wheeling University  
Annual Program Assessment Report  
2021-2022**

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**Wheeling University  
Program Assessment Summary  
2021-2022 Academic Year**

**Assessment Summary**

Wheeling University aims to evaluate the effectiveness and continuous improvement of our educational programs. The purpose of this report is to detail the assessment progress of each of the active programs offered at Wheeling University. Each program presents its data, course assessment evaluations, and recommendations for curricular changes.

**AY 2021-2022 Actions**

The AY 2020-2021 Program Assessment Report was made available to faculty during the summer of 2021. During AY 2021-2022, faculty instituted Assessment Day Retreats at the close of each semester, engaged in a variety of assessment-related trainings, revised curriculum maps, began including course assessment evaluations for their classes, and made recommendations for future trainings.

**Program Action Plans for AY 2022-2023**

The following tables display data-informed action plans from undergraduate and graduate programs based on assessment efforts from AY 2021-2022. More specific details related to these needs or intended changes can be found in the program reports from fall 2021 and spring 2022.

Athletic Training	Improvement Needed	Action
	Assessment: courses	Implement routine assessments

Biology	Improvement Needed	Action
	Advising: course offerings	A 4-year plan will be developed
	Advising: graduation preparation	Mock interviews for students seeking jobs/graduate school
	Assessment: courses	Create standardized assessments and assignments
	Assessment: exams	Develop a comprehensive final exam for each course to prepare students for national, standardized exams for graduate programs

	Assessment: rubrics	Chair will lead a rubric training session each semester
	Curriculum changes: syllabi	A master syllabus will be created for each course
	Curriculum changes: course offerings	Added first semester cornerstone and last semester capstone course; courses will administer the same exam for comparison purposes with a 75% pass rate goal for the capstone students
	Curriculum changes: course levels	Added 200-level BIOL courses to the curriculum and re-numbered some 300-level courses to be 200-level
	Program development: advisory board	Continue to recruit members for a Biology Advisory Board
	Program development: interdisciplinary	Work with other departments on projects (e.g. Criminal Justice on Research Day for crime scene investigation demonstration)
	Program development: professional/graduate partnerships	WU will connect with recruiters from WV and the region for admissions options
	Program development: research	All biology students will participate in Wheeling University's Research Day (by conducting a research project or other involvement)

	Program development: service/experiential learning	All biology students will participate in at least 1 service project each year.
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Business Administration	Improvement Needed	Action
	Assessment: program learning objectives	Revised to include more than just PEGs
	Assessment: rubrics	New rubrics implemented
	Assessment: rubrics	Additional training for adjunct faculty

Criminal Justice	Improvement Needed	Action
	Advising: certificate enrollment	Work with interested students to plan for successful completion of juvenile justice, justice administration, or chemical dependency options
	Advising: networking	Connect with local law enforcement and social services agencies for guest speakers/internship opportunities
	Advising: networking	Participate in WU's Job Fair by inviting employers and requiring students to attend
	Assessment: rubrics	Additional training for adjunct faculty
	Pedagogy: instructional design	Incorporate group activities and current events for increased student engagement
	Program development: research awareness	Assign students to participate in Research Day

Education	Improvement Needed	Action
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	Assessment: program learning objectives	Have students engage in activities to improve writing proficiency, formative and summative assessments, and reflection in the field
	Curriculum changes: content	Global awareness added per AAQEP standards

English	Improvement Needed	Action
	Assessment: courses	Review ENGL-275W and research related curriculum and assignments to better target students' ability to provide evidence to support claims and conclusions

Exercise Science	Improvement Needed	Action
	Assessment: rubrics	Additional training for adjunct faculty

Nursing	Improvement Needed	Action
	Pedagogy: instructional design	Increase written opportunities with case studies and class assignments to improve clinical documentation skills
	Pedagogy: instructional design	Increase oral communication within clinical and with oral presentations in the classroom

Psychology	Improvement Needed	Action
	Advising: certificate enrollment	Work with interested students to plan for

		successful completion of the community mental health certificate
	Curriculum changes: course sequence	To better prepare students for the Major Fields Test, juniors will enroll in History and Systems (a course that has traditionally been a senior-level offering)
	Pedagogy: instructional design	Provide additional technical training for PSYC-110 students using online program (Hawkes)
	Pedagogy: instructional design	For 200 and 300 level research electives, additional support, activities, and scaffolding will be provided throughout the research process.
	Program development: service/experiential learning	Intentional mission-centric experiences will be implemented in first year courses and capstone courses during AY 2022-2023

MEL	Improvement Needed	Action
	Pending	Awaiting AAQEP recommendations

MSN	Improvement Needed	Action
	Assessment: rubrics	Additional training for faculty

DPT	Improvement Needed	Action
	Accreditation recommendations	Pending

	Assessment: curriculum	Ensure rigor of curriculum and assessment match planned taxonomic levels
	Assessment: graduate and employer surveys	Ensure needs are met for region/nation with employment and entry level practice status
	Assessment: student learning outcomes	Review the DPT 634 SLO to make sure the SLO on ethical reasoning reflects the appropriate taxonomic level of 4; keep the assignments the same
	Curriculum changes: content	Continue to update with current evidence
	Curriculum changes: content	Balance: add adaptive postural control to class prep. Add Gufoni maneuver for 2023; amputation: add difference between phantom sensation and phantom pain; JRA/TSA/THA/TKA: add poly/pauciarticular to class prep
	Curriculum review: contemporary expertise	Incorporate content specialists to review content relevancy and appropriateness
	Equipment/Supplies: needs	Spinal orthoses; zipper pillow cases; estim machine that allows for FES; disposable rulers for measurement of TMJ motion; portable PFT spirometers (x2)



	Equipment/supplies: repairs	Mechanical cervical traction head harness; bed lock mechanism on traction machine
	Pedagogy : instructional design	Address a mismatch in sequence between Basic Science and Clinical Science/PT Science
	Pedagogy : instructional design	Consider intentional grouping of students in CS and BS courses; same groups may be more efficient
	Pedagogy : instructional design	Address concerns about amount of time available to cover all content necessary for the course
	Pedagogy : instructional design	Increase opportunities for hands on activities and allow for free lab time
	Pedagogy : instructional design	Better utilize group based discussion-engage students to augment their clinical reasoning skills, clinical decision making, and development of treatment goals and plans

## ATHLETIC TRAINING ASSESSMENT REPORT: FALL 2021

### Section A: Introduction/Background

#### **A. Introduction/Background**

The following data is from a course in the Athletic Training curriculum offered in the Fall 2021 semester. The course assessed was: ATHL-111 Intro to Athletic Training  
The following information is related to the university's Primary Educational Goals (PEGs) for Written Communication.

### Section B: Student Learning Outcomes Assessed

#### **B. Student Learning Outcomes Assessed**

Written Communication: The Written Communication VALUE Rubric was used to assess effectiveness in communication as it relates to the goals of Athletic Training Department.

Program Learning Outcomes:

1. To facilitate student knowledge and clinical skill development as the foundation for sound practice in the profession of Athletic Training and related fields.
2. To develop proficiency in the knowledge, skills, and abilities necessary in the following content areas necessary for the practice of Athletic Training:
  - Evidence-Based Practice
  - Prevention and Health Promotion
  - Clinical Examination and Diagnosis
  - Acute Care of Injury and Illness
  - Therapeutic Interventions
  - Psychosocial Strategies and Referral
  - Healthcare Administration
  - Professional Development
  - Responsibility
3. Successful Passage of the National Athletic Trainers' Association Board of Certification (NATA BOC) exam.

### Section C: Assessment Method

#### **C. Assessment Method**

Scores for the Written Communication VALUE Rubric were added to the Written Assignment #3: Article Review assignment in ATHL-111 Intro to Athletic Training.

### Section D: Results/Findings

#### **D. Results/Findings**

<b>COURSE</b>	<b>ENROLLMENT</b>	<b>ASSESSED</b>
ATHL-111	21	18

Three (3) students did not complete the assignment and, therefore, were not assessed.

## Written Communication

<b>Written Communication Rubric Category</b>	Capstone (4)	Milestone (3)	Milestone (2)	Benchmark (1)	Substandard (0)
Context of and Purpose of Writing	111 = 0	111 = 6 33.3%	111 = 12 66.7%	111 = 0	111 = 0
Content Development	111 = 0	111 = 5 27.8%	111 = 12 66.7%	111 = 1 5.6%	111 = 0
Genre and Disciplinary Connections	111 = 0	111 = 4 22.2%	111 = 13 72.2%	111 = 1 5.6%	111 = 0
Sources and Evidence	111 = 0	111 = 2 11.1%	111 = 8 44.4%	111 = 8 44.4%	111 = 0
Control of Syntax and Mechanics	111 = 0	111 = 6 33.3%	111 = 12 66.7%	111 = 0	111 = 0

Explanation of Findings

Students in ATHL-111 Intro to Athletic Training were enrolled in the course as a requirement for the undergraduate Athletic Training major. Students were asked to select a topic that has been previously discussed in the course and complete an article search on that topic. Of the articles generated in the search, students were asked to select two (2) articles to use to compose a paper discussing the findings of the articles and how this information may benefit Athletic Trainers in their practice. A rubric with specific grading criteria was provided as well as directions on proper citation using the American Medical Association (AMA) formatting.

In the 100-level course, the expectation is that all students would achieve a minimum score of Benchmark (1) for each category on the Written Communication VALUE Rubric. In ATHL-111 Intro to Athletic Training, all students achieved a minimum score of Benchmark (1) for each category on the Written Communication VALUE Rubric.

Guidance and individualized support for each student will continue to maximize student development and growth.

Section E: Future Actions/Program Improvement Plan
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**E. Future Actions/Program Improvement Plan**

Students enrolled in ATHL-111 Intro to Athletic Training also make up the first-year cohort of the undergraduate Athletic Training major. This cohort is comprised of a mix of academic levels (freshman to junior status). Higher individual scores on the rubric may directly correlate with the academic status of each individual student. Due to a hiatus in the Athletic Training Education Program, there is no aggregate data available for comparison. Routine assessments

should be completed to determine student progress through the curriculum and identify whether curricular changes are needed.

## ATHLETIC TRAINING ASSESSMENT REPORT: SPRING 2022

### Section A: Introduction/Background

#### **A. Introduction/Background**

The following data is from a course in the Athletic Training curriculum offered in the Spring 2022 semester. The course assessed was:

- ATHL-161 Survey in Athletic Training

The following information is related to the university's Primary Educational Goals (PEGs) for Critical Thinking and Oral Communication.

### Section B: Student Learning Outcomes Assessed

#### **B. Student Learning Outcomes Assessed**

Critical Thinking: The Critical Thinking Value Added Rubric was used to assess problem-solving and ability to perform psychomotor skills. This course is taken by students in the Athletic Training major.

Oral Communication: The Oral Communication Value Added Rubric were used to assess effectiveness in communication as it relates to the goals of Athletic Training Department.

Program Learning Outcomes:

1. To facilitate student knowledge and clinical skill development as the foundation for sound practice in the profession of Athletic Training and related fields.
2. To develop proficiency in the knowledge, skills, and abilities necessary in the following content areas necessary for the practice of Athletic Training:
  - Evidence-Based Practice
  - Prevention and Health Promotion
  - Clinical Examination and Diagnosis
  - Acute Care of Injury and Illness
  - Therapeutic Interventions
  - Psychosocial Strategies and Referral
  - Healthcare Administration
  - Professional Development
  - Responsibility
3. Successful Passage of the National Athletic Trainers' Association Board of Certification (NATA BOC) exam.

### Section C: Assessment Method

#### **C. Assessment Method**

Scores for the Critical Thinking Value Added Rubric were added to the Final Written Exam. Performance on the Final Written Exam and the Final Objective Structured Clinical

Examination (OSCE) were taken into consideration to complete the Critical Thinking Value Added Rubric in ATHL-161 Survey in Athletic Training.

Scores for the Oral Communication Value Added Rubric were added as an assessment independent of an assignment in ATHL-161 Survey in Athletic Training. As a requirement for admission to the professional aspect of the Athletic Training Education Program, students must apply for acceptance. The admission process includes completion of a formal application, submission of written essay, and participation in an interview conducted by a panel of five (5) members from various areas of campus.

Section D: Results/Findings

### D. Results/Findings

COURSE	ENROLLMENT	ASSESSED
ATHL-161 – Critical Thinking	16	14
ATHL-161 – Oral Communication	16	12

Two (2) students changed their major and dropped the course; another two (2) students desired to pursue other options outside of the professional aspect of the Athletic Training Education Program and did not complete the admission process/essay/interview.

#### Critical Thinking

<b>Critical Thinking Rubric Category</b>	Capstone (4)	Milestone (3)	Milestone (2)	Benchmark (1)	Substandard (0)
Explanation of issues	161 = 0	161 = 4 (28.6%)	161 = 10 (71.4%)	161 = 0	161 = 0
Evidence	161 = 0	161 = 1 (7.1%)	161 = 9 (64.3%)	161 = 4 (28.6%)	161 = 0
Influence of context and assumptions	161 = 0	161 = 3 (21.4%)	161 = 8 (57.1%)	161 = 3 (21.4%)	161 = 0
Student's position (perspective, thesis/hypothesis)	161 = 0	161 = 1 (7.1%)	161 = 12 (85.7%)	161 = 1 (7.1%)	161 = 0
Conclusions and related outcomes (Implications and consequences)	161 = 0	161 = 0	161 = 13 (92.9%)	161 = 1 (7.1%)	161 = 0

#### Oral Communication

<b>Oral Communication Rubric Category</b>	Capstone (4)	Milestone (3)	Milestone (2)	Benchmark (1)	Substandard (0)
Organization	161 = 0	161 = 5 (41.7%)	161 = 6 (50.0%)	161 = 1 (8.3%)	161 = 0

Language	161 = 0	161 = 5 (41.7%)	161 = 4 (33.3%)	161 = 3 (25.0%)	161 = 0
Delivery	161 = 0	161 = 3 (25.0%)	161 = 6 (50.0%)	161 = 3 (25.0%)	161 = 0
Supporting Material	161 = 0	161 = 2 (16.7%)	161 = 8 (66.7%)	161 = 2 (16.7%)	161 = 0
Central Message	161 = 0	161 = 2 (16.7%)	161 = 9 (75.0%)	161 = 1 (8.3%)	161 = 0

### Explanation of Findings

Students in ATHL-161 Survey in Athletic Training were enrolled in the course as a requirement for the undergraduate Athletic Training major.

In the 100-level course, the expectation is that all students would achieve a minimum score of Benchmark (1) for each category on the Critical Thinking Value Added Rubric and the Oral Communication Value Added Rubric. In ATHL-161 Survey in Athletic Training, all students achieved a minimum score of Benchmark (1) for each category on the Critical Thinking Value Added Rubric and the Oral Communication Value Added Rubric. Guidance and individualized support for each student will continue to maximize student development and growth.

#### Section E: Future Actions/Program Improvement Plan

### **E. Future Actions/Program Improvement Plan**

#### **ATHL-161 Survey in Athletic Training**

1.

Students enrolled in ATHL-161 Survey in Athletic Training also make up the first-year cohort of the undergraduate Athletic Training major. This cohort is comprised of a mix of academic levels (freshman to junior status). Higher individual scores on the rubric may directly correlate with the academic status of each individual student. Due to a hiatus in the Athletic Training Education Program, there is no aggregate data available for comparison. Routine assessments should be completed to determine student progress through the curriculum and identify whether curricular changes are needed.

## BIOLOGY ASSESSMENT REPORT: FALL 2021

#### Section A: Introduction/Background

The following data is from a selection of classes from the Fall 2021 semester. The courses that are assessed are: BIOL 125-01 (Form and Function), BIOL 140-01 and 02 (Methods of the Lab), BIOL 150-03 (Anatomy and Physiology 1), BIOL 151-01, 03, and 04 (Anatomy Lab), CHEM 141-01 (General Chemistry), BIOL 310-01 (Genetics) and BIOL 311-01 (Genetics Lab). The total number of sections assessed is 10. Note: There are no 200 level courses offered in the Biology program. 400 level courses will be assessed for spring 2022 semester.

The Biology program is responsible for educating and offering classes to the following majors: Athletic Training, Exercise Science, Nursing, and Biology. In addition to offering first year introductory and foundational courses for the aforementioned majors, the goals for the Biology program is to provide the fundamental and advanced principles of life by providing a challenging and rewarding experience in the classroom and laboratory. In turn, the program seeks to prepare our students for advance study but also for careers upon graduation.

The Biology program went through a transition with the program director in the 2020-2021 academic year. The current program director assumed his role in Spring 2021. To understand the nature of students enrolled in Biology, the program director decided to assess courses which non-Biology majors take, courses that Biology majors take with non-majors, and a course that is specific for Biology majors only.

#### Section B: Student Learning Outcomes Assessed

Students, regardless of major, are expected to:

- Demonstrate and understanding of fundamental principles of Biology. Students should know basic concepts, theories, facts in the biological sciences
- Understand the scientific process by learning to apply appropriate experimental design, technology and statistical methods to scientific problems. Students should have the ability to present reasoned analyses and interpretations of results after critically evaluating scientific literature
- Develop familiarity and utilization of a variety of laboratory techniques if applicable. Students should demonstrate safe and proper laboratory practices and draw valid conclusions from their analyses
- Effectively communicate the findings of biological research and incorporate these findings into the existing body of knowledge in Biology. Students should demonstrate the ability to report their experiments in a written manner of the findings of their experiments

The Biology program uses the following standards related to the university's primary educational goals (PEGs)- critical thinking and effective communication

Critical Thinking: Data found in Section D is a faculty assessments of the students' comprehensive work in the following courses: BIOL 125, BIOL 140, BIOL 150, BIOL 151, BIOL 310, BIOL 311, and CHEM 141.

Effective Communication: Written Communication rubrics were used to assess student effectiveness as it relates to the Biology program goals. Students will effectively communicate analyses from experiments or other areas of work. The communication rubric was used as it pertains to the comprehensive work of students in the introductory courses: BIOL 125, BIOL 140, BIOL 150, BIOL 151, and BIOL 311. This data will be used for comparative purposes in subsequent assessment report years.

Section C: Assessment Method

The critical thinking and written communication assessments were based on each student's graded and ungraded assignments. Graded assignments contained the following: homework, quizzes, practical and exams. Ungraded assignments included responses to the instructor presented questions to the class over the course material and discussion/debates with other students regarding course material.

Critical Thinking: BIOL 125, BIOL 140, BIOL 150, BIOL 151, BIOL 310, BIOL 311, and CHEM 141

Effective Communication: Written Communication rubrics were used to assess: BIOL 125, BIOL 140, BIOL 150, BIOL 151, BIOL 311.

BIOL 125: enrollment 20, responses 19  
 BIOL 140 (2 sections): enrollment 26, responses 25  
 BIOL 150: enrollment 8, response 8  
 BIOL 151 (3 sections): enrollment 48, response 48  
 BIOL 310: enrollment 5, response 5  
 BIOL 311: enrollment 7, response 7  
 CHEM 141: enrollment 30, response 27

Data Interpretation:

Critical Thinking

Critical Thinking Rubric Category	Capstone (4)	Milestone (3)	Milestone (2)	Benchmark (1)	Substandard (0)
Explanation of issues	310=40%	125=26% 310=60% 311=100%	125=58% 140=28% 151=17%	125=16% 140=72% 150= 100% 151=81%	151=2%



			141=7%	141=89%	141=4%
Evidence		310=100% 311=100%	125=63%  151=13%  141=7%	125=37% 140=100% 150= 88% 151=83%	150= 12% 151=4%
Influence of contexts and assumptions		310=100% 311=100%	125=79%  151=8%  141=26%	125=21% 140=100% 150=100% 151=81%  141=63%	151=11%   141=11%
Student position (perspective, thesis, hypothesis)	310=20%	310=80% 311=100%	125=52%  151=8%  141=11%	125=48% 140= 100% 150=100% 151=73%  141=81%	151=19%   141=7%
Conclusions and related outcomes		310=100% 311=100%	125=68%  151=8%  141=7%	125=32% 140=100% 150= 100% 151=75%  141=81%	151=17%   141=11%

### Written Communication

Written Communication Rubric Category	Capstone (4)	Milestone (3)	Milestone (2)	Benchmark (1)	Substandard (0)
Context of and purpose of writing		311=100%	125=70%  151=13%	125=20% 140=100% 150= 100% 151= 81%	125=5%  151= 6%
Content Development		311=100%	125=60%  151= 4%	125=35% 140=100% 150= 88% 151= 79%	125=5%  150= 12% 151= 17%

Genre and Disciplinary Connections			125=80% 151=4%	125=15% 140=100% 150= 100% 151= 85%	125=5% 151= 11%
		311=100%			
Sources and Evidence			125=55% 151=2%	125=40% 140=100% 150= 100% 151= 85%	125=5% 151=13%
		311=100%			
Control of Syntax and Mechanics			125=55% 151= 8%	125=40% 140=100% 150= 100% 151= 73%	125=5% 151= 19%
		311=100%			

#### Future Actions/ Program Improvement Plans.

- Create standardized assignments for each class that will be administered by any faculty member teaching the course
- First year core classes will use the same rubric for Biology majors and non-Biology majors. The rubrics will be categorized into two groups for assessment purposes: majors and non-majors. The non-majors could possibly be divided into further groups: students just needing science credits and those pursuing professional school.
- Develop a comprehensive final exam for each course. This will allow the program to assess knowledge and preparation for national, standardized exams for graduate programs.
- Program Chair will lead a rubric training session each semester for Biology department faculty.
- Due to the program director having completed one academic year at the end of the 2021-2022 academic year, this data will serve as a starting point for additional data collection in subsequent semesters
- Curriculum changes are necessary. Add a first semester cornerstone class and a last semester capstone course. The cornerstone class will allow the department to assess content knowledge and writing samples for the incoming majors. A capstone course will be offered to provide the department of an understanding of the knowledge gained in the progress of a degree, provide surveys and feedback of our graduates. Each course will have be administered the same exam to for collection purposes. The department will seek to have a 75% passing rate of the identical exam in the capstone course.
- Addition of 200 level courses to the Biology program curriculum starting with academic year 2022-2023. There have been submissions to the curriculum committee to change a few 300 level courses to 200 level courses.

### BIOLOGY ASSESSMENT REPORT: SPRING 2022

Section A: Introduction/Background

The following data is from a selection of classes from the Spring 2022 semester. The courses that are assessed are: BIOL 130-01 (Cells and Chromosomes), BIOL 135 (General Biology II Lab), BIOL 152 (Anatomy and Physiology II), BIOL 153 (AP 2 lab), BIOL 340 (Cellular and Molecular Biology) and BIOL 462 (Cancer Biology). The total number of sections assessed is 6. Note: There are no 200 level courses offered in the Biology program. At least one course from each level is assessed.

The Biology program is responsible for educating and offering classes to the following majors: Athletic Training, Exercise Science, Nursing, and Biology. In addition to offering first year introductory and foundational courses for the aforementioned majors, the goals for the Biology program is to provide the fundamental and advanced principles of life by providing a challenging and rewarding experience in the classroom and laboratory. In turn, the program seeks to prepare our students for advance study but also for careers upon graduation.

The Biology program went through a transition with the program director in the 2020-2021 academic year. The current program director assumed his role in Spring 2021. The Spring 2022 assessment report will assess program specific classes and core classes that are a continuation of classes offered in the fall 2021.

Section B: Student Learning Outcomes Assessed

Students, regardless of major, are expected to:

1. Demonstrate and understanding of fundamental principles of Biology. Students should know basic concepts, theories, facts in the biological sciences
1. Understand the scientific process by learning to apply appropriate experimental design, technology and statistical methods to scientific problems. Students should have the ability to present reasoned analyses and interpretations of results after critically evaluating scientific literature
1. Develop familiarity and utilization of a variety of laboratory techniques if applicable. Students should demonstrate safe and proper laboratory practices and draw valid conclusions from their analyses
1. Effectively communicate the findings of biological research and incorporate these findings into the existing body of knowledge in Biology. Students should demonstrate the ability to report their experiments in a written manner of the findings of their experiments

The Biology program uses the following standards related to the university's primary educational goals (PEGs)- critical thinking and effective written communication.

Critical Thinking: Data found in Section D is a faculty assessments of the students' comprehensive work in the following courses: BIOL 130, BIOL 135, BIOL 152, and BIOL 340

Effective Communication: Written Communication rubrics were used to assess student effectiveness as it relates to the Biology program goals. Students will effectively communicate analyses from experiments or other areas of work. The communication rubric was used as it pertains to the comprehensive work of students in the introductory courses: BIOL 135, BIOL 153, and BIOL 462. This data will be used for comparative purposes in subsequent assessment report years.

Section C: Assessment Method

The critical thinking and written communication assessments were based on each student's graded and ungraded assignments. Graded assignments contained the following: homework, quizzes, practical and exams. Ungraded assignments included responses to the instructor presented questions to the class over the course material and discussion/debates with other students regarding course material.

Critical Thinking: BIOL 130, BIOL 135, BIOL 152, and BIOL 340

Effective Communication: Written Communication rubrics were used to assess: BIOL 135, BIOL 153, and BIOL 462.

BIOL 130: enrollment 15, responses 15

BIOL 135: enrollment 23, responses 23

BIOL 152: enrollment 30, responses 30

BIOL 153 enrollment 24, responses 24

BIOL 340: enrollment 9, responses 9

BIOL 462: enrollment 5, responses 5

Data Interpretation:

Critical Thinking

Critical Thinking Rubric Category	Capstone (4)	Milestone (3)	Milestone (2)	Benchmark (1)	Substandard (0)
Explanation of issues		340=89%	130=27% 152=33% 340=11%	130=73% 135=100% 152= 63%	152=4%
Evidence		340=89%	130=27% 152=40% 340=11%	130=73% 135=83% 152= 60%	135=17%

Influence of contexts and assumptions		340=78%	130=20% 152=17% 340=22%	130=80% 135=83% 152=80%	135=17% 152=3%
Student position (perspective, thesis, hypothesis)		340=67%	130=27% 340=33%	130=73% 135= 100% 152=97%	152=3%
Conclusions and related outcomes		340=78%	130=27% 152=3% 340=22%	130=73% 135=100% 152= 94%	152=3%

### Written Communication

Written Communication Rubric Category	Capstone (4)	Milestone (3)	Milestone (2)	Benchmark (1)	Substandard (0)
Context of and purpose of writing	462=100%	311=100%	125=70%	125=20% 135=100% 153= 100%	125=5%
Content Development	462=80%	462=20%	125=60%	125=35% 135=83% 153= 96%	125=5% 135=17% 153= 4%
Genre and Disciplinary Connections	462=80%	462=20%	125=80% 153=4	125=15% 135=87% 153= 92%	125=5% 135=13% 153=4%
Sources and Evidence	462=100%		125=55% 153=17%	125=40% 135=96% 153= 83%	125=5% 135=4%

Control of Syntax and Mechanics			125=55%	125=40% 135=100% 153= 100%	125=5%
	462=80%	462=20%			

#### Future Actions/ Program Improvement Plans.

- Create standardized assignments for each class that will be administered by any faculty member teaching the course
- Seek to group students in introductory classes based upon major. For example, in Fall 2022, there is an Anatomy and Physiology section specifically for nursing major and another section for other majors, notably exercise science and athletic training. For students in other majors such as Psychology or English, a basic Biology course will be offered for them.
- Develop a comprehensive final exam for each course. This will allow the program to assess knowledge and preparation for national, standardized exams for graduate programs.
- Program Chair will lead a rubric training session each semester for Biology department faculty.
- Program chair will create master syllabi for each Biology course with the program objectives and student objectives for Biology faculty. Each faculty teaching in Biology will be required to utilize the master syllabi for each course taught.
- Curriculum changes have been approved with the curriculum committee. Beginning with the academic year 2022-2023, some new courses have been approved at the 200 level and a course revision from the 300 to the 200 level will be implemented.
- Continue to recruit applicants for the Biology Program Advisory Board
- The Biology program will foster a relationship with professional schools first and foremost in the state of West Virginia, and the region. The program will ask professional schools to send recruiters to campus at least once for the academic year so that students are aware of different options.
- Work in conjunction with other departments on specific projects. Continue to work with Criminal Justice for Research Day and then establish connections with other departments.
- Have all Biology students participate in one service project each academic year. Also mandate that students either conduct a research project or have students participate in some capacity for the university's research day.
- Incorporate oral communication and ethical reasoning rubrics with some value added rubrics into the courses within the program.
- Develop a master plan for classes four years in advance for when the course will be offered.
- Continue to strive to make sure that Biology courses seek to pass 75% of the students with a 75% or better.
- Each of the courses analyzed in this report met the requirement listed in 13.

- Mock interviews for upper-level Biology students in preparation for professional school and career interviews

## BUSINESS ADMINISTRATION ASSESSMENT REPORT: FALL 2021

### Section A: Introduction/Background

Program: Business Administration

Semester/Academic Year: Fall/2021

Course Numbers: BUSN 410, 355, 212

Number of sections assessed: 3

Program Goal: Effectively assess our student learning outcomes and the courses associated with them.

### Section B: Student Learning Outcomes Assessed

- Demonstrate working knowledge of the basic concepts and principles that apply to the functional and operational areas of business
- Demonstrate the value of personal and professional effective communication
- Develop an appreciation of ethical implications involved in performing managerial functions
- Critically analyze, think logically, and apply analytical methods and skills for business problems
- Develop the capacity to work harmoniously and effectively with others

### Section C: Assessment Method






#### **How did you measure each of the learning outcomes associated with your course?**

The learning outcomes were measured on a 1-4 scale (Substandard, Benchmark, Milestone, and Capstone) using the assessment methods in the course using multiple PEGS (ethical reasoning, critical thinking, oral communications, and teamwork).

**List the measures (e.g., course material, assignments, tests, etc.) you used to assess the student learnings.**

The assessment methods were discussion questions, assignments, case studies, and a final group case activity.

Data Interpretation (Teamwork):

Details				
No	Row	Average	Levels Of Achievement	Distribution
1	Contributes to Team Meetings	0.75	<ul style="list-style-type: none"> <li>■ 12 (42.9%) Capstone</li> <li>■ 10 (35.7%) Milestones</li> <li>■ 0 (0%) Milestones</li> <li>■ 6 (21.4%) Benchmark</li> </ul>	
2	Facilitates the Contributions of Team Members	0.75	<ul style="list-style-type: none"> <li>■ 12 (42.9%) Capstone</li> <li>■ 10 (35.7%) Milestones</li> <li>■ 0 (0%) Milestones</li> <li>■ 6 (21.4%) Benchmark</li> </ul>	
3	Individual Contributions Outside of Team Meetings	0.75	<ul style="list-style-type: none"> <li>■ 12 (42.9%) Capstone</li> <li>■ 10 (35.7%) Milestones</li> <li>■ 0 (0%) Milestones</li> <li>■ 6 (21.4%) Benchmark</li> </ul>	
4	Fosters Constructive Team Climate	0.75	<ul style="list-style-type: none"> <li>■ 12 (42.9%) Capstone</li> <li>■ 10 (35.7%) Milestones</li> <li>■ 0 (0%) Milestones</li> <li>■ 6 (21.4%) Benchmark</li> </ul>	
5	Responds to Conflict	0.75	<ul style="list-style-type: none"> <li>■ 12 (42.9%) Capstone</li> <li>■ 10 (35.7%) Milestones</li> <li>■ 0 (0%) Milestones</li> <li>■ 6 (21.4%) Benchmark</li> </ul>	
























## Data Interpretation (Oral Communication):

Details				
No	Row	Average	Levels Of Achievement	Distribution
1	Organization	0.46	<ul style="list-style-type: none"> <li>0 (0%) Capstone - 4</li> <li>6 (24%) Milestone - 3</li> <li>12 (48%) Milestone - 2</li> <li>4 (16%) Benchmark - 1</li> <li>3 (12%) Substandard - 0</li> </ul>	
2	Language	0.46	<ul style="list-style-type: none"> <li>0 (0%) Capstone - 4</li> <li>6 (24%) Milestone - 3</li> <li>12 (48%) Milestone - 2</li> <li>4 (16%) Benchmark - 1</li> <li>3 (12%) Substandard - 0</li> </ul>	
3	Delivery	0.46	<ul style="list-style-type: none"> <li>0 (0%) Capstone - 4</li> <li>6 (24%) Milestone - 3</li> <li>12 (48%) Milestone - 2</li> <li>4 (16%) Benchmark - 1</li> <li>3 (12%) Substandard - 0</li> </ul>	
4	Supporting Material	0.43	<ul style="list-style-type: none"> <li>0 (0%) Capstone - 4</li> <li>3 (12%) Milestone - 3</li> <li>15 (60%) Milestone - 2</li> <li>4 (16%) Benchmark - 1</li> <li>3 (12%) Substandard - 0</li> </ul>	
5	Central Message	0.46	<ul style="list-style-type: none"> <li>0 (0%) Capstone - 4</li> <li>6 (24%) Milestone - 3</li> <li>12 (48%) Milestone - 2</li> <li>4 (16%) Benchmark - 1</li> <li>3 (12%) Substandard - 0</li> </ul>	

## Data Interpretation (Ethical Reasoning):

BUSN 410:

No	Row	Average	Levels Of Achievement
1	Ethical Self-Awareness	0.58	<ul style="list-style-type: none"> <li>3 (9.7%) Capstone - 4</li> <li>7 (22.6%) Milestone - 3</li> <li>18 (58.1%) Milestone - 2</li> <li>3 (9.7%) Milestone - 1</li> </ul>

			<p>Benchmark - 1   0 (0%)  Substandard - 0</p>
2	Understanding Different Ethical Perspectives/Concepts	0.56	<p> 3 (9.7%)  Capstone - 4   4 (12.9%)  Milestone - 3   21 (67.7%)  Milestone - 2   3 (9.7%)  Benchmark - 1   0 (0%)  Substandard - 0</p>
3	Ethical Issue Recognition	0.73	<p> 3 (9.7%)  Capstone - 4   22 (71%)  Milestone - 3   6 (19.4%)  Milestone - 2   0 (0%)  Benchmark - 1   0 (0%)  Substandard - 0</p>
4	Application of Ethical Perspectives/Concepts	0.58	<p> 3 (9.7%)  Capstone - 4   7 (22.6%)  Milestone - 3   18 (58.1%)  Milestone - 2   3 (9.7%)  Benchmark - 1   0 (0%)  Substandard - 0</p>
5	Evaluation of Different Ethical Perspectives/Concepts	0.58	<p> 3 (9.7%)  Capstone - 4   7 (22.6%)  Milestone - 3   18 (58.1%)  Milestone - 2   3 (9.7%)  Benchmark - 1   0 (0%)  Substandard - 0</p>

## BUSN 355:













No	Row	Average	Levels Of Achievement
1	Ethical Self-Awareness	0.5	<ul style="list-style-type: none"> <li>■ 0 (0%) Capstone - 4</li> <li>■ 10 (32.3%) Milestone - 3</li> <li>■ 11 (35.5%) Milestone - 2</li> <li>■ 10 (32.3%) Benchmark - 1</li> <li>■ 0 (0%) Substandard - 0</li> </ul>
2	Understanding Different Ethical Perspectives/Concepts	0.47	<ul style="list-style-type: none"> <li>■ 0 (0%) Capstone - 4</li> <li>■ 10 (32.3%) Milestone - 3</li> <li>■ 7 (22.6%) Milestone - 2</li> <li>■ 14 (45.2%) Benchmark - 1</li> <li>■ 0 (0%) Substandard - 0</li> </ul>
3	Ethical Issue Recognition	0.53	<ul style="list-style-type: none"> <li>■ 0 (0%) Capstone - 4</li> <li>■ 14 (45.2%) Milestone - 3</li> <li>■ 7 (22.6%) Milestone - 2</li> <li>■ 10 (32.3%) Benchmark - 1</li> <li>■ 0 (0%) Substandard - 0</li> </ul>
4	Application of Ethical Perspectives/Concepts	0.47	<ul style="list-style-type: none"> <li>■ 0 (0%) Capstone - 4</li> <li>■ 10 (32.3%) Milestone - 3</li> <li>■ 7 (22.6%) Milestone - 2</li> <li>■ 14 (45.2%) Benchmark - 1</li> </ul>

			<ul style="list-style-type: none"> <li>■ 0 (0%) Substandard - 0</li> </ul>
5	Evaluation of Different Ethical Perspectives/Concepts	0.44	<ul style="list-style-type: none"> <li>■ 0 (0%) Capstone - 4</li> <li>■ 7 (22.6%) Milestone - 3</li> <li>■ 10 (32.3%) Milestone - 2</li> <li>■ 14 (45.2%) Benchmark - 1</li> <li>■ 0 (0%) Substandard - 0</li> </ul>

Data Interpretation (Critical Thinking):








BUSN 355

No	Row	Average	Levels Of Achievement
1	Explanation of issues	0.56	<ul style="list-style-type: none"> <li>■ 0 (0%) Capstone - 4</li> <li>■ 17 (54.8%) Milestone - 3</li> <li>■ 4 (12.9%) Milestone - 2</li> <li>■ 10 (32.3%) Benchmark - 1</li> <li>■ 0 (0%) Substandard - 0</li> </ul>
2	Evidence	0.51	<ul style="list-style-type: none"> <li>■ 0 (0%) Capstone - 4</li> <li>■ 11 (35.5%) Milestone - 3</li> <li>■ 10 (32.3%) Milestone - 2</li> <li>■ 10 (32.3%) Benchmark - 1</li> <li>■ 0 (0%) Substandard - 0</li> </ul>
3	Influence of context and assumptions	0.48	<ul style="list-style-type: none"> <li>■ 0 (0%) Capstone - 4</li> <li>■ 7 (22.6%) Milestone - 3</li> <li>■ 14 (45.2%) Milestone - 2</li> </ul>

			Milestone - 2  10 (32.3%) Benchmark - 1  0 (0%) Substandard - 0
4	Student's position (perspective, thesis/hypothesis)	0.48	 0 (0%) Capstone - 4  7 (22.6%) Milestone - 3  14 (45.2%) Milestone - 2  10 (32.3%) Benchmark - 1  0 (0%) Substandard - 0
5	Conclusions and related outcomes (implications and consequences)	0.48	 0 (0%) Capstone - 4  7 (22.6%) Milestone - 3  14 (45.2%) Milestone - 2  10 (32.3%) Benchmark - 1  0 (0%) Substandard - 0

[Text Wrapping Break]

BUSN 212

No	Row	Average	Levels Of Achievement
1	Explanation of issues	0.5	 0 (0%) Capstone - 4  0 (0%) Milestone - 3  4 (100%) Milestone - 2  0 (0%) Benchmark - 1  0 (0%) Substandard - 0
2	Evidence	0.5	 0 (0%) Capstone - 4  0 (0%) Milestone - 3

			<p>■ 4 (100%) Milestone - 2 ■ 0 (0%) Benchmark - 1 ■ 0 (0%) Substandard - 0</p>
3	Influence of context and assumptions	0.5	<p>■ 0 (0%) Capstone - 4 ■ 0 (0%) Milestone - 3 ■ 4 (100%) Milestone - 2 ■ 0 (0%) Benchmark - 1 ■ 0 (0%) Substandard - 0</p>
4	Student's position (perspective, thesis/hypothesis)	0.5	<p>■ 0 (0%) Capstone - 4 ■ 0 (0%) Milestone - 3 ■ 4 (100%) Milestone - 2 ■ 0 (0%) Benchmark - 1 ■ 0 (0%) Substandard - 0</p>
5	Conclusions and related outcomes (implications and consequences)	0.5	<p>■ 0 (0%) Capstone - 4 ■ 0 (0%) Milestone - 3 ■ 4 (100%) Milestone - 2 ■ 0 (0%) Benchmark - 1 ■ 0 (0%) Substandard - 0</p>

### What is the greatest strength of the program?

The greatest strength of the program is teaching students how to work in teams and present ideas to their classmates. We have very dedicated and qualified full-time staff.

### What criteria were achieved?

For Teamwork, one achieved item was that there were multiple assessment tools used in this course. This course was also taught by a full-time, doctoral qualified professor.

For oral communication, one achieved item was that there were multiple assessment tools used in this course. This course was also taught by a full-time, doctoral qualified professor.

For ethical reasoning, one achieved item for both BUSN 410 and 355 was that there were multiple assessment tools used in this course. Both of these courses were also taught by a full-time, doctoral qualified professor.

For critical thinking, BUSN 355 achieved the criteria of having a full-time, doctoral qualified professor teaching the course. BUSN 212 had a doctoral qualified professor teaching the course.

### **Any comparisons with the previous term's results? Are students improving?**

For teamwork, there were no comparisons to the previous term.

For Oral communication, the scores were worse for Fall 2021. This is due to a higher level of difficulty in the course and evaluations.

For ethical reasoning, the students had worse scores in Fall 2021 than in Spring 2021. This is in part due to a more rigorous evaluation and increased assessment methods in the two courses.

For Critical thinking, the students had worse scores in Fall 2021 than in Spring 2021. This is in part due to a more rigorous evaluation and increased assessment methods in the two courses.

#### Section E: Future Actions/Program Improvement Plan

### **What steps/actions need to be implemented for the program improvement?**

The program needs to have new program learning outcomes created (done in Spring 2022). Each class needs to have its own assessment method rather than just using PEGs. These rubrics were created in Spring 2022 and put into place in Spring 2022. There has been much turnover in the department and many classes are taught by adjuncts. There needs to be more consistency across the department.

**Are those actions program-related or curriculum related?** Mostly program, but both.

### **What areas in the student learning need to be improved?**

Teamwork was the highest scoring evaluation section. We would like to see more students transition from 3's to 4's especially in the BUSN 410 capstone course. The alarming statistic is that some students are still scoring 1's in this capstone course.

Student learning in the areas all of the oral communication areas need to be improved. Since BUSN 410 is the business capstone course, scores should be 3's and 4's on the evaluations.

The scores in the BUSN 355 were better than the scores in BUSN 410. We need to improve on having better scores in BUSN 410 because this is the capstone business course. Students should be able to apply all of their knowledge in this course and score 3's and 4's in the evaluation. In BUSN 355, we need to strive to have more students having scores of 3's rather than 2's

BUSN 212 needs to have all the students evaluated rather than just 4 students.

**What changes need to make to refine the assessment process?** We have created new rubrics for all classes across the whole program.

**Date of implementation:** AY 2021-2022

## BUSINESS ADMINISTRATION ASSESSMENT REPORT: SPRING 2022

### Section A: Introduction/Background

Program: Business Administration

Semester/Academic Year: Spring 2022

Course Numbers: All Business courses

Number of sections assessed: multiple

Program Goal: Effectively assess our student learning outcomes and the courses associated with them.

### Section B: Student Learning Outcomes Assessed

- Demonstrate working knowledge of the basic concepts and principles that apply to the functional and operational areas of business
- Demonstrate the value of personal and professional effective communication
- Develop an appreciation of ethical implications involved in performing managerial functions
- Critically analyze, think logically, and apply analytical methods and skills for business problems
- Develop the capacity to work harmoniously and effectively with others



## Section C: Assessment Method

**How did you measure each of the learning outcomes associated with your course?**

The learning outcomes were measured on a 0-5 scale (Excellent, Above Average, Good, Adequate, Poor, Unsatisfactory) using the assessment methods in the course using the General Business Rubric.

**List the measures (e.g., course material, assignments, tests, etc.) you used to assess the student learnings.**

The assessment methods varied but included: discussion questions, problems, assignments, case studies, in class activities, and a final group projects and presentations.

Data Interpretation:

Details				
No	Row	Average	Levels Of Achievement	Distribution
1	Demonstrate working knowledge of the basic concepts and principles that apply to the functional and operational areas of business	0.64	<ul style="list-style-type: none"> <li>■ 79 (24.5%) Excellent</li> <li>■ 71 (22%) Above Average</li> <li>■ 71 (22%) Good</li> <li>■ 58 (18%) Adequate</li> <li>■ 23 (7.1%) Poor</li> <li>■ 21 (6.5%) Unsatisfactory</li> </ul>	
2	Demonstrate the value of personal and professional effective communication	0.63	<ul style="list-style-type: none"> <li>■ 78 (24.1%) Excellent</li> <li>■ 73 (22.6%) Above Average</li> <li>■ 68 (21.1%) Good</li> <li>■ 53 (16.4%) Adequate</li> <li>■ 28 (8.7%) Poor</li> <li>■ 23 (7.1%) Unsatisfactory</li> </ul>	
3	Critically analyze, think logically, and apply analytical methods and skills for business problems	0.64	<ul style="list-style-type: none"> <li>■ 81 (25.1%) Excellent</li> <li>■ 71 (22%) Above Average</li> </ul>	

			<ul style="list-style-type: none"> <li>61 (18.9%) Good</li> <li>65 (20.1%) Adequate</li> <li>24 (7.4%) Poor</li> <li>21 (6.5%) Unsatisfactory</li> </ul>	
4	Develop the capacity to work harmoniously and effectively with others	0.64	<ul style="list-style-type: none"> <li>78 (24.3%) Excellent</li> <li>78 (24.3%) Above Average</li> <li>66 (20.6%) Good</li> <li>49 (15.3%) Adequate</li> <li>28 (8.7%) Poor</li> <li>22 (6.9%) Unsatisfactory</li> </ul>	

**What is the greatest strength of the program?**

The greatest strength of the program is teaching students how to relate our classes to real-world experiences. They are able to apply what they learn in the classroom to outside experiences. We have very dedicated and qualified full-time staff.

**What criteria were achieved?**

Because so many classes are assessed, a variety of assessment tools are used in the assessment process. We are able to assess every course taught, from 200 to 400 level courses, which gives us a wide variety of data to use for our courses.

**Any comparisons with the previous term’s results? Are students improving?**

This is the first time we have used the General Business Rubric, so we do not have data from a previous term

Section E: Future Actions/Program Improvement Plan

**What steps/actions need to be implemented for the program improvement?**

We created new rubrics that we implemented in Spring 2022. We will continue to collect data on these rubrics going forward. There has been change in staff (retirement) in the department and many classes are taught by adjuncts. We need more full-time faculty members. There needs to be more consistency across the department.

**Are those actions program-related or curriculum related?** Mostly program, but both if we are able to add more full-time faculty members.

**What areas in the student learning need to be improved?**

Many students are coming in with little business knowledge (or Math, etc). We have seen declining grades overall as the semesters/years pass. Overall, the scores were slightly above average for all courses. These scores are more than likely inflated because of the large number of adjuncts we have on staff. The scoring is more than likely not consistent because of a lack of training for adjuncts.

**What changes need to make to refine the assessment process?** More training should be done for adjuncts so that scoring is more consistent across the board.

**Date of implementation.** Fall 2022

## CRIMINAL JUSTICE ASSESSMENT REPORT: FALL 2021

### Section A: Introduction/Background

#### **A. Introduction/Background**

The following data is from a selection of criminal justice courses offered in the Fall 2021 semester. The courses assessed were CRJU-121 (Introduction to Criminal Justice), CRJU-212 (Criminal Law and Procedure), CRJU-215 (Law Enforcement), and CRJU-410 (Ethical and Philosophical Issues). The information that follows is related to the criminal justice program standards as they related to the university's Primary Educational Goals (PEGs)- critical thinking, ethical reasoning, and effective communication.

### Section B: Student Learning Outcomes Assessed

#### **B. Student Learning Outcomes Assessed**

Critical Thinking: The following tables contain data on faculty assessments of students' work in CRJU121 and CRJ212. CRJU121 a lower-level major requirement that is sometimes taken as an elective by other majors.

Ethical Reasoning: The ethical reasoning value added rubric was used to assess ethical reasoning as it relates to the criminal justice department program goals. The program goal "analyze and evaluate contemporary issues in the criminal justice field that profoundly impact American society" relates to many courses in the major but is of high importance at the 400-level as students are looking towards their next steps in terms of graduate education and careers.

Oral Communication and Written Communication: The oral communication value added rubric and the written communication value added rubric were used to assess students' effectiveness in

communication as it relates to the criminal justice department program goals. The standards “explain the operations of the criminal justice system” and “explain the theoretical underpinnings of crime, victimization, and punishment” were used in relation to summative performance in CRJU215 and CRJU410.

Section C: Assessment Method

### C. Assessment Method

For critical thinking, ethical reasoning, oral communication and written communication, a global, summative assessment was used with regard to their progress in the assessed courses.

Section D: Results/Findings

### D. Results/Findings

CRJU121: enrollment 27; responses 26

CRJU212: enrollment 8; responses 6

CRJU215: enrollment 9; responses 8

CRJU410: enrollment 8; response 8

#### Critical Thinking

Rubric Category	Capstone (4)	Milestone (3)	Milestone (2)	Benchmark (1)	Substandard (0)
Explanation of issues			121=80.76%	121=19.23% 212=100%	
Evidence			121=80.76% 212=100%	121=19.23%	
Influence of contexts and assumptions			121=80.76% 212=100%	121=19.23%	
Student position (perspective, thesis, hypothesis)			121=80.76% 212=100%	121=19.23%	
Conclusions and related outcomes			121=80.76%	121=19.23% 212=100%	

#### Ethical Reasoning

Ethical Reasoning Rubric Category	Capstone (4)	Milestone (3)	Benchmark
Ethical Self-Awareness	410=50%	410=37.50%	410=12.50%
Understanding Different Ethical Perspectives/Concepts	410=62.50%	410=37.50%	
Ethical Issue Recognition	410=62.50%	410=25%	410=12.50%
Application of Ethical Perspectives/Concepts	410=50%	410=37.50%	410=12.50%
Evaluation of Different Ethical Perspectives/Concepts	410=62.50%	410=37.50%	

### Oral Communication

Oral Communication Rubric Category	Capstone	Milestone	Benchmark
Organization	410=37.50%	410=50%	410=12.50%
Language	410=50%	410=50%	
Delivery	410=62.50%	410=25%	410=12.50%
Supporting Material	410=37.50%	410=50%	410=12.50%
Central Message	410=50%	410=50%	

### Written Communication

Written Communication Rubric Category	Capstone (4)	Milestone (3)	Benchmark (1)
Context of and purpose of writing		215=87.50%	215=12.50%
Content Development		215=87.50%	215=12.50%
Genre and Disciplinary Connections		215=87.50%	215=12.50%
Sources and Evidence		215=87.50%	215=12.50%
Control of Syntax and Mechanics		215=87.50%	215=12.50%

### Explanation of Findings

This data provides a comparison of courses offered at the 100, 200, and 400 level in the criminal justice major during Fall 2021.

### **E. Future Actions/Program Improvement Plan**

1. To ensure adjunct faculty are scoring students comparably, the department lead can provide a rubric training session.

2. Core classes will be offered in-person to assure student proficiency and accurately record student progression. Online classes will offer live video sessions with Instructor.
3. A Criminal Justice Club was initiated by the students which will permit guest speakers and possible field trips

## CRIMINAL JUSTICE ASSESSMENT REPORT: SPRING 2022

### Section A: Introduction/Background

#### **A. Introduction/Background**

The following data is from a selection of criminal justice courses offered in the Spring 2022 semester. The courses assessed were CRJU-120-01 and CRJU-120-80(Survey of Criminology), CRJU-333-01 (Organized Crime), and CRJU-484 (Capstone; Issues in Criminal Justice). The information that follows is related to the criminal justice program standards as they related to the university's Primary Educational Goals (PEGs)- critical thinking, ethical reasoning, and effective communication.

### Section B: Student Learning Outcomes Assessed

#### **B. Student Learning Outcomes Assessed**

Critical Thinking: The following tables contain data on faculty assessments of students' work in CRJU-120 and CRJU-120-80.

Ethical Reasoning: The ethical reasoning value added rubric was used to assess ethical reasoning as it relates to the criminal justice department program goals. The program goal "analyze and evaluate contemporary issues in the criminal justice field that profoundly impact American society" relates to many courses in the major but is of high importance at the 400-level as students are looking towards their next steps in terms of graduate education and careers.

Oral Communication and Written Communication: The oral communication value added rubric and the written communication value added rubric were used to assess students' effectiveness in communication as it relates to the criminal justice department program goals.

### Section C: Assessment Method

#### **C. Assessment Method**

For critical thinking, ethical reasoning, oral communication and written communication, a global, summative assessment was used with regard to their progress in the assessed courses.

### Section D: Results/Findings

#### **D. Results/Findings**

CRJU-120-01: enrollment 21; responses 18

CRJU-120-80: enrollment 15; responses 15

CRJU-333-01: enrollment 18; responses 17

CRJU-484-01: enrollment 11; response 11

### Critical Thinking

Rubric Category	Capstone (4)	Milestone (3)	Milestone (2)	Benchmark(1)	Substandard (0)
Explanation of issues		120-01= 11% 120-80= 67%	120-01= 89% 120-80= 33%		
Evidence		120-01= 22% 120-80= 33%	120-01= 67% 120-80= 67%	120-01= 11%	
Influence of contexts and assumptions		120-01= 17% 120-80= 47%	120-01= 72% 120-80= 53%	120-01= 11%	
Student position (perspective, thesis, hypothesis)		120-01= 11% 120-80= 47%	120-01= 78% 120-80= 53%	120-01= 11%	
Conclusions and related outcomes		120-01= 22% 120-80= 53%	120-01= 72% 120-80= 47%	120-01= 6%	

### Ethical Reasoning

Ethical Reasoning Rubric Category	Capstone (4)	Milestone(3)	Milestone(2)	Benchmark (1)	Substandard (0)
Ethical Self-Awareness	484= 91%	484=9%			
Understanding Different Ethical Perspectives/ Concepts	484= 82%	484=18%			
Ethical Issue Recognition	484= 91%	484=9%			

Application of Ethical Perspectives/ Concepts	484=91%	484=9%			
Evaluation of Different Ethical Perspectives/ Concepts	484=100%				

#### Oral Communication

Oral Communication Rubric Category	Capstone(4)	Milestone(3)	Milestone(2)	Benchmark(1)	Substandard(0)
Organization	333=12%	333=35%	333=53%		
Language	333=6%	333=53%	333=41%		
Delivery		333=41%	333=58%	333=1%	
Supporting Material		333=53%	333=42%	333=5%	
Central Message	333=12%	333=53%	333=35%		

#### Written Communication

Written Communication Rubric Category	Capstone(4)	Milestone(3)	Milestone(2)	Benchmark(1)	Substandard(0)
Context and Purpose of Writing	333=6%	120-80=53% 333=47%	120-80=47% 333=47%		
Content Development		120-80=33% 333=47%	120-80=67% 333=53%		
Genre and Disciplinary Connections		333=41%	333=59%		
Sources and Evidence		120-80=27% 333=29%	120-80=73% 333=71%		
Control of Syntax and Mechanics	333=6%	120-80=60% 333=53%	120-80=40% 333=41%		

#### Explanation of Findings

This data provides a comparison of courses offered at the 100, 300, and 400 level in the criminal justice major during Spring 2022.



Section E: Future Actions/Program Improvement Plan

### E. Future Actions/Program Improvement Plan

1. Provide students with more group activities involving applying class material in the Intro to CJ and Survey of Criminology classes. The activities will involve discussing current events tied to the class lectures.
2. Provide students with more specific career options, such as the new Certificate programs in Juvenile Justice, Justice Administration, and Chemical Dependency.
3. Include guest speakers to provide real life experiences in the CJ field, such as University alumni employed with the Wheeling PD and the Ohio State Highway patrol.
4. Encourage students to take the new Forensic Biology class that is geared toward CJ students. This class will provide students with the knowledge to collect crime scene materials such as blood and hair samples.
5. Nurture the relationship with University alumni employed with the Wheeling PD and Ohio State Highway patrol, with that relationship leading to Internships with those agencies.
6. Ensure Career Day becomes an annual event by working with the Career Services department and other department chairs.
7. Add student participation in Research Day as a class assignment in conjunction with the Biology Department.
8. Contact other law enforcement and social service agencies to establish a relationship with them for internships and guest speakers.

## EDUCATION ASSESSMENT REPORT: FALL 2021

Section A: Introduction/Background

Program: Education Program Undergraduate

Semester/Academic Year: Fall 2021

Course Numbers:

EDUC 210 Educational Technology	EDUC 231 Schools & Communities -Class and Field	EDUC 232 Classroom & Teacher Roles -Class and Field	EDUC 320The Special Education Process	EDUC 333CExce ptionalitie s & Diversity-	EDUC 334 Reading In Content Areas- Class and	EDUC 473WVTP A/Action Research (while	EDUC 475 Seminar (while student teaching)	EDUC 481 Student Teaching & Seminar
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Number of sections assessed: 18

Program Goal: Standard 1 – Curriculum and Planning; Standard 2 – The Learner and the Learning Environment; Standard 3 – Teaching; Standard 4 – Professional Responsibilities for Self-Renewal; and Standard 5 – Professional Responsibilities for School and Community

Section B: Student Learning Outcomes Assessed

### Standard 1 – Curriculum and Planning

The teacher displays deep and extensive knowledge of the core content and designs instructional experiences that move beyond a focus on basic competency in the subject to include, as appropriate, the integration of 21st century interdisciplinary themes of global awareness; economic, business and entrepreneurial literacy; civic literacy and health literacy. Knowledge of content is absolutely necessary for good teaching, and it must be combined with an understanding of the complex and sophisticated relationships within the content and made relevant to the learner. The teacher designs instruction that is aligned with the West Virginia Content Standards and Objectives and uses a standards-based approach to instruction supported by a variety of instructional resources that may include textbooks. Information media and technology tools are frequently incorporated into lesson design and teaching strategies are supported by a variety of technologies that promote self-directed learning, problem solving and collaboration. A balanced instructional assessment program is designed to assist students to achieve mastery of the content and depth of knowledge of the West Virginia Content Standards and Objectives. The teacher uses his/her knowledge of content, process and development of 21st century learning skills to move beyond being a provider of knowledge to being a facilitator of learning. Experiences are created to advance student learning through processes such as critical thinking, collaboration and problem solving that encourage creativity, innovation and self-direction.

### **Standard 2 – The Learner and the Learning Environment**

The teacher demonstrates knowledge of the underlying principles of how students develop and learn, and creates an environment that supports the learning of all students. The teacher sets high expectations based on a conceptual understanding of what is developmentally appropriate for all students. The teacher establishes a learner-centered culture that allows all students to be successful while respecting their differences in learning styles, as well as socio-economic, cultural and developmental characteristics. Respect for diversity is apparent in the design of the learning environment — the activities and tasks, the materials and student groupings — to ensure student learning. The learning environment is characterized by effective classroom procedures, appropriate use of technology and efficient management of behaviors and physical space. Students' misconceptions are addressed in lesson design to ensure that appropriate next steps in learning are taken. Students are encouraged to collaborate and to assume responsibility for their positive interaction in the learning environment.

### **Standard 3 – Teaching**

The teacher displays a deep knowledge of content that, when combined with the knowledge of teaching, the knowledge of the learner and the learning environment, enables the development of instructional experiences that create and support the best possible opportunities for students to learn. The instructional delivery methods and tools are appropriate for the type of learning target, and the teacher facilitates a challenging and active learning environment and encourages students to make decisions regarding their own learning. The teacher selects questioning, discussion, pacing and grouping techniques that engage all students and elicit clear evidence of their learning.

### **Standard 4 – Professional Responsibilities for Self-Renewal**

The teacher persistently and critically examines his/her practice through a continuous cycle of self-improvement focused on how he/she teaches and works in a global, digital society. The

teacher is responsible for engaging in professional, collaborative self-renewal in which colleagues, as critical friends, examine each other's practice in order to adjust instruction and practice based on analysis of a variety of data. Participation in this form of professional dialogue enables the teacher to discover better practice, to be supported by colleagues and to contribute significantly to the learning of others as a member of a collaborative team. The teacher who contributes to the teaching profession through the implementation of practices that improve teaching and learning demonstrates characteristics of informal teacher leadership.

### **Standard 5 – Professional Responsibilities for School and Community**

The teacher's primary responsibility is to create and support a learning environment that allows students to achieve at high levels; however, every teacher also has a responsibility to improve the school in which they work. The teacher uses the strategic plan as a guide to help sustain the mission and continuous improvement of the school and thereby contributes to shaping a cohesive, learner-centered culture. Through a commitment to group accountability, the teacher helps develop and maintain student support, management and assessment systems that enable learning to take place. A teacher's professional responsibilities also include working collaboratively with colleagues, parents, guardians and adults significant to students on activities that connect school, families and the larger community. The teacher demonstrates leadership by contributing to positive changes in policy and practice that affect student learning and by modeling ethical behavior.

#### Section C: Assessment Method

### **How did you measure each of the learning outcomes associated with your courses?**

#### **ASSESSMENT 1: PRAXIS I, PRAXIS II, PLT**

The Praxis ® tests measure the academic skills and subject-specific content knowledge needed for teaching. The Praxis tests are taken by individuals entering the teaching profession as part of the certification process required by many states and professional licensing organizations. Candidates are assessed on Math, Reading, and Writing.

Principles of Learning and Teaching (PLT) and Content Area Praxis Tests The PLT and content area tests are used to show the completers knowledge of pedagogy and their chosen content area. The ETS website states, "VSA initiative has recognized the reliability and validity of the ETS Proficiency Profile by selecting it as one of three approved instruments for measuring student learning outcomes."

#### **ASSESSMENT 2: GPA**

The students' GPA in Professional Education and content knowledge courses is reviewed to assess their compliance with Quality Principle 1.

#### **ASSESSMENT 3: LESSON-PLAN**

This instrument is based on the WVPTS Standard 1. The areas of evaluation are 1) Grade Level 2) Learning Standards 3) Lesson Objectives 4) Materials 5) Interest Builder/Motivation 6) Procedures 7) Closure 8) Evaluation of Students' Learning 9) Assignment(s) if included in the lesson 10) Modifications for Special Needs Students. Each area will be scored from 1-3. A score of 1 is defined as "Miss Expectations" a score of 2 is defined as "Meets Expectations" and a score of 3 is defined as "Exceeds Expectations."

PED 232 C/F is designed to teach the components of lesson planning and successful completion of the course at a B level or above constitutes meeting that standard.

#### **ASSESSMENT 4: SUMMATIVE STUDENT TEACHING NUMERICAL**

This instrument is based on the WVPTS. The areas of evaluation are: 1) Curriculum and Planning 2) The Learner and The learning Environment 3) Teaching 4) Professional Responsibilities for Self-Renewal 5) Professional Responsibilities for School and Community. Each area is broken down into subsections which are scored on a scale of 1-3. A score of 1 is defined as "Unacceptable" a score of 2 is defined as "Below Entry Level" a score of 3 is defined as "Entry level" and a score of 4 is defined as "Above Entry Level." A criterion measurement passing score for the Student Teacher-Summative Performance Evaluation will be a total score of 3.0 based on a 4.0 scale. The 3.0 level of scoring is based on the criterion of the student performance being at Entry level. The Entry Level is defined as "Most of the observable/measurable behaviors for the area of evaluation are witnessed in that the student teacher has repeatedly exhibited such behaviors. The candidate must be at Entry Level to show learning and the ability to apply it in appropriate ways.

Content validity is established in that it is composed of the elements listed above. Reliability is shown by the Cronbach Alpha of the scores from the Summative Performance Evaluation. Rating of instructors must be with 80% agreement on the 5 elements of evaluation or there will be a recalibration exercise performed to ascertain the reasons for variance and a re-centering of the scoring process.

#### **ASSESSMENT 5: WVTPA**

West Virginia's nineteen institutions of higher education with teacher education programs have a long history of collaboration through the West Virginia Higher Education Policy Commission's (WVHEPC) Teacher Education Advisory Council (TEAC). The WV TEAC also collaborates with the WVHEPC, the West Virginia Department of Education (WVDE), and other stakeholders on a regular basis. WV TEAC convenes at least twice a year and communicates frequently through a common listserv to provide the membership with updates in education from the state and national level and provide opportunities for sharing and networking.

#### **ASSESSMENT 6: MOCK INTERVIEW/PORTFOLIO**

There are two parts to the mock interview assessment. Candidates complete a portfolio based on the WVPTS they are to bring the completed portfolio to the Mock Interview. The Rubric for the Mock Interview includes a section that covers the portfolio.

## Portfolio

This instrument is based on the WVPTS. The areas of evaluation are: 1) Curriculum and Planning 2) The Learner and The learning Environment 3) Teaching 4) Professional Responsibilities for Self-Renewal 5) Professional Responsibilities for School and Community 6) Presentation of Portfolio. A criterion measurement passing score for the Portfolio Assessment Instrument will be a total score of 92 based on a 132-point assessment level range. That total score is defined as capable on a four-point scale ranging from “Does Not Support” to “Exceptionally Supports.” The candidate must obtain the minimum score from both the raters. The Portfolio Assessment Instrument is keyed to the WVPTS. Because this is a clinical program, any student who does not meet that criterion will not be recommended for licensure and graduation until that criterion is met.

### **ASSESSMENT 7: DISPOSITION**

Dispositions are scored on the observations of the following to explain the evidence that was used to assess the disposition: Comments in class, individual conference, journal entries, observed while teaching, presentations in class, and/or written assignments. The disposition is administered at the beginning, middle, and end of the program.

### **ASSESSMENT 8: UNIT PLAN**

The Unit Plan is a compilation of the following:

- A. A complete series of Lesson Plans using the Wheeling University format.
- B. Use of technology as required by students to complete mastery of West Virginia College and Career-Readiness Standards.
- C. Development of quizzes, rubrics, and assessment methods.
- D. Development of a measurement tool to evaluate student mastery of West Virginia College and Career-Readiness Standards.
- E. Demonstration of accommodations for diverse learners and those with learning disabilities and other exceptionalities.

List the measures (e.g., course material, assignments, tests, etc.) you used to assess the student learnings.

Portfolio, Lesson Plan, Unit Plan, Phil of Ed Paper, Student Interview, Disposition, Exams, Classroom Management Plan, Reflection Papers, Quizzes, Discussion Boards, IEP assignment, Topic presentation, Mock IEP meeting, Bulletin board, WVTPA, Journals, Mission Statement, Mock Interview, Resume.

Data Interpretation:

Assessment 1:

**Praxis I, II, & PLT Completer Scores Data Chart**

Academic Years	Number of Students	Qualifying Score	Mean	National Median	Range EPP	% of Candidates Passing
<b>Core Academic Skills (sub-test listed below)</b>						
<b>Reading (# 5713)</b>						
Fall 2021	N = 5	156	175	172	162-192	100 %
<b>Writing (# 5723)</b>						
Fall 2021	N = 5	162		164	166-180	100 %
<b>Math (# 5733)</b>						
Fall 2021	N = 5	150	154	154	110-168	83 %
<b>Elementary Education (sub-tests listed below)</b>						
<b>Reading / Language Arts (# 5002)</b>						
Fall 2021	N = 4	157	168	169	157-186	100%
<b>Mathematics (# 5003)</b>						
Fall 2021	N = 4	157	186	170	175-195	100 %
<b>Social Studies (# 5004)</b>						
Fall 2021	N = 4	155	162	163	157-172	100 %
<b>Teaching Reading: Ele. Ed (#5202)</b>						
Fall 2021	N = 4	162	164		159-168	100%
<b>Academic Years</b>						
<b>Science (#5005)</b>						
Fall 2021	N = 4	159	165	167	157-178	67 %
<b>Special ED: Mild to Mod (#5543)</b>						
Fall 2021	N = 1	153	165		165	100%
<b>Principles of Learning and Teaching (sub-tests listed below)</b>						
<b>PTL K-6 (# 5622)</b>						
Fall 2021	N = 1	160	179	176	169-185	100 %
<b>PTL 7-12 (# 5624)</b>						
Fall 2021	N = 0	157		175		
<b>Secondary Education (sub-tests listed below)</b>						
<b>English Language Arts (# 5038)</b>						
Fall 2021	N = 0	167		178		
<b>General Science (# 5435)</b>						
Fall 2021	N = 0	153		164		
<b>Mathematics 5-Adult (# 5161)</b>						
Fall 2021	N = 0	160		155		
<b>Academic Years</b>						
<b>Social Studies 5-Adult (# 5081)</b>						
Fall 2021	N = 0	148		166		

Assessment 2:

# West Virginia Teacher Performance Assessment (WVTPA)












WVTPA Rubric

2021-11-29 - 2021-11-29











Courses Included							
Learning Activity	Course	Instructors	Enrollment	Evaluations	Percent	# Pass	% Pass
WVTPA Rubric	2021FA WV Teacher Perf. Assessment (2021FA-EDUC-473-80)	Vargo, Dianna; Dolan, Margaret; Hutchins, MaryLu; Theaker, Sherri	5	4	80	4	100


Summary Statistics		
Scored Evaluations4	# Pass4	Mean Score17.5
Rows27	% Pass100	Median Score17.25
Possible Item Scores108	Highest Score18	Std Dev0.4
Actual Item Scores108	Lowest Score17	KR(20) / Cronbach Alpha-0.99

Details				
No	Row	Average	Levels Of Achievement	Distribution
1	1.1 family/community	0.75	<ul style="list-style-type: none"> <li>■ 1 (25%) distinguished</li> <li>■ 2 (50%) accomplished</li> <li>■ 1 (25%) emerging</li> <li>■ 0 (0%) unsatisfactory</li> </ul>	
2	1.2 classroom	0.69	<ul style="list-style-type: none"> <li>■ 0 (0%) distinguished</li> <li>■ 3 (75%) accomplished</li> <li>■ 1 (25%) emerging</li> <li>■ 0 (0%) unsatisfactory</li> </ul>	
3	1.3 students	0.69	<ul style="list-style-type: none"> <li>■ 1 (25%) distinguished</li> <li>■ 1 (25%) accomplished</li> <li>■ 2 (50%) emerging</li> <li>■ 0 (0%) unsatisfactory</li> </ul>	
4	2.1 aligned CSOs & objectives	0.69	<ul style="list-style-type: none"> <li>■ 0 (0%) distinguished</li> <li>■ 3 (75%) accomplished</li> <li>■ 1 (25%) emerging</li> <li>■ 0 (0%) unsatisfactory</li> </ul>	
5	2.2 learning goals	0.69	<ul style="list-style-type: none"> <li>■ 0 (0%) distinguished</li> <li>■ 3 (75%) accomplished</li> <li>■ 1 (25%) emerging</li> <li>■ 0 (0%) unsatisfactory</li> </ul>	

6	2.3 anticipated challenges	0.63	<ul style="list-style-type: none"> <li>0 (0%) distinguished</li> <li>2 (50%) accomplished</li> <li>2 (50%) emerging</li> <li>0 (0%) unsatisfactory</li> </ul>	
7	3.1 assessment & goal align	0.63	<ul style="list-style-type: none"> <li>0 (0%) distinguished</li> <li>2 (50%) accomplished</li> <li>2 (50%) emerging</li> <li>0 (0%) unsatisfactory</li> </ul>	
8	3.2 assessment criteria	0.63	<ul style="list-style-type: none"> <li>0 (0%) distinguished</li> <li>2 (50%) accomplished</li> <li>2 (50%) emerging</li> <li>0 (0%) unsatisfactory</li> </ul>	
9	3.3 balance & mult. assess.	0.56	<ul style="list-style-type: none"> <li>0 (0%) distinguished</li> <li>1 (25%) accomplished</li> <li>3 (75%) emerging</li> <li>0 (0%) unsatisfactory</li> </ul>	
10	4.1 planning factors	0.63	<ul style="list-style-type: none"> <li>0 (0%) distinguished</li> <li>2 (50%) accomplished</li> <li>2 (50%) emerging</li> <li>0 (0%) unsatisfactory</li> </ul>	
11	4.2 consultation	0.75	<ul style="list-style-type: none"> <li>0 (0%) distinguished</li> <li>4 (100%) accomplished</li> <li>0 (0%) emerging</li> <li>0 (0%) unsatisfactory</li> </ul>	
12	4.3 instruct. strategies	0.56	<ul style="list-style-type: none"> <li>0 (0%) distinguished</li> <li>1 (25%) accomplished</li> <li>3 (75%) emerging</li> <li>0 (0%) unsatisfactory</li> </ul>	
13	4.4 rationale for strategies	0.56	<ul style="list-style-type: none"> <li>0 (0%) distinguished</li> <li>1 (25%) accomplished</li> <li>3 (75%) emerging</li> <li>0 (0%) unsatisfactory</li> </ul>	
14	4.5 resources	0.63	<ul style="list-style-type: none"> <li>0 (0%) distinguished</li> <li>2 (50%) accomplished</li> <li>2 (50%) emerging</li> <li>0 (0%) unsatisfactory</li> </ul>	
15	4.6 differentiation	0.56	<ul style="list-style-type: none"> <li>0 (0%) distinguished</li> <li>1 (25%) accomplished</li> <li>3 (75%) emerging</li> <li>0 (0%) unsatisfactory</li> </ul>	
16	5.1 room and materials	0.75	<ul style="list-style-type: none"> <li>0 (0%) distinguished</li> <li>4 (100%) accomplished</li> </ul>	



			<ul style="list-style-type: none"> <li>■ 0 (0%) emerging</li> <li>■ 0 (0%) unsatisfactory</li> </ul>	
17	5.2 behavior management	0.75	<ul style="list-style-type: none"> <li>■ 0 (0%) distinguished</li> <li>■ 4 (100%) accomplished</li> <li>■ 0 (0%) emerging</li> <li>■ 0 (0%) unsatisfactory</li> </ul>	
18	5.3 flexibility	0.56	<ul style="list-style-type: none"> <li>■ 0 (0%) distinguished</li> <li>■ 1 (25%) accomplished</li> <li>■ 3 (75%) emerging</li> <li>■ 0 (0%) unsatisfactory</li> </ul>	
19	5.4 questioning strategies	0.75	<ul style="list-style-type: none"> <li>■ 0 (0%) distinguished</li> <li>■ 4 (100%) accomplished</li> <li>■ 0 (0%) emerging</li> <li>■ 0 (0%) unsatisfactory</li> </ul>	
20	5.5 student management	0.75	<ul style="list-style-type: none"> <li>■ 0 (0%) distinguished</li> <li>■ 4 (100%) accomplished</li> <li>■ 0 (0%) emerging</li> <li>■ 0 (0%) unsatisfactory</li> </ul>	
21	6.1 clarity & representation	0.56	<ul style="list-style-type: none"> <li>■ 0 (0%) distinguished</li> <li>■ 1 (25%) accomplished</li> <li>■ 3 (75%) emerging</li> <li>■ 0 (0%) unsatisfactory</li> </ul>	
22	6.2 interpretation	0.5	<ul style="list-style-type: none"> <li>■ 0 (0%) distinguished</li> <li>■ 0 (0%) accomplished</li> <li>■ 4 (100%) emerging</li> <li>■ 0 (0%) unsatisfactory</li> </ul>	
23	6.3 evidence	0.56	<ul style="list-style-type: none"> <li>■ 0 (0%) distinguished</li> <li>■ 1 (25%) accomplished</li> <li>■ 3 (75%) emerging</li> <li>■ 0 (0%) unsatisfactory</li> </ul>	
24	7.1 insights	0.75	<ul style="list-style-type: none"> <li>■ 0 (0%) distinguished</li> <li>■ 4 (100%) accomplished</li> <li>■ 0 (0%) emerging</li> <li>■ 0 (0%) unsatisfactory</li> </ul>	
25	7.2 collaborative practice	0.69	<ul style="list-style-type: none"> <li>■ 0 (0%) distinguished</li> <li>■ 3 (75%) accomplished</li> <li>■ 1 (25%) emerging</li> <li>■ 0 (0%) unsatisfactory</li> </ul>	
26	7.3 future implications	0.56	<ul style="list-style-type: none"> <li>■ 0 (0%) distinguished</li> <li>■ 1 (25%) accomplished</li> <li>■ 3 (75%) emerging</li> <li>■ 0 (0%) unsatisfactory</li> </ul>	

27	7.4 professional growth	0.69	<ul style="list-style-type: none"> <li><span style="color: red;">■</span> 0 (0%) distinguished</li> <li><span style="color: orange;">■</span> 3 (75%) accomplished</li> <li><span style="color: yellow;">■</span> 1 (25%) emerging</li> <li><span style="color: red;">■</span> 0 (0%) unsatisfactory</li> </ul>	
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Assessment 3

## 2021-2022 AAQEP Assessment 3: Lesson Plan

2021-09-30 - 2021-12-13

Courses Included							
Learning Activity	Course	Instructors	Enrollment	Evaluations	Percent	# Pass	% Pass
Lesson Plan	2021FA Classroom & Teacher Roles (2021FA- EDUC-232- 80)	Ritz, Bonnie; Theaker, Sherri	9	7	77.78	7	100
10. Revised Multi-Day Lesson Plan	2021FA EDUC 310- 311-312 (2021FA- EDUC-310- 80)	Knorr, Elizabeth; Theaker, Sherri	6	5	83.33	5	100
11. Assessment Lesson Plan	2021FA EDUC 310- 311-312 (2021FA- EDUC-310- 80)	Knorr, Elizabeth; Theaker, Sherri	6	4	66.67	4	100
9. Multi-Day Lesson Plans	2021FA EDUC 310- 311-312 (2021FA- EDUC-310- 80)	Knorr, Elizabeth; Theaker, Sherri	6	2	33.33	2	100
lesson plan 1	2021FA Except. & Diversity Pract. (2021FA- EDUC-333F- 80)	Theaker, Sherri	5	4	80	4	100

Lesson plan 2	2021FA Except. & Diversity Pract. (2021FA- EDUC-333F- 80)	Theaker, Sherri	5	4	80	3	75
Lesson Plan 3	2021FA Except. & Diversity Pract. (2021FA- EDUC-333F- 80)	Theaker, Sherri	5	4	80	4	100
Lesson Plan 4	2021FA Except. & Diversity Pract. (2021FA- EDUC-333F- 80)	Theaker, Sherri	5	4	80	4	100





### Summary Statistics

Scored Evaluations34	# Pass33	Mean Score9.58
Rows11	% Pass97.06	Median Score9.75
Possible Item Scores374	Highest Score11	Std Dev1.08
Actual Item Scores374	Lowest Score6.5	KR(20) / Cronbach Alpha0.72

### Details

No	Row	Average	Levels Of Achievement	Distribution
1	Grade Level Content Knowledge: The teacher demonstrates a deep and extensive knowledge of the subject matter.	0.92	<ul style="list-style-type: none"> <li>■ 23 (67.6%) Distinguished</li> <li>■ 11 (32.4%) Accomplished</li> <li>■ 0 (0%) Emerging</li> <li>■ 0 (0%) Unsatisfactory</li> </ul>	
2	CURRICULUM AND PLANNING: The teacher designs standards-driven instruction using state-approved curricula.	0.85	<ul style="list-style-type: none"> <li>■ 23 (67.6%) Distinguished</li> <li>■ 3 (8.8%) Accomplished</li> <li>■ 6 (17.6%) Emerging</li> </ul>	

			Emerging ■ 2 (5.9%) Unsatisfactory	
3	Lesson Objectives	0.7	■ 11 (32.4%) Distinguished ■ 6 (17.6%) Accomplished ■ 16 (47.1%) Emerging ■ 1 (2.9%) Unsatisfactory	
4	Materials	0.95	■ 28 (82.4%) Distinguished ■ 5 (14.7%) Accomplished ■ 1 (2.9%) Emerging ■ 0 (0%) Unsatisfactory	
5	Interest builder Motivation	0.9	■ 26 (76.5%) Distinguished ■ 4 (11.8%) Accomplished ■ 2 (5.9%) Emerging ■ 2 (5.9%) Unsatisfactory	
6	Procedures: Designing coherent instruction	0.91	■ 25 (73.5%) Distinguished ■ 6 (17.6%) Accomplished ■ 3 (8.8%) Emerging ■ 0 (0%) Unsatisfactory	
7	Assessment of Student Learning: The teacher uses a balanced assessment approach to guide student learning.	0.79	■ 13 (38.2%) Distinguished ■ 14 (41.2%) Accomplished ■ 7 (20.6%) Emerging ■ 0 (0%) Unsatisfactory	


8	Technology Integration	0.97	<ul style="list-style-type: none"> <li>■ 31 (91.2%) Distinguished</li> <li>■ 2 (5.9%) Accomplished</li> <li>■ 1 (2.9%) Emerging</li> <li>■ 0 (0%) Unsatisfactory</li> </ul>	
9	Demonstrating knowledge of students individual needs: The teacher understands and responds to the unique characteristics of learners and plans for accommodations and modifications for students with special needs.	0.82	<ul style="list-style-type: none"> <li>■ 18 (52.9%) Distinguished</li> <li>■ 7 (20.6%) Accomplished</li> <li>■ 9 (26.5%) Emerging</li> <li>■ 0 (0%) Unsatisfactory</li> </ul>	
10	Global Awareness: teachers embrace diversity in the school community and in the world. Teachers demonstrate their knowledge of the history of diverse cultures and their role in shaping global issues. They actively select materials and develop lessons that counteract stereotypes and incorporate histories and contributions of all cultures. Teachers recognize the influence of race, ethnicity, gender, religion, and other aspects of culture on a student's development and personality. Teachers strive to understand how a student's culture and background may influence his or her school performance. Teachers consider and incorporate different points of view in their instruction.	0.95	<ul style="list-style-type: none"> <li>■ 31 (91.2%) Distinguished</li> <li>■ 1 (2.9%) Accomplished</li> <li>■ 0 (0%) Emerging</li> <li>■ 2 (5.9%) Unsatisfactory</li> </ul>	
11	Closure	0.83	<ul style="list-style-type: none"> <li>■ 22 (64.7%) Distinguished</li> <li>■ 5 (14.7%) Accomplished</li> <li>■ 3 (8.8%) Emerging</li> <li>■ 4 (11.8%) Unsatisfactory</li> </ul>	






## 2021-2022 AAQEP Assessment 4: Summative Student Teaching Numerical

2022-03-28 - 2022-03-28

Courses Included							
Learning Activity	Course	Instructors	Enrollment	Evaluations	Percent	# Pass	% Pass
Ist. Placement Summative Numerical Student Teaching Rubric	2021FA Student Teaching (2021FA-EDUC-481-01)	Dolan, Margaret; Theaker, Sherri	5	4	80	4	100
Ist. Placement Summative Numerical Student Teaching Rubric COOP	2021FA Student Teaching (2021FA-EDUC-481-01)	Dolan, Margaret; Theaker, Sherri	5	5	100	5	100
2nd Placement Summative Numerical Coop	2021FA Student Teaching (2021FA-EDUC-481-01)	Dolan, Margaret; Theaker, Sherri	5	4	80	4	100
2nd Placement Summative Numerical Supervisor	2021FA Student Teaching (2021FA-EDUC-481-01)	Dolan, Margaret; Theaker, Sherri	5	5	100	5	100






Summary Statistics		
Scored Evaluations18	# Pass18	Mean Score18.57
Rows19	% Pass100	Median Score19
Possible Item Scores342	Highest Score19	Std Dev0.67
Actual Item Scores342	Lowest Score16.5	KR(20) / Cronbach Alpha0.84

Details				
No	Row	Average	Levels Of Achievement	Distribution
1	Curriculum Content: Content/College and Career Ready StandardsInTASC 7WVPTS 1	1	<div style="display: flex; align-items: center;"> <span style="color: red; font-weight: bold;">■</span> 18 (100%) Distinguished             <span style="color: orange; font-weight: bold;">■</span> 0 (0%)         </div>	

			<p>Accomplished  <span style="color: yellow;">■</span> 0 (0%)</p> <p>Emerging  <span style="color: red;">■</span> 0 (0%)</p> <p>Unsatisfactory</p>	
2	Curriculum Content:21st Century StandardsInTASC 8WVPTS 1	1	<p><span style="color: red;">■</span> 18 (100%)</p> <p>Distinguished  <span style="color: orange;">■</span> 0 (0%)</p> <p>Accomplished  <span style="color: yellow;">■</span> 0 (0%)</p> <p>Emerging  <span style="color: red;">■</span> 0 (0%)</p> <p>Unsatisfactory</p>	
3	Curriculum Content:Technology StandardsInTASC 8WVPTS 1	0.99	<p><span style="color: red;">■</span> 17 (94.4%)</p> <p>Distinguished  <span style="color: orange;">■</span> 1 (5.6%)</p> <p>Accomplished  <span style="color: yellow;">■</span> 0 (0%)</p> <p>Emerging  <span style="color: red;">■</span> 0 (0%)</p> <p>Unsatisfactory</p>	
4	Curriculum Content:Accuracy of ContentInTASC 4, 5WVPTS 1, 34D	0.99	<p><span style="color: red;">■</span> 17 (94.4%)</p> <p>Distinguished  <span style="color: orange;">■</span> 1 (5.6%)</p> <p>Accomplished  <span style="color: yellow;">■</span> 0 (0%)</p> <p>Emerging  <span style="color: red;">■</span> 0 (0%)</p> <p>Unsatisfactory</p>	
5	Assessment:Formative AssessmentsInTASC 6WVPTS 1,34E	0.94	<p><span style="color: red;">■</span> 14 (77.8%)</p> <p>Distinguished  <span style="color: orange;">■</span> 4 (22.2%)</p> <p>Accomplished  <span style="color: yellow;">■</span> 0 (0%)</p> <p>Emerging  <span style="color: red;">■</span> 0 (0%)</p> <p>Unsatisfactory</p>	
6	Assessment:Summative AssessmentsInTASC 6WVPTS 1,34F	0.94	<p><span style="color: red;">■</span> 14 (77.8%)</p> <p>Distinguished  <span style="color: orange;">■</span> 4 (22.2%)</p> <p>Accomplished  <span style="color: yellow;">■</span> 0 (0%)</p> <p>Emerging</p>	

			<ul style="list-style-type: none"> <li>■ 0 (0%)</li> <li>Unsatisfactory</li> </ul>	
7	Assessment:Use of Assessment InTASC 6WVPTS 1,34G	0.94	<ul style="list-style-type: none"> <li>■ 14 (77.8%)</li> <li>Distinguished</li> <li>■ 4 (22.2%)</li> <li>Accomplished</li> <li>■ 0 (0%)</li> <li>Emerging</li> <li>■ 0 (0%)</li> <li>Unsatisfactory</li> </ul>	
8	Design of Instruction:Designing InstructionInTASC 7WVPTS 14H	0.99	<ul style="list-style-type: none"> <li>■ 17 (94.4%)</li> <li>Distinguished</li> <li>■ 1 (5.6%)</li> <li>Accomplished</li> <li>■ 0 (0%)</li> <li>Emerging</li> <li>■ 0 (0%)</li> <li>Unsatisfactory</li> </ul>	
9	Design of Instruction:Critical ThinkingInTASC 8WVPTS 34I	0.97	<ul style="list-style-type: none"> <li>■ 16 (88.9%)</li> <li>Distinguished</li> <li>■ 2 (11.1%)</li> <li>Accomplished</li> <li>■ 0 (0%)</li> <li>Emerging</li> <li>■ 0 (0%)</li> <li>Unsatisfactory</li> </ul>	
10	Design of Instruction:Technology IntegrationInTASC 8WVPTS 14J	0.97	<ul style="list-style-type: none"> <li>■ 16 (88.9%)</li> <li>Distinguished</li> <li>■ 2 (11.1%)</li> <li>Accomplished</li> <li>■ 0 (0%)</li> <li>Emerging</li> <li>■ 0 (0%)</li> <li>Unsatisfactory</li> </ul>	
11	Design of Instruction:Technology ToolsInTASC 8WVPTS 14KList technology tools that the candidate has utilized in the instructional process, in regard to assessment of and for student learning, and to communicate with student families regarding school activities and/or student progress.	0.99	<ul style="list-style-type: none"> <li>■ 17 (94.4%)</li> <li>Distinguished</li> <li>■ 1 (5.6%)</li> <li>Accomplished</li> <li>■ 0 (0%)</li> <li>Emerging</li> <li>■ 0 (0%)</li> <li>Unsatisfactory</li> </ul>	
12	The Learner:Developmentally Appropriate InTASC 3WVPTS 24L	0.99	<ul style="list-style-type: none"> <li>■ 17 (94.4%)</li> <li>Distinguished</li> </ul>	



			<ul style="list-style-type: none"> <li>■ 1 (5.6%) Accomplished</li> <li>■ 0 (0%) Emerging</li> <li>■ 0 (0%) Unsatisfactory</li> </ul>	
13	The Learner:Respect and Rapport InTASC 3WVPTS 24M	0.97	<ul style="list-style-type: none"> <li>■ 16 (88.9%) Distinguished</li> <li>■ 2 (11.1%) Accomplished</li> <li>■ 0 (0%) Emerging</li> <li>■ 0 (0%) Unsatisfactory</li> </ul>	
14	Learning Environment:Classroom ManagementInTASC 3WVPTS 24N	0.97	<ul style="list-style-type: none"> <li>■ 16 (88.9%) Distinguished</li> <li>■ 2 (11.1%) Accomplished</li> <li>■ 0 (0%) Emerging</li> <li>■ 0 (0%) Unsatisfactory</li> </ul>	
15	Learning Environment:Behavior Management InTASC 3WVPTS 24O	0.99	<ul style="list-style-type: none"> <li>■ 17 (94.4%) Distinguished</li> <li>■ 1 (5.6%) Accomplished</li> <li>■ 0 (0%) Emerging</li> <li>■ 0 (0%) Unsatisfactory</li> </ul>	
16	Learning Environment:Student EngagementInTASC 8WVPTS 34P	0.99	<ul style="list-style-type: none"> <li>■ 17 (94.4%) Distinguished</li> <li>■ 1 (5.6%) Accomplished</li> <li>■ 0 (0%) Emerging</li> <li>■ 0 (0%) Unsatisfactory</li> </ul>	
17	Continuous Improvement:4A. Professional LearningInTASC 9, 10WVPTS 44Q4A. Professional LearningInTASC 9, 10WVPTS 44QList activities that the candidate has completed during the student teaching placement that demonstrate desire for	0.99	<ul style="list-style-type: none"> <li>■ 17 (94.4%) Distinguished</li> <li>■ 1 (5.6%) Accomplished</li> <li>■ 0 (0%) Emerging</li> </ul>	

	continued learning in the teaching profession.		<ul style="list-style-type: none"> <li>■ 0 (0%) Unsatisfactory</li> </ul>	
18	Continuous Improvement:5B. School-wide activitiesInTASC 10WVPTS 54R List school-wide activities that the candidate has completed during the student teaching placement.	0.99	<ul style="list-style-type: none"> <li>■ 17 (94.4%) Distinguished</li> <li>■ 1 (5.6%) Accomplished</li> <li>■ 0 (0%) Emerging</li> <li>■ 0 (0%) Unsatisfactory</li> </ul>	
19	Continuous Improvement:5F. School, family, and communityInTASC 10WVPTS 54S List activities that the candidate has completed during the student teaching placement that include collaboration with families and communities of the school.	0.97	<ul style="list-style-type: none"> <li>■ 16 (88.9%) Distinguished</li> <li>■ 2 (11.1%) Accomplished</li> <li>■ 0 (0%) Emerging</li> <li>■ 0 (0%) Unsatisfactory</li> </ul>	

**Assessment 5:****2021-2022 AAQEP Assessment 5: Unit Plan**

Unit Plan







2021-12-05 - 2021-12-13

Courses Included							
Learning Activity	Course	Instructors	Enrollment	Evaluations	Percent	# Pass	% Pass
Unit Plan	2021FA EDUC 310-311-312 (2021FA-EDUC-310-80)	Knorr, Elizabeth; Theaker, Sherri	6	4	66.67	4	100


Summary Statistics		
Scored Evaluations4	# Pass4	Mean Score13.69
Rows18	% Pass100	Median Score12.75
Possible Item Scores72	Highest Score16	Std Dev1.51
Actual Item Scores72	Lowest Score12	KR(20) / Cronbach Alpha0.75

Details				
No	Row	Average	Levels Of Achievement	Distribution
1	Unit Plan Format (12 %)	0.81	<ul style="list-style-type: none"> <li>■ 2 (50%) Distinguished</li> </ul>	

			<p>■ 1 (25%) Accomplished</p> <p>■ 1 (25%) Emerging</p> <p>■ 0 (0%) Unsatisfactory</p>	
2	Unit Calendar and Logical Progression (18%)InTASC 7WVPTS 1	1	<p>■ 4 (100%) Distinguished</p> <p>■ 0 (0%) Accomplished</p> <p>■ 0 (0%) Emerging</p> <p>■ 0 (0%) Unsatisfactory</p>	
3	Big Ideas and Lesson Alignment (5%)InTASC 4, 7WVPTS 1	0.94	<p>■ 3 (75%) Distinguished</p> <p>■ 1 (25%) Accomplished</p> <p>■ 0 (0%) Emerging</p> <p>■ 0 (0%) Unsatisfactory</p>	
4	Technology Tools (5%)InTASC 8WVPTS 1	0.38	<p>■ 0 (0%) Distinguished</p> <p>■ 0 (0%) Accomplished</p> <p>■ 2 (50%) Emerging</p> <p>■ 2 (50%) Unsatisfactory</p>	
5	Learning SkillsInTASC 8WVPTS 1	0.31	<p>■ 0 (0%) Distinguished</p> <p>■ 0 (0%) Accomplished</p> <p>■ 1 (25%) Emerging</p> <p>■ 3 (75%) Unsatisfactory</p>	
6	Content Standards (10%)InTASC 4, 7WVPTS 1	0.81	<p>■ 3 (75%) Distinguished</p> <p>■ 0 (0%) Accomplished</p> <p>■ 0 (0%) Emerging</p>	

			<ul style="list-style-type: none"> <li>■ 1 (25%)</li> <li>Unsatisfactory</li> </ul>	
7	Essential Questions (4%) InTASC 8 WVPTS 1,3	0.75	<ul style="list-style-type: none"> <li>■ 0 (0%)</li> <li>Distinguished</li> <li>■ 4 (100%)</li> <li>Accomplished</li> <li>■ 0 (0%)</li> <li>Emerging</li> <li>■ 0 (0%)</li> <li>Unsatisfactory</li> </ul>	
8	Learning Objectives: Students Will Know (4%) InTASC 7 WVPTS 1,2	0.63	<ul style="list-style-type: none"> <li>■ 0 (0%)</li> <li>Distinguished</li> <li>■ 2 (50%)</li> <li>Accomplished</li> <li>■ 2 (50%)</li> <li>Emerging</li> <li>■ 0 (0%)</li> <li>Unsatisfactory</li> </ul>	
9	Learning Objectives: Students Will Understand (4%) InTASC 7 WVPTS 1, 2	0.63	<ul style="list-style-type: none"> <li>■ 0 (0%)</li> <li>Distinguished</li> <li>■ 2 (50%)</li> <li>Accomplished</li> <li>■ 2 (50%)</li> <li>Emerging</li> <li>■ 0 (0%)</li> <li>Unsatisfactory</li> </ul>	
10	Learning Objectives: Students Will Do (4%) InTASC 7 WVPTS 1, 2	0.56	<ul style="list-style-type: none"> <li>■ 0 (0%)</li> <li>Distinguished</li> <li>■ 1 (25%)</li> <li>Accomplished</li> <li>■ 3 (75%)</li> <li>Emerging</li> <li>■ 0 (0%)</li> <li>Unsatisfactory</li> </ul>	
11	Research-Based Instructional Strategies (4%) InTASC 8 WVPTS 1,3	0.75	<ul style="list-style-type: none"> <li>■ 2 (50%)</li> <li>Distinguished</li> <li>■ 0 (0%)</li> <li>Accomplished</li> <li>■ 2 (50%)</li> <li>Emerging</li> <li>■ 0 (0%)</li> <li>Unsatisfactory</li> </ul>	
12	Materials/Resources/Websites (3%) InTASC 4, 7 WVPTS 1, 3	0.75	<ul style="list-style-type: none"> <li>■ 2 (50%)</li> <li>Distinguished</li> </ul>	

			<ul style="list-style-type: none"> <li>■ 0 (0%) Accomplished</li> <li>■ 2 (50%) Emerging</li> <li>■ 0 (0%) Unsatisfactory</li> </ul>	
13	Formative AssessmentsInTASC 6WVPTS 1,3	0.81	<ul style="list-style-type: none"> <li>■ 3 (75%) Distinguished</li> <li>■ 0 (0%) Accomplished</li> <li>■ 0 (0%) Emerging</li> <li>■ 1 (25%) Unsatisfactory</li> </ul>	
14	Summative AssessmentsInTASC 6WVPTS 1,3	1	<ul style="list-style-type: none"> <li>■ 4 (100%) Distinguished</li> <li>■ 0 (0%) Accomplished</li> <li>■ 0 (0%) Emerging</li> <li>■ 0 (0%) Unsatisfactory</li> </ul>	
15	RubricsInTASC 6WVPTS 1,3	0.75	<ul style="list-style-type: none"> <li>■ 2 (50%) Distinguished</li> <li>■ 1 (25%) Accomplished</li> <li>■ 0 (0%) Emerging</li> <li>■ 1 (25%) Unsatisfactory</li> </ul>	
16	Lesson Plans and Teaching Process (10%)InTASC 7, 8WVPTS 1, 3	0.81	<ul style="list-style-type: none"> <li>■ 3 (75%) Distinguished</li> <li>■ 0 (0%) Accomplished</li> <li>■ 0 (0%) Emerging</li> <li>■ 1 (25%) Unsatisfactory</li> </ul>	
17	Spelling/Grammar (8%)	1	<ul style="list-style-type: none"> <li>■ 4 (100%) Distinguished</li> <li>■ 0 (0%) Accomplished</li> <li>■ 0 (0%) Emerging</li> </ul>	

			<ul style="list-style-type: none"> <li>■ 0 (0%) Unsatisfactory</li> </ul>	
18	On-time (6%)	1	<ul style="list-style-type: none"> <li>■ 4 (100%) Distinguished</li> <li>■ 0 (0%) Accomplished</li> <li>■ 0 (0%) Emerging</li> <li>■ 0 (0%) Unsatisfactory</li> </ul>	


Assessment 6:




## 2021-2022 AAQEP Assessment 6: Mock Interview/Portfolio Rubric





Professional Portfolio  
2021-12-12 - 2021-12-13

Courses Included							
Learning Activity	Course	Instructors	Enrollment	Evaluations	Percent	# Pass	% Pass
Professional Portfolio	2021FA Schools and Communities (2021FA-EDUC-231-01)	Theaker, Sherri	16	12	75	12	100




Summary Statistics					
Scored Evaluations	12	# Pass	12	Mean Score	33.92
Rows	35	% Pass	100	Median Score	33.75
Possible Item Scores	420	Highest Score	35	Std Dev	0.85
Actual Item Scores	420	Lowest Score	32.5	KR(20) / Cronbach Alpha	0.66





Details				
No	Row	Average	Levels Of Achievement	Distribution
1	1A: Core Content: Core Content --The teacher candidate has a deep knowledge of the content and its inter-relatedness within and across the disciplines and can move beyond basic content competency to assure student mastery of skills necessary for success in life and work.	1	<ul style="list-style-type: none"> <li>■ 12 (100%) Distinguished : 90-100% of the time.</li> <li>■ 0 (0%) Accomplished: 80-89% of the</li> </ul>	




			<p>time</p> <p>■ 0 (0%)</p> <p>Emerging: 70-79% of the time</p> <p>■ 0 (0%)</p> <p>Unsatisfactory</p>	
2	<p>1B: Pedagogy: The teacher candidate has a deep knowledge of the art and science of teaching in his/her specific content and can facilitate experiences that advance creativity, innovation, and problem-solving.</p>	1	<p>■ 12 (100%)</p> <p>Distinguished : 90-100% of the time.</p> <p>■ 0 (0%)</p> <p>Accomplished: 80-89% of the time</p> <p>■ 0 (0%)</p> <p>Emerging: 70-79% of the time</p> <p>■ 0 (0%)</p> <p>Unsatisfactory</p>	
3	<p>1C: Setting Goals and Objectives for Learning: The teacher candidate uses a standards-based approach to instruction aligned with the state and local curriculum and sets instructional goals and objectives that describe what students will learn.</p>	1	<p>■ 12 (100%)</p> <p>Distinguished : 90-100% of the time.</p> <p>■ 0 (0%)</p> <p>Accomplished: 80-89% of the time</p> <p>■ 0 (0%)</p> <p>Emerging: 70-79% of the time</p> <p>■ 0 (0%)</p> <p>Unsatisfactory</p>	
4	<p>1D: Designing Instruction: The teacher candidate designs instruction that engages students in meaningful instructional activities that support the WV Content Standards and Objectives and that result in intentional student learning.</p>	1	<p>■ 12 (100%)</p> <p>Distinguished : 90-100% of the time.</p> <p>■ 0 (0%)</p> <p>Accomplished: 80-89% of the time</p> <p>■ 0 (0%)</p> <p>Emerging: 70-79% of the time</p> <p>■ 0 (0%)</p> <p>Unsatisfactory</p>	





5	1E: Student Assessments: The teacher candidate uses a balanced approach to assure both assessment of learning and assessment for learning to provide both teacher and students information to guide future learning.	1	<p>■ 12 (100%) Distinguished : 90-100% of the time. ■ 0 (0%) Accomplished: 80-89% of the time ■ 0 (0%) Emerging: 70- 79% of the time ■ 0 (0%) Unsatisfactory</p>	
6	2A: Understanding Intellectual/Cognitive, Social, and Emotional Development: The teacher candidate's understanding of the unique characteristics of the learner is evidenced in the design of learning activities which are developmentally appropriate and differentiated to engage all students in the learning process.	1	<p>■ 12 (100%) Distinguished : 90-100% of the time. ■ 0 (0%) Accomplished: 80-89% of the time ■ 0 (0%) Emerging: 70- 79% of the time ■ 0 (0%) Unsatisfactory</p>	
7	2B: Creating an Environment of Respect and Rapport: The teacher candidate shows respect for students by having high expectations, providing management frameworks that clearly define roles and procedures, using respectful language, communicating interest in students as individuals and encouraging student collaboration.	1	<p>■ 12 (100%) Distinguished : 90-100% of the time. ■ 0 (0%) Accomplished: 80-89% of the time ■ 0 (0%) Emerging: 70- 79% of the time ■ 0 (0%) Unsatisfactory</p>	
8	2C: Establishing a Culture for Learning: The teacher candidate establishes a culture in the learning environment that is focused on learning and that reflects the importance of the work undertaken by both students and the teacher.	1	<p>■ 12 (100%) Distinguished : 90-100% of the time. ■ 0 (0%) Accomplished:</p>	










			80-89% of the time ■ 0 (0%) Emerging: 70-79% of the time ■ 0 (0%) Unsatisfactory	
9	2D: Implementing Classroom Procedures: The teacher candidate assures that rules and procedures are in place for a smoothly functioning learning environment evidenced by the efficient use of time and resources.	1	■ 12 (100%) Distinguished : 90-100% of the time. ■ 0 (0%) Accomplished: 80-89% of the time ■ 0 (0%) Emerging: 70-79% of the time ■ 0 (0%) Unsatisfactory	
10	2E: Managing Student Behaviors: The teacher candidate collaborates with students to establish norms of behavior for the learning environment that assures a focus on learning.	1	■ 12 (100%) Distinguished : 90-100% of the time. ■ 0 (0%) Accomplished: 80-89% of the time ■ 0 (0%) Emerging: 70-79% of the time ■ 0 (0%) Unsatisfactory	
11	2F: Organizing the Learning Environment: The teacher candidate assures that the physical or virtual learning environment is safe, and that there is maximum flexibility in the use of physical space in a physical learning environment.	1	■ 12 (100%) Distinguished : 90-100% of the time. ■ 0 (0%) Accomplished: 80-89% of the time ■ 0 (0%) Emerging: 70-79% of the time	




			<p>■ 0 (0%) Unsatisfactory</p>	
12	3A: Importance of Content: The teacher candidate utilizes content knowledge to focus learning targets that create meaningful learning experiences for students.	1	<p>■ 12 (100%) Distinguished : 90-100% of the time. ■ 0 (0%) Accomplished: 80-89% of the time ■ 0 (0%) Emerging: 70- 79% of the time ■ 0 (0%) Unsatisfactory</p>	
13	3B: Communicating with Students: The teacher candidate creates and maintains a positive, supportive classroom climate and communicates with students in a variety of ways.	1	<p>■ 12 (100%) Distinguished : 90-100% of the time. ■ 0 (0%) Accomplished: 80-89% of the time ■ 0 (0%) Emerging: 70- 79% of the time ■ 0 (0%) Unsatisfactory</p>	
14	3C: Questioning and Discussion Techniques: The teacher candidate practices quality questioning techniques and engages students in discussion.	1	<p>■ 12 (100%) Distinguished : 90-100% of the time. ■ 0 (0%) Accomplished: 80-89% of the time ■ 0 (0%) Emerging: 70- 79% of the time ■ 0 (0%) Unsatisfactory</p>	
15	3D: Student Engagement: The teacher candidate delivers instruction to motivate and engage students in a deep understanding of the content.	1	<p>■ 12 (100%) Distinguished : 90-100% of the time.</p>	




			<p>0 (0%) Accomplished: 80-89% of the time</p> <p>0 (0%) Emerging: 70- 79% of the time</p> <p>0 (0%) Unsatisfactory</p>	
16	3E: Use of Assessments in Instruction -- The teacher candidate uses both classroom summative and formative assessment as a balanced approach to instructional decision making: Instruction	1	<p>12 (100%) Distinguished : 90-100% of the time.</p> <p>0 (0%) Accomplished: 80-89% of the time</p> <p>0 (0%) Emerging: 70- 79% of the time</p> <p>0 (0%) Unsatisfactory</p>	
17	3F: Flexibility and Responsiveness: The teacher candidate adjusts instruction based on the needs of the students and in response to “teachable moments.”	1	<p>12 (100%) Distinguished : 90-100% of the time.</p> <p>0 (0%) Accomplished: 80-89% of the time</p> <p>0 (0%) Emerging: 70- 79% of the time</p> <p>0 (0%) Unsatisfactory</p>	
18	4A: Professional Learning: The teacher candidate engages in professional learning to critically examine his/her professional practice and to engage in a continuous cycle of self-improvement focused on how to learn, teach and work in a global and digital society.	1	<p>12 (100%) Distinguished : 90-100% of the time.</p> <p>0 (0%) Accomplished: 80-89% of the time</p> <p>0 (0%) Emerging: 70-</p>	

			79% of the time ■ 0 (0%) Unsatisfactory	
19	4B: Professional Collaborative Practice: The teacher candidate is actively engaged in learning with colleagues in a way that models collaboration and collegiality to improve his/her practice, addressing questions and issues related to the school and student achievement.	1	■ 12 (100%) Distinguished : 90-100% of the time. ■ 0 (0%) Accomplished: 80-89% of the time ■ 0 (0%) Emerging: 70-79% of the time ■ 0 (0%) Unsatisfactory	
20	4C: Reflection on Practice: The teacher candidate engages in continuous, critical examination of his/her teaching practice and makes adjustments based on data.	1	■ 12 (100%) Distinguished : 90-100% of the time. ■ 0 (0%) Accomplished: 80-89% of the time ■ 0 (0%) Emerging: 70-79% of the time ■ 0 (0%) Unsatisfactory	
21	4D: Professional Contribution: The teacher candidate contributes to the effectiveness, vitality and self-renewal of the teaching profession through investigation of new ideas that improve teaching practices and learning for students.	1	■ 12 (100%) Distinguished : 90-100% of the time. ■ 0 (0%) Accomplished: 80-89% of the time ■ 0 (0%) Emerging: 70-79% of the time ■ 0 (0%) Unsatisfactory	
22	5A: School Mission: The teacher candidate works collaboratively with the principal and	1	■ 12 (100%) Distinguished : 90-100% of the	

	colleagues to develop and support the school mission.		<p>time.</p> <p>■ 0 (0%) Accomplished: 80-89% of the time</p> <p>■ 0 (0%) Emerging: 70- 79% of the time</p> <p>■ 0 (0%) Unsatisfactory</p>	
23	5B: School-wide Activities: The teacher candidate participates in the development and implementation of school-wide initiatives in curriculum, instruction, and assessment.	1	<p>■ 12 (100%) Distinguished : 90-100% of the time.</p> <p>■ 0 (0%) Accomplished: 80-89% of the time</p> <p>■ 0 (0%) Emerging: 70- 79% of the time</p> <p>■ 0 (0%) Unsatisfactory</p>	
24	5C: Learner-Centered Culture: The teacher candidate participates in activities and models behaviors that build and sustain a learner-centered culture.	1	<p>■ 12 (100%) Distinguished : 90-100% of the time.</p> <p>■ 0 (0%) Accomplished: 80-89% of the time</p> <p>■ 0 (0%) Emerging: 70- 79% of the time</p> <p>■ 0 (0%) Unsatisfactory</p>	
25	5D: Student Support Systems: The teacher candidate works collaboratively with the principal and colleagues to develop and sustain student support systems that enable learning.	1	<p>■ 12 (100%) Distinguished : 90-100% of the time.</p> <p>■ 0 (0%) Accomplished: 80-89% of the time</p> <p>■ 0 (0%)</p>	

			Emerging: 70-79% of the time ■ 0 (0%) Unsatisfactory	
26	5E: Student Management Systems: The teacher candidate works collaboratively with the school principal, colleagues and students to develop and sustain management systems that support and extend learning.	1	■ 12 (100%) Distinguished : 90-100% of the time. ■ 0 (0%) Accomplished: 80-89% of the time ■ 0 (0%) Emerging: 70-79% of the time ■ 0 (0%) Unsatisfactory	
27	5F: School, Family, and Community Connections: The teacher candidate works collaboratively with the principal, colleagues, parents, students and the community to develop and sustain school activities that make meaningful connections between the school and families and the community.	1	■ 12 (100%) Distinguished : 90-100% of the time. ■ 0 (0%) Accomplished: 80-89% of the time ■ 0 (0%) Emerging: 70-79% of the time ■ 0 (0%) Unsatisfactory	
28	5G: Strategic Planning/Continuous Improvement: The teacher candidate participates in the development and implementation of the school's strategic planning and continuous improvement process.	1	■ 12 (100%) Distinguished : 90-100% of the time. ■ 0 (0%) Accomplished: 80-89% of the time ■ 0 (0%) Emerging: 70-79% of the time ■ 0 (0%) Unsatisfactory	
29	5H: Teacher Leadership: The teacher candidate demonstrates leadership by	1	■ 12 (100%) Distinguished :	

	implementing classroom and school initiatives that improve education, as well as by making positive changes in policy and practice that affect student learning.		<p>90-100% of the time.</p> <p>■ 0 (0%)</p> <p>Accomplished: 80-89% of the time</p> <p>■ 0 (0%)</p> <p>Emerging: 70-79% of the time</p> <p>■ 0 (0%)</p> <p>Unsatisfactory</p>	
30	5I: Ethical Standards: The teacher candidate models the ethical standards expected for the profession in the learning environment and in the community.	1	<p>■ 12 (100%)</p> <p>Distinguished : 90-100% of the time.</p> <p>■ 0 (0%)</p> <p>Accomplished: 80-89% of the time</p> <p>■ 0 (0%)</p> <p>Emerging: 70-79% of the time</p> <p>■ 0 (0%)</p> <p>Unsatisfactory</p>	
31	Clarity and Correctness of Written Captions and Narratives:	0.52	<p>■ 4 (33.3%)</p> <p>Distinguished : 90-100% of the time.</p> <p>■ 0 (0%)</p> <p>Accomplished: 80-89% of the time</p> <p>■ 1 (8.3%)</p> <p>Emerging: 70-79% of the time</p> <p>■ 7 (58.3%)</p> <p>Unsatisfactory</p>	
32	Overall Appearance and Organization	0.71	<p>■ 5 (41.7%)</p> <p>Distinguished : 90-100% of the time.</p> <p>■ 2 (16.7%)</p> <p>Accomplished: 80-89% of the time</p>	

			<p>■ 3 (25%) Emerging: 70-79% of the time ■ 2 (16.7%) Unsatisfactory</p>	
33	Communicates Positive Image of Professional Educator	0.81	<p>■ 5 (41.7%) Distinguished : 90-100% of the time. ■ 6 (50%) Accomplished: 80-89% of the time ■ 0 (0%) Emerging: 70-79% of the time ■ 1 (8.3%) Unsatisfactory</p>	
34	Resume	1	<p>■ 12 (100%) Distinguished : 90-100% of the time. ■ 0 (0%) Accomplished: 80-89% of the time ■ 0 (0%) Emerging: 70-79% of the time ■ 0 (0%) Unsatisfactory</p>	
35	Professional Preparation Attachments/Information	0.88	<p>■ 6 (50%) Distinguished : 90-100% of the time. ■ 6 (50%) Accomplished: 80-89% of the time ■ 0 (0%) Emerging: 70-79% of the time ■ 0 (0%) Unsatisfactory</p>	




## Assessment 7:





**2021-2022 AAQEP Assessment 7: Disposition**

2021-11-08 - 2022-03-28

Courses Included							
Learning Activity	Course	Instructors	Enrollment	Evaluations	Percent	# Pass	% Pass
Disposition	2021FA Classroom & Teacher Roles (2021FA-EDUC-232-80)	Ritz, Bonnie; Theaker, Sherri	9	9	100	7	77.78
1st Placement Disposition Student Teaching Cooperating Teacher	2021FA Student Teaching (2021FA-EDUC-481-01)	Dolan, Margaret; Theaker, Sherri	5	5	100	5	100
2nd Placement Disposition Supervisor	2021FA Student Teaching (2021FA-EDUC-481-01)	Dolan, Margaret; Theaker, Sherri	5	5	100	5	100

Summary Statistics		
Scored Evaluations19	# Pass17	Mean Score4
Rows5	% Pass89.47	Median Score4
Possible Item Scores95	Highest Score5	Std Dev1.11
Actual Item Scores95	Lowest Score1.25	KR(20) / Cronbach Alpha0.99

Details				
No	Row	Average	Levels Of Achievement	Distribution
1	Human Relationships InTASC 10WVPTS 4, 51A	0.8	<ul style="list-style-type: none"> <li>■ 8 (42.1%) Distinguished</li> <li>■ 9 (47.4%) Accomplished</li> <li>■ 0 (0%) Emerging</li> <li>■ 2 (10.5%) Unsatisfactory</li> </ul>	

2	Professional Judgment InTASC 9WVPTS 51B	0.79	<p>7 (36.8%) Distinguished</p> <p>10 (52.6%) Accomplished</p> <p>0 (0%) Emerging</p> <p>2 (10.5%) Unsatisfactory</p>	
3	Continuous Improvement InTASC 9WVPTS 41C	0.76	<p>7 (36.8%) Distinguished</p> <p>8 (42.1%) Accomplished</p> <p>2 (10.5%) Emerging</p> <p>2 (10.5%) Unsatisfactory</p>	
4	Dependability InTASC 9WVPTS 31D	0.83	<p>10 (52.6%) Distinguished</p> <p>7 (36.8%) Accomplished</p> <p>0 (0%) Emerging</p> <p>2 (10.5%) Unsatisfactory</p>	
5	Quality of Work InTASC 10WVPTS 41E	0.82	<p>9 (47.4%) Distinguished</p> <p>8 (42.1%) Accomplished</p> <p>0 (0%) Emerging</p> <p>2 (10.5%) Unsatisfactory</p>	

**Assessment 8:****2020 AAQEP Assessment 8: Unit Plan**







Unit Plan - Due Nov. 20

2021-11-28 - 2021-12-08

Courses Included							
Learning Activity	Course	Instructors	Enrollment	Evaluations	Percent	# Pass	% Pass
Unit Plan - Due Nov. 20	2021FA Reading in Content Area (2021FA-EDUC-334-80)	Chini, Kathleen; Theaker, Sherri	14	14	100	7	50

Summary Statistics		
Scored Evaluations14	# Pass7	Mean Score11.89
Rows18	% Pass50	Median Score10.75
Possible Item Scores252	Highest Score18	Std Dev3.83
Actual Item Scores251	Lowest Score5.75	KR(20) / Cronbach Alpha0.97

Details				
No	Row	Average	Levels Of Achievement	Distribution
1	Unit Plan Format (12 %)	0.58	■ 1 (7.7%) Distinguished ■ 3 (23.1%) Accomplished ■ 8 (61.5%) Emerging ■ 1 (7.7%) Unsatisfactory	
2	Unit Calendar and Logical Progression (18%) InTASC 7WVPTS 1	0.55	■ 3 (21.4%) Distinguished ■ 1 (7.1%) Accomplished ■ 6 (42.9%) Emerging ■ 4 (28.6%) Unsatisfactory	
3	Big Ideas and Lesson Alignment (5%) InTASC 4, 7WVPTS 1	0.68	■ 6 (42.9%) Distinguished ■ 0 (0%) Accomplished ■ 6 (42.9%) Emerging ■ 2 (14.3%) Unsatisfactory	
4	Technology Tools (5%) InTASC 8WVPTS 1	0.48	■ 2 (14.3%) Distinguished ■ 1 (7.1%) Accomplished ■ 5 (35.7%) Emerging ■ 6 (42.9%) Unsatisfactory	

5	Learning SkillsInTASC 8WVPTS 1	0.45	<ul style="list-style-type: none"> <li>■ 2 (14.3%) Distinguished</li> <li>■ 1 (7.1%) Accomplished</li> <li>■ 3 (21.4%) Emerging</li> <li>■ 8 (57.1%) Unsatisfactory</li> </ul>	
6	Content Standards (10%)InTASC 4, 7WVPTS 1	0.57	<ul style="list-style-type: none"> <li>■ 3 (21.4%) Distinguished</li> <li>■ 1 (7.1%) Accomplished</li> <li>■ 7 (50%) Emerging</li> <li>■ 3 (21.4%) Unsatisfactory</li> </ul>	
7	Essential Questions (4%)InTASC 8WVPTS 1,3	0.73	<ul style="list-style-type: none"> <li>■ 7 (50%) Distinguished</li> <li>■ 2 (14.3%) Accomplished</li> <li>■ 2 (14.3%) Emerging</li> <li>■ 3 (21.4%) Unsatisfactory</li> </ul>	
8	Learning Objectives: Students Will Know (4%)InTASC 7WVPTS 1,2	0.66	<ul style="list-style-type: none"> <li>■ 4 (28.6%) Distinguished</li> <li>■ 3 (21.4%) Accomplished</li> <li>■ 5 (35.7%) Emerging</li> <li>■ 2 (14.3%) Unsatisfactory</li> </ul>	
9	Learning Objectives: Students Will Understand (4%)InTASC 7WVPTS 1, 2	0.7	<ul style="list-style-type: none"> <li>■ 5 (35.7%) Distinguished</li> <li>■ 3 (21.4%) Accomplished</li> <li>■ 4 (28.6%) Emerging</li> <li>■ 2 (14.3%) Unsatisfactory</li> </ul>	
10	Learning Objectives: Students Will Do (4%)InTASC 7WVPTS 1, 2	0.66	<ul style="list-style-type: none"> <li>■ 3 (21.4%) Distinguished</li> <li>■ 5 (35.7%) Accomplished</li> </ul>	

			<p>■ 4 (28.6%) Emerging ■ 2 (14.3%) Unsatisfactory</p>	
11	Research-Based Instructional Strategies (4%)InTASC 8WVPTS 1,3	0.71	<p>■ 6 (42.9%) Distinguished ■ 3 (21.4%) Accomplished ■ 2 (14.3%) Emerging ■ 3 (21.4%) Unsatisfactory</p>	
12	Materials/Resources/Websites (3%)InTASC 4, 7WVPTS 1, 3	0.79	<p>■ 8 (57.1%) Distinguished ■ 2 (14.3%) Accomplished ■ 2 (14.3%) Emerging ■ 2 (14.3%) Unsatisfactory</p>	
13	Formative AssessmentsInTASC 6WVPTS 1,3	0.63	<p>■ 5 (35.7%) Distinguished ■ 1 (7.1%) Accomplished ■ 4 (28.6%) Emerging ■ 4 (28.6%) Unsatisfactory</p>	
14	Summative AssessmentsInTASC 6WVPTS 1,3	0.63	<p>■ 5 (35.7%) Distinguished ■ 1 (7.1%) Accomplished ■ 4 (28.6%) Emerging ■ 4 (28.6%) Unsatisfactory</p>	
15	RubricsInTASC 6WVPTS 1,3	0.46	<p>■ 4 (28.6%) Distinguished ■ 0 (0%) Accomplished ■ 0 (0%) Emerging ■ 10 (71.4%) Unsatisfactory</p>	

16	Lesson Plans and Teaching Process (10%) InTASC 7, 8 WVPTS 1, 3	0.73	<ul style="list-style-type: none"> <li>■ 5 (35.7%) Distinguished</li> <li>■ 4 (28.6%) Accomplished</li> <li>■ 4 (28.6%) Emerging</li> <li>■ 1 (7.1%) Unsatisfactory</li> </ul>	
17	Spelling/Grammar (8%)	0.98	<ul style="list-style-type: none"> <li>■ 13 (92.9%) Distinguished</li> <li>■ 1 (7.1%) Accomplished</li> <li>■ 0 (0%) Emerging</li> <li>■ 0 (0%) Unsatisfactory</li> </ul>	
18	On-time (6%)	0.95	<ul style="list-style-type: none"> <li>■ 13 (92.9%) Distinguished</li> <li>■ 0 (0%) Accomplished</li> <li>■ 0 (0%) Emerging</li> <li>■ 1 (7.1%) Unsatisfactory</li> </ul>	

### What is the greatest strength of the program?

The strength of the Education Program at the Undergraduate level is that upon completion of the program the data indicated that all teacher candidates are meeting criteria at an accomplished to distinguished level. They are passing Praxis I and II at 100% as a result of the criteria required by the state of West Virginia. All teacher candidates in the state are not permitted to student teach if they have NOT passed Praxis I and Praxis II.

Program faculty are using assessments in a consistent fashion.

### What criteria were achieved?

Teacher candidates are being assessment and faculty are assessment using validated instruments. The assessment cycle has been completed.

### Any comparisons with the previous term's results? Are students improving?

Students in the program are consistent in performance. Global awareness has been added to the curriculum as per the AAQEP standards. The data indicates that all areas are at the accomplished

to distinguished areas. Faculty will continue to instill global awareness in the curriculum as well as measurable objectives in their lesson plans.

**What steps/actions need to be implemented for the program improvement?**

Teacher candidates, although still meeting benchmark levels still show needs for improvement in the areas of objectives, assessment, global awareness and future professional development.

**Are those actions program-related or curriculum related?**

All actions are program related.

**What areas in the student learning need to be improved?**

Student learning may be improved through measures to increase their proficiency in writing objectives, formative and summative assessments, and reflection of how a future educator continues professional development.

**What changes need to make to refine the assessment process?**

No refinement needed at this time.

**Date of implementation.**

Continue as is.

## EDUCATION ASSESSMENT REPORT: SPRING 2022

### Section A: Introduction/Background

Program: Education Program Undergraduate

Semester/Academic Year: Spring 2022

Course Numbers:

<b>EDUC 210</b> Educational Technology	<b>EDUC 231</b> Schools & Communities –Class and Field	<b>EDUC 232</b> Classroom & Teacher Roles –Class and Field	<b>EDUC 320</b> The Special Education Process	<b>EDUC 333</b> Exce ptionalitie s & Diversity-	<b>EDUC 334</b> Reading In Content Areas- Class and	<b>EDUC 473</b> WVTP A/Action Research (while	<b>EDUC 475</b> Seminar (while student teaching)	<b>EDUC 481</b> Student Teaching & Seminar
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Number of sections assessed: 38

Program Goal: Standard 1 – Curriculum and Planning; Standard 2 – The Learner and the Learning Environment; Standard 3 – Teaching; Standard 4 – Professional Responsibilities for Self-Renewal; and Standard 5 – Professional Responsibilities for School and Community

### Section B: Student Learning Outcomes Assessed

**Standard 1 – Curriculum and Planning**

The teacher displays deep and extensive knowledge of the core content and designs instructional experiences that move beyond a focus on basic competency in the subject to include, as appropriate, the integration of 21st century interdisciplinary themes of global awareness; economic, business and entrepreneurial literacy; civic literacy and health literacy. Knowledge of content is absolutely necessary for good teaching, and it must be combined with an understanding of the complex and sophisticated relationships within the content and made relevant to the learner. The teacher designs instruction that is aligned with the West Virginia Content Standards and Objectives and uses a standards-based approach to instruction supported by a variety of instructional resources that may include textbooks. Information media and technology tools are frequently incorporated into lesson design and teaching strategies are supported by a variety of technologies that promote self-directed learning, problem solving and collaboration. A balanced instructional assessment program is designed to assist students to achieve mastery of the content and depth of knowledge of the West Virginia Content Standards and Objectives. The teacher uses his/her knowledge of content, process and development of 21st century learning skills to move beyond being a provider of knowledge to being a facilitator of learning. Experiences are created to advance student learning through processes such as critical thinking, collaboration and problem solving that encourage creativity, innovation and self-direction.

**Standard 2 – The Learner and the Learning Environment**

The teacher demonstrates knowledge of the underlying principles of how students develop and learn, and creates an environment that supports the learning of all students. The teacher sets high expectations based on a conceptual understanding of what is developmentally appropriate for all students. The teacher establishes a learner-centered culture that allows all students to be successful while respecting their differences in learning styles, as well as socio-economic, cultural and developmental characteristics. Respect for diversity is apparent in the design of the learning environment — the activities and tasks, the materials and student groupings — to ensure student learning. The learning environment is characterized by effective classroom procedures, appropriate use of technology and efficient management of behaviors and physical space. Students' misconceptions are addressed in lesson design to ensure that appropriate next steps in learning are taken. Students are encouraged to collaborate and to assume responsibility for their positive interaction in the learning environment.

**Standard 3 – Teaching**

The teacher displays a deep knowledge of content that, when combined with the knowledge of teaching, the knowledge of the learner and the learning environment, enables the development of instructional experiences that create and support the best possible opportunities for students to learn. The instructional delivery methods and tools are appropriate for the type of learning target, and the teacher facilitates a challenging and active learning environment and encourages students to make decisions regarding their own learning. The teacher selects questioning, discussion, pacing and grouping techniques that engage all students and elicit clear evidence of their learning.

**Standard 4 – Professional Responsibilities for Self-Renewal**



The teacher persistently and critically examines his/her practice through a continuous cycle of self-improvement focused on how he/she teaches and works in a global, digital society. The teacher is responsible for engaging in professional, collaborative self-renewal in which colleagues, as critical friends, examine each other's practice in order to adjust instruction and practice based on analysis of a variety of data. Participation in this form of professional dialogue enables the teacher to discover better practice, to be supported by colleagues and to contribute significantly to the learning of others as a member of a collaborative team. The teacher who contributes to the teaching profession through the implementation of practices that improve teaching and learning demonstrates characteristics of informal teacher leadership.

### **Standard 5 – Professional Responsibilities for School and Community**

The teacher's primary responsibility is to create and support a learning environment that allows students to achieve at high levels; however, every teacher also has a responsibility to improve the school in which they work. The teacher uses the strategic plan as a guide to help sustain the mission and continuous improvement of the school and thereby contributes to shaping a cohesive, learner-centered culture. Through a commitment to group accountability, the teacher helps develop and maintain student support, management and assessment systems that enable learning to take place. A teacher's professional responsibilities also include working collaboratively with colleagues, parents, guardians and adults significant to students on activities that connect school, families and the larger community. The teacher demonstrates leadership by contributing to positive changes in policy and practice that affect student learning and by modeling ethical behavior.

Section C: Assessment Method

How did you measure each of the learning outcomes associated with your courses?

#### **ASSESSMENT 1: PRAXIS I, PRAXIS II, PLT**

The Praxis ® tests measure the academic skills and subject-specific content knowledge needed for teaching. The Praxis tests are taken by individuals entering the teaching profession as part of the certification process required by many states and professional licensing organizations. Candidates are assessed on Math, Reading, and Writing.

Principles of Learning and Teaching (PLT) and Content Area Praxis Tests The PLT and content area tests are used to show the completers knowledge of pedagogy and their chosen content area. The ETS website states, "VSA initiative has recognized the reliability and validity of the ETS Proficiency Profile by selecting it as one of three approved instruments for measuring student learning outcomes."

#### **ASSESSMENT 2: GPA**

The students' GPA in Professional Education and content knowledge courses is reviewed to assess their compliance with Quality Principle 1.

#### **ASSESSMENT 3: LESSON-PLAN**

This instrument is based on the WVPTS Standard 1. The areas of evaluation are 1) Grade Level 2) Learning Standards 3) Lesson Objectives 4) Materials 5) Interest Builder/Motivation 6) Procedures 7) Closure 8) Evaluation of Students' Learning 9) Assignment(s) if included in the lesson 10) Modifications for Special Needs Students. Each area will be scored from 1-3. A score of 1 is defined as "Miss Expectations" a score of 2 is defined as "Meets Expectations" and a score of 3 is defined as "Exceeds Expectations."

PED 232 C/F is designed to teach the components of lesson planning and successful completion of the course at a B level or above constitutes meeting that standard.

#### **ASSESSMENT 4: SUMMATIVE STUDENT TEACHING NUMERICAL**

This instrument is based on the WVPTS. The areas of evaluation are: 1) Curriculum and Planning 2) The Learner and The learning Environment 3) Teaching 4) Professional Responsibilities for Self-Renewal 5) Professional Responsibilities for School and Community. Each area is broken down into subsections which are scored on a scale of 1-3. A score of 1 is defined as "Unacceptable" a score of 2 is defined as "Below Entry Level" a score of 3 is defined as "Entry level" and a score of 4 is defined as "Above Entry Level." A criterion measurement passing score for the Student Teacher-Summative Performance Evaluation will be a total score of 3.0 based on a 4.0 scale. The 3.0 level of scoring is based on the criterion of the student performance being at Entry level. The Entry Level is defined as "Most of the observable/measurable behaviors for the area of evaluation are witnessed in that the student teacher has repeatedly exhibited such behaviors. The candidate must be at Entry Level to show learning and the ability to apply it in appropriate ways.

Content validity is established in that it is composed of the elements listed above. Reliability is shown by the Cronbach Alpha of the scores from the Summative Performance Evaluation. Rating of instructors must be with 80% agreement on the 5 elements of evaluation or there will be a recalibration exercise performed to ascertain the reasons for variance and a re-centering of the scoring process.

#### **ASSESSMENT 5: WVTPA**

West Virginia's nineteen institutions of higher education with teacher education programs have a long history of collaboration through the West Virginia Higher Education Policy Commission's (WVHEPC) Teacher Education Advisory Council (TEAC). The WV TEAC also collaborates with the WVHEPC, the West Virginia Department of Education (WVDE), and other stakeholders on a regular basis. WV TEAC convenes at least twice a year and communicates frequently through a common listserv to provide the membership with updates in education from the state and national level and provide opportunities for sharing and networking.

#### **ASSESSMENT 6: MOCK INTERVIEW/PORTFOLIO**

There are two parts to the mock interview assessment. Candidates complete a portfolio based on the WVPTS they are to bring the completed portfolio to the Mock Interview. The Rubric for the Mock Interview includes a section that covers the portfolio.

### Portfolio

This instrument is based on the WVPTS. The areas of evaluation are: 1) Curriculum and Planning 2) The Learner and The learning Environment 3) Teaching 4) Professional Responsibilities for Self-Renewal 5) Professional Responsibilities for School and Community 6) Presentation of Portfolio. A criterion measurement passing score for the Portfolio Assessment Instrument will be a total score of 92 based on a 132-point assessment level range. That total score is defined as capable on a four-point scale ranging from “Does Not Support” to “Exceptionally Supports.” The candidate must obtain the minimum score from both the raters. The Portfolio Assessment Instrument is keyed to the WVPTS. Because this is a clinical program, any student who does not meet that criterion will not be recommended for licensure and graduation until that criterion is met.

### **ASSESSMENT 7: DISPOSITION**

Dispositions are scored on the observations of the following to explain the evidence that was used to assess the disposition: Comments in class, individual conference, journal entries, observed while teaching, presentations in class, and/or written assignments. The disposition is administered at the beginning, middle, and end of the program.

### **ASSESSMENT 8: UNIT PLAN**

The Unit Plan is a compilation of the following:

- A. A complete series of Lesson Plans using the Wheeling University format.
- B. Use of technology as required by students to complete mastery of West Virginia College and Career-Readiness Standards.
- C. Development of quizzes, rubrics, and assessment methods.
- D. Development of a measurement tool to evaluate student mastery of West Virginia College and Career-Readiness Standards.
- E. Demonstration of accommodations for diverse learners and those with learning disabilities and other exceptionalities.

List the measures (e.g., course material, assignments, tests, etc.) you used to assess the student learnings.

Portfolio, Lesson Plan, Unit Plan, Phil of Ed Paper, Student Interview, Disposition, Exams, Classroom Management Plan, Reflection Papers, Quizzes, Discussion Boards, IEP assignment, Topic presentation, Mock IEP meeting, Bulletin board, WVTPA, Journals, Mission Statement, Mock Interview, Resume.

Data Interpretation:

Assessment 1:

**Praxis I, II, & PLT Completer Scores Data Chart**

<b>Academic Years</b>	<b>Number of Students</b>	<b>Qualifying Score</b>	<b>Mean</b>	<b>National Median</b>	<b>Range EPP</b>	<b>% of Candidates Passing</b>
<b>Core Academic Skills</b> (sub-test listed below)						
<b>Reading (# 5713)</b>						
Fall 2021	N = 5	156	175	172	162-192	100 %
<b>Writing (# 5723)</b>						
Fall 2021	N = 5	162		164	166-180	100 %
<b>Math (# 5733)</b>						
Fall 2021	N = 5	150	154	154	110-168	83 %
<b>Elementary Education</b> (sub-tests listed below)						
<b>Reading / Language Arts (# 5002)</b>						
Fall 2021	N = 4	157	168	169	157-186	100%
<b>Mathematics (# 5003)</b>						
Fall 2021	N = 4	157	186	170	175-195	100 %
<b>Social Studies (# 5004)</b>						
Fall 2021	N = 4	155	162	163	157-172	100 %
<b>Teaching Reading:Ele. Ed (#5202)</b>						
Fall 2021	N = 4	162	164		159-168	100%
<b>Academic Years</b>	<b>Number of Students</b>	<b>Qualifying Score</b>	<b>Mean</b>	<b>National Median</b>	<b>Range EPP</b>	<b>% of Candidates Passing</b>
<b>Science (#5005)</b>						

Fall 2021	N = 4	159	165	167	157-178	67 %
<b>Special ED: Mild to Mod (#5543)</b>						
Fall 2021	N = 1	153	165		165	100%
<b>Principles of Learning and Teaching (sub-tests listed below)</b>						
<b>PTL K-6 (# 5622)</b>						
Fall 2021	N = 1	160	179	176	169-185	100 %
<b>PTL 7-12 (# 5624)</b>						
Fall 2021	N = 0	157		175		
<b>Secondary Education (sub-tests listed below)</b>						
<b>English Language Arts (# 5038)</b>						
Fall 2021	N = 0	167		178		
<b>General Science (# 5435)</b>						
Fall 2021	N = 0	153		164		
<b>Mathematics 5-Adult (# 5161)</b>						
Fall 2021	N = 0	160		155		
<b>Academic Years</b>	<b>Number of Students</b>	<b>Qualifying Score</b>	<b>Mean</b>	<b>National Median</b>	<b>Range EPP</b>	<b>% of Candidates Passing</b>
<b>Social Studies 5-Adult (# 5081)</b>						
Fall 2021	N = 0	148		166		

Assessment 2 GPA:

Evidence from GPA:

*Undergraduate Major GPA Mean by Program and Semester*

Semester	Elementary		Special Education		Secondary	
	M	Range	M	Range	M	Range
Fall 2021 N = 5	3.63	3.20-3.85	2.962	2.962	NA	
Spring 2022 N=8	3.714	3.23-3.888	3.23	3.23	3.729	3.729
2021-2022 N=13	3.672	3.20-3.888	3.096	2.962-3.23	3.729	3.729
Overall 3.499						

Assessment 3 Lesson Plan:

**2021-2022 AAQEP Assessment 3: Lesson Plan**

2022-02-14 - 2022-05-05

<b>Courses Included</b>							
<b>Learning Activity</b>	<b>Course</b>	<b>Instructors</b>	<b>Enrollment</b>	<b>Evaluations</b>	<b>Percent</b>	<b># Pass</b>	<b>% Pass</b>
Lesson Plan	2022SP Classroom & Teacher Roles (2022SP-EDUC-232-80)	Ritz, Bonnie	8	5	62.5	5	100
10. Revised Multi-Day Lesson Plan	2022SP EDUC 309-310-311-312 Secondary Methods (2022SP-EDUC-312-80)	Knorr, Elizabeth	7	6	85.71	6	100
11. Assessment Lesson Plan	2022SP EDUC 309-310-311-312 Secondary Methods (2022SP-EDUC-312-80)	Knorr, Elizabeth	7	6	85.71	6	100
12. Revised Assessment Plan	2022SP EDUC 309-310-311-312 Secondary Methods (2022SP-EDUC-312-80)	Knorr, Elizabeth	7	6	85.71	6	100
6. In the Beginning	2022SP EDUC 309-310-311-312 Secondary Methods (2022SP-	Knorr, Elizabeth	7	6	85.71	5	83.33

	EDUC-312-80)						
7. It Only Gets Better	2022SP EDUC 309-310-311-312 Secondary Methods (2022SP-EDUC-312-80)	Knorr, Elizabeth	7	6	85.71	6	100
9. Multi-Day Lesson Plans	2022SP EDUC 309-310-311-312 Secondary Methods (2022SP-EDUC-312-80)	Knorr, Elizabeth	7	6	85.71	6	100
Lesson plan 1	2022SP Except. & Diversity Pract. (2022SP-EDUC-333F-80)	Theaker, Sherri	12	10	83.33	10	100
Lesson plan 2	2022SP Except. & Diversity Pract. (2022SP-EDUC-333F-80)	Theaker, Sherri	12	10	83.33	10	100
Lesson Plan 3	2022SP Except. & Diversity Pract. (2022SP-EDUC-333F-80)	Theaker, Sherri	12	10	83.33	10	100
Lesson Plan 4	2022SP Except. & Diversity Pract. (2022SP-EDUC-333F-80)	Theaker, Sherri	12	2	16.67	2	100

Summary Statistics		
Scored Evaluations73	# Pass72	Mean Score10.36
Rows11	% Pass98.63	Median Score10.75
Possible Item Scores803	Highest Score11	Std Dev0.84
Actual Item Scores803	Lowest Score6.5	KR(20) / Cronbach Alpha0.75

Details				
No	Row	Average	Levels Of Achievement	Distribution
1	Grade Level Content Knowledge: The teacher demonstrates a deep and extensive knowledge of the subject matter.	0.96	■ 60 (82.2%) Distinguished ■ 13 (17.8%) Accomplished ■ 0 (0%) Emerging ■ 0 (0%) Unsatisfactory	
2	CURRICULUM AND PLANNING: The teacher designs standards-driven instruction using state-approved curricula.	0.98	■ 71 (97.3%) Distinguished ■ 0 (0%) Accomplished ■ 1 (1.4%) Emerging ■ 1 (1.4%) Unsatisfactory	
3	Lesson Objectives	0.86	■ 43 (58.9%) Distinguished ■ 21 (28.8%) Accomplished ■ 7 (9.6%) Emerging ■ 2 (2.7%) Unsatisfactory	
4	Materials	0.97	■ 65 (89%) Distinguished ■ 7 (9.6%) Accomplished ■ 1 (1.4%) Emerging ■ 0 (0%) Unsatisfactory	
5	Interest builder Motivation	0.98	■ 67 (91.8%) Distinguished ■ 6 (8.2%)	



			<p>Accomplished ■ 0 (0%)</p> <p>Emerging ■ 0 (0%)</p> <p>Unsatisfactory</p>	
6	Procedures: Designing coherent instruction	0.98	<p>■ 67 (91.8%)</p> <p>Distinguished ■ 6 (8.2%)</p> <p>Accomplished ■ 0 (0%)</p> <p>Emerging ■ 0 (0%)</p> <p>Unsatisfactory</p>	
7	Assessment of Student Learning: The teacher uses a balanced assessment approach to guide student learning.	0.95	<p>■ 61 (83.6%)</p> <p>Distinguished ■ 9 (12.3%)</p> <p>Accomplished ■ 2 (2.7%)</p> <p>Emerging ■ 1 (1.4%)</p> <p>Unsatisfactory</p>	
8	Technology Integration	0.94	<p>■ 62 (84.9%)</p> <p>Distinguished ■ 5 (6.8%)</p> <p>Accomplished ■ 5 (6.8%)</p> <p>Emerging ■ 1 (1.4%)</p> <p>Unsatisfactory</p>	
9	Demonstrating knowledge of students individual needs: The teacher understands and responds to the unique characteristics of learners and plans for accommodations and modifications for students with special needs.	0.95	<p>■ 61 (83.6%)</p> <p>Distinguished ■ 9 (12.3%)</p> <p>Accomplished ■ 2 (2.7%)</p> <p>Emerging ■ 1 (1.4%)</p> <p>Unsatisfactory</p>	
10	Global Awareness: teachers embrace diversity in the school community and in the world. Teachers demonstrate their knowledge of the history of diverse cultures and their role in shaping global issues. They actively select materials and develop lessons that counteract stereotypes and incorporate histories and contributions of all cultures. Teachers recognize the influence of race,	0.83	<p>■ 50 (68.5%)</p> <p>Distinguished ■ 5 (6.8%)</p> <p>Accomplished ■ 10 (13.7%)</p> <p>Emerging ■ 8 (11%)</p> <p>Unsatisfactory</p>	

	ethnicity, gender, religion, and other aspects of culture on a student's development and personality. Teachers strive to understand how a student's culture and background may influence his or her school performance. Teachers consider and incorporate different points of view in their instruction.			
11	Closure	0.97	■ 67 (91.8%) Distinguished ■ 3 (4.1%) Accomplished ■ 3 (4.1%) Emerging ■ 0 (0%) Unsatisfactory	

#### Assessment 4 Student Teaching:

#### 2020 AAQEP Assessment 4: Summative Student Teaching Numerical







2022-03-28 - 2022-03-28

Courses Included							
Learning Activity	Course	Instructors	Enrollment	Evaluations	Percent	# Pass	% Pass
1st. Placement Summative Numerical Student Teaching Rubric COOP	2019FA Student Teaching (2019FA-EDUC-481-01)	Young, Carol; Theaker, Sherri	1	1	100	1	100
2nd Placement Summative Numerical Supervisor	2019FA Student Teaching (2019FA-EDUC-481-01)	Young, Carol; Theaker, Sherri	1	1	100	1	100
1st. Placement Summative Numerical Student Teaching Rubric	2020FA Student Teaching (2020FA-EDUC-481-01)	Young, Carol; Theaker, Sherri	6	6	100	6	100
2nd Placement Summative Numerical Coop	2020FA Student Teaching (2020FA-	Young, Carol; Theaker, Sherri	6	6	100	6	100

	EDUC-481-01)						
Faculty Student Teaching Numerical	2020SP Student Teaching (2020SP-EDUC-481-01)	Young, Carol; Theaker, Sherri	3	3	100	3	100
Faculty Student Teaching Numerical	2020SP Student Teaching (2020SP-EDUC-481-01)	Young, Carol; Theaker, Sherri	3	3	100	3	100
Mentor Student Teaching Numerical	2020SP Student Teaching (2020SP-EDUC-481-01)	Young, Carol; Theaker, Sherri	3	3	100	3	100
Mentor Student Teaching Numerical	2020SP Student Teaching (2020SP-EDUC-481-01)	Young, Carol; Theaker, Sherri	3	3	100	3	100
Faculty Student Teaching Numerical	2021SP Student Teaching (2021SP-EDUC-481-01)	Young, Carol; Theaker, Sherri	2	2	100	2	100
Mentor Student Teaching Numerical	2021SP Student Teaching (2021SP-EDUC-481-01)	Young, Carol; Theaker, Sherri	2	2	100	2	100

Summary Statistics		
Scored Evaluations30	# Pass30	Mean Score17.6
Rows19	% Pass100	Median Score18.25
Possible Item Scores570	Highest Score19	Std Dev1.61
Actual Item Scores567	Lowest Score14.25	KR(20) / Cronbach Alpha0.96

Details
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No	Row	Average	Levels Of Achievement	Distribution
1	Curriculum Content: Content/College and Career Ready Standards InTASC 7WVPTS 1	0.97	■ 26 (86.7%) Distinguished ■ 4 (13.3%) Accomplished ■ 0 (0%) Emerging ■ 0 (0%) Unsatisfactory	
2	Curriculum Content: 21st Century Standards InTASC 8WVPTS 1	0.96	■ 25 (83.3%) Distinguished ■ 5 (16.7%) Accomplished ■ 0 (0%) Emerging ■ 0 (0%) Unsatisfactory	
3	Curriculum Content: Technology Standards InTASC 8WVPTS 1	0.96	■ 25 (83.3%) Distinguished ■ 5 (16.7%) Accomplished ■ 0 (0%) Emerging ■ 0 (0%) Unsatisfactory	
4	Curriculum Content: Accuracy of Content InTASC 4, 5WVPTS 1, 34D	0.95	■ 23 (79.3%) Distinguished ■ 6 (20.7%) Accomplished ■ 0 (0%) Emerging ■ 0 (0%) Unsatisfactory	
5	Assessment: Formative Assessments InTASC 6WVPTS 1, 34E	0.89	■ 18 (60%) Distinguished ■ 11 (36.7%) Accomplished ■ 1 (3.3%) Emerging ■ 0 (0%) Unsatisfactory	
6	Assessment: Summative Assessments InTASC 6WVPTS 1, 34F	0.92	■ 21 (70%) Distinguished ■ 8 (26.7%) Accomplished	

			■ 1 (3.3%) Emerging ■ 0 (0%) Unsatisfactory	
7	Assessment:Use of Assessment InTASC 6WVPTS 1,34G	0.9	■ 19 (63.3%) Distinguished ■ 10 (33.3%) Accomplished ■ 1 (3.3%) Emerging ■ 0 (0%) Unsatisfactory	
8	Design of Instruction:Designing InstructionInTASC 7WVPTS 14H	0.96	■ 24 (82.8%) Distinguished ■ 5 (17.2%) Accomplished ■ 0 (0%) Emerging ■ 0 (0%) Unsatisfactory	
9	Design of Instruction:Critical ThinkingInTASC 8WVPTS 34I	0.94	■ 22 (75.9%) Distinguished ■ 7 (24.1%) Accomplished ■ 0 (0%) Emerging ■ 0 (0%) Unsatisfactory	
10	Design of Instruction:Technology IntegrationInTASC 8WVPTS 14J	0.94	■ 23 (76.7%) Distinguished ■ 7 (23.3%) Accomplished ■ 0 (0%) Emerging ■ 0 (0%) Unsatisfactory	
11	Design of Instruction:Technology ToolsInTASC 8WVPTS 14KList technology tools that the candidate has utilized in the instructional process, in regard to assessment of and for student learning, and to communicate with student families regarding school activities and/or student progress.	0.93	■ 21 (70%) Distinguished ■ 9 (30%) Accomplished ■ 0 (0%) Emerging ■ 0 (0%) Unsatisfactory	
12	The Learner:Developmentally Appropriate InTASC 3WVPTS 24L	0.96	■ 25 (83.3%) Distinguished	

			■ 5 (16.7%) Accomplished ■ 0 (0%) Emerging ■ 0 (0%) Unsatisfactory	
13	The Learner:Respect and RapportInTASC 3WVPTS 24M	0.98	■ 27 (90%) Distinguished ■ 3 (10%) Accomplished ■ 0 (0%) Emerging ■ 0 (0%) Unsatisfactory	
14	Learning Environment:Classroom ManagementInTASC 3WVPTS 24N	0.93	■ 22 (73.3%) Distinguished ■ 8 (26.7%) Accomplished ■ 0 (0%) Emerging ■ 0 (0%) Unsatisfactory	
15	Learning Environment:Behavior Management InTASC 3WVPTS 24O	0.93	■ 21 (70%) Distinguished ■ 9 (30%) Accomplished ■ 0 (0%) Emerging ■ 0 (0%) Unsatisfactory	
16	Learning Environment:Student EngagementInTASC 8WVPTS 34P	0.93	■ 21 (70%) Distinguished ■ 9 (30%) Accomplished ■ 0 (0%) Emerging ■ 0 (0%) Unsatisfactory	
17	Continuous Improvement:4A. Professional LearningInTASC 9, 10WVPTS 44Q4A. Professional LearningInTASC 9, 10WVPTS 44QList activities that the candidate has completed during the student teaching placement that demonstrate desire for continued learning in the teaching profession.	0.92	■ 20 (66.7%) Distinguished ■ 10 (33.3%) Accomplished ■ 0 (0%) Emerging ■ 0 (0%) Unsatisfactory	

18	Continuous Improvement:5B. School-wide activities InTASC 10WVPTS 54R List school-wide activities that the candidate has completed during the student teaching placement.	0.88	■ 16 (53.3%) Distinguished ■ 13 (43.3%) Accomplished ■ 1 (3.3%) Emerging ■ 0 (0%) Unsatisfactory	
19	Continuous Improvement:5F. School, family, and community InTASC 10WVPTS 54S List activities that the candidate has completed during the student teaching placement that include collaboration with families and communities of the school.	0.88	■ 18 (60%) Distinguished ■ 10 (33.3%) Accomplished ■ 2 (6.7%) Emerging ■ 0 (0%) Unsatisfactory	





**Assessment 5:**  
**Spring 2022 WVTPA not available at this time.**

**Assessment 6:**  
**Spring 2022 AAQEP Assessment 6: Mock Interview/Portfolio Rubric**  
 2022-04-20 - 2022-05-05




Courses Included							
Learning Activity	Course	Instructors	Enrollment	Evaluations	Percent	# Pass	% Pass
Assessment 6	2022SP Classroom & Teacher Roles (2022SP-EDUC-232-80)	Ritz, Bonnie	8	6	75	0	0
Electronic Portfolio	2022SP Classroom & Teacher Roles (2022SP-EDUC-232-01)	Theaker, Sherri	15	5	33.33	5	100

Summary Statistics		
Scored Evaluations	11	# Pass 5
Rows	35	% Pass 45.45
Possible Item Scores	385	Highest Score 35
Actual Item Scores	340	Lowest Score 14
		Mean Score 24.27
		Median Score 17.5
		Std Dev 9.85
		KR(20) / Cronbach Alpha 1.01




Details
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No	Row	Average	Levels Of Achievement	Distribution
1	1A: Core Content: Core Content --The teacher candidate has a deep knowledge of the content and its inter-relatedness within and across the disciplines and can move beyond basic content competency to assure student mastery of skills necessary for success in life and work.	0.8	■ 5 (45.5%) Distinguished : 90-100% of the time. ■ 3 (27.3%) Accomplished: 80-89% of the time ■ 3 (27.3%) Emerging: 70- 79% of the time ■ 0 (0%) Unsatisfactory	
2	1B: Pedagogy: The teacher candidate has a deep knowledge of the art and science of teaching in his/her specific content and can facilitate experiences that advance creativity, innovation, and problem-solving.	0.75	■ 5 (45.5%) Distinguished : 90-100% of the time. ■ 1 (9.1%) Accomplished: 80-89% of the time ■ 5 (45.5%) Emerging: 70- 79% of the time ■ 0 (0%) Unsatisfactory	
3	1C: Setting Goals and Objectives for Learning: The teacher candidate uses a standards-based approach to instruction aligned with the state and local curriculum and sets instructional goals and objectives that describe what students will learn.	0.77	■ 5 (45.5%) Distinguished : 90-100% of the time. ■ 2 (18.2%) Accomplished: 80-89% of the time ■ 4 (36.4%) Emerging: 70- 79% of the time ■ 0 (0%) Unsatisfactory	
4	1D: Designing Instruction: The teacher candidate designs instruction that engages students in meaningful instructional activities that support the WV Content	0.77	■ 5 (45.5%) Distinguished : 90-100% of the time. ■ 2 (18.2%)	










	Standards and Objectives and that result in intentional student learning.		Accomplished: 80-89% of the time ■ 4 (36.4%) Emerging: 70-79% of the time ■ 0 (0%) Unsatisfactory	
5	1E: Student Assessments: The teacher candidate uses a balanced approach to assure both assessment of learning and assessment for learning to provide both teacher and students information to guide future learning.	0.75	■ 5 (45.5%) Distinguished : 90-100% of the time. ■ 1 (9.1%) Accomplished: 80-89% of the time ■ 5 (45.5%) Emerging: 70-79% of the time ■ 0 (0%) Unsatisfactory	
6	2A: Understanding Intellectual/Cognitive, Social, and Emotional Development: The teacher candidate's understanding of the unique characteristics of the learner is evidenced in the design of learning activities which are developmentally appropriate and differentiated to engage all students in the learning process.	0.75	■ 5 (45.5%) Distinguished : 90-100% of the time. ■ 1 (9.1%) Accomplished: 80-89% of the time ■ 5 (45.5%) Emerging: 70-79% of the time ■ 0 (0%) Unsatisfactory	
7	2B: Creating an Environment of Respect and Rapport: The teacher candidate shows respect for students by having high expectations, providing management frameworks that clearly define roles and procedures, using respectful language, communicating interest in students as individuals and encouraging student collaboration.	0.8	■ 5 (45.5%) Distinguished : 90-100% of the time. ■ 3 (27.3%) Accomplished: 80-89% of the time ■ 3 (27.3%) Emerging: 70-79% of the time	




			<ul style="list-style-type: none"> <li>■ 0 (0%)</li> </ul> Unsatisfactory	
8	<p>2C: Establishing a Culture for Learning: The teacher candidate establishes a culture in the learning environment that is focused on learning and that reflects the importance of the work undertaken by both students and the teacher.</p>	0.82	<ul style="list-style-type: none"> <li>■ 5 (45.5%)</li> </ul> Distinguished : 90-100% of the time. <ul style="list-style-type: none"> <li>■ 4 (36.4%)</li> </ul> Accomplished: 80-89% of the time <ul style="list-style-type: none"> <li>■ 2 (18.2%)</li> </ul> Emerging: 70-79% of the time <ul style="list-style-type: none"> <li>■ 0 (0%)</li> </ul> Unsatisfactory	
9	<p>2D: Implementing Classroom Procedures: The teacher candidate assures that rules and procedures are in place for a smoothly functioning learning environment evidenced by the efficient use of time and resources.</p>	0.77	<ul style="list-style-type: none"> <li>■ 5 (45.5%)</li> </ul> Distinguished : 90-100% of the time. <ul style="list-style-type: none"> <li>■ 2 (18.2%)</li> </ul> Accomplished: 80-89% of the time <ul style="list-style-type: none"> <li>■ 4 (36.4%)</li> </ul> Emerging: 70-79% of the time <ul style="list-style-type: none"> <li>■ 0 (0%)</li> </ul> Unsatisfactory	
10	<p>2E: Managing Student Behaviors: The teacher candidate collaborates with students to establish norms of behavior for the learning environment that assures a focus on learning.</p>	0.73	<ul style="list-style-type: none"> <li>■ 5 (45.5%)</li> </ul> Distinguished : 90-100% of the time. <ul style="list-style-type: none"> <li>■ 0 (0%)</li> </ul> Accomplished: 80-89% of the time <ul style="list-style-type: none"> <li>■ 6 (54.5%)</li> </ul> Emerging: 70-79% of the time <ul style="list-style-type: none"> <li>■ 0 (0%)</li> </ul> Unsatisfactory	
11	<p>2F: Organizing the Learning Environment: The teacher candidate assures that the physical or virtual learning environment is safe, and that there is maximum flexibility</p>	0.8	<ul style="list-style-type: none"> <li>■ 5 (45.5%)</li> </ul> Distinguished : 90-100% of the time. <ul style="list-style-type: none"> <li>■ 3 (27.3%)</li> </ul>	

	in the use of physical space in a physical learning environment.		Accomplished: 80-89% of the time ■ 3 (27.3%) Emerging: 70-79% of the time ■ 0 (0%) Unsatisfactory	
12	3A: Importance of Content: The teacher candidate utilizes content knowledge to focus learning targets that create meaningful learning experiences for students.	0.73	■ 5 (45.5%) Distinguished : 90-100% of the time. ■ 0 (0%) Accomplished: 80-89% of the time ■ 6 (54.5%) Emerging: 70-79% of the time ■ 0 (0%) Unsatisfactory	
13	3B: Communicating with Students: The teacher candidate creates and maintains a positive, supportive classroom climate and communicates with students in a variety of ways.	0.75	■ 5 (45.5%) Distinguished : 90-100% of the time. ■ 1 (9.1%) Accomplished: 80-89% of the time ■ 5 (45.5%) Emerging: 70-79% of the time ■ 0 (0%) Unsatisfactory	
14	3C: Questioning and Discussion Techniques: The teacher candidate practices quality questioning techniques and engages students in discussion.	0.73	■ 5 (45.5%) Distinguished : 90-100% of the time. ■ 0 (0%) Accomplished: 80-89% of the time ■ 6 (54.5%) Emerging: 70-79% of the time	

			<ul style="list-style-type: none"> <li>■ 0 (0%)</li> </ul> Unsatisfactory	
15	3D: Student Engagement: The teacher candidate delivers instruction to motivate and engage students in a deep understanding of the content.	0.73	<ul style="list-style-type: none"> <li>■ 5 (45.5%)</li> </ul> Distinguished : 90-100% of the time. <ul style="list-style-type: none"> <li>■ 0 (0%)</li> </ul> Accomplished: 80-89% of the time <ul style="list-style-type: none"> <li>■ 6 (54.5%)</li> </ul> Emerging: 70-79% of the time <ul style="list-style-type: none"> <li>■ 0 (0%)</li> </ul> Unsatisfactory	
16	3E: Use of Assessments in Instruction -- The teacher candidate uses both classroom summative and formative assessment as a balanced approach to instructional decision making: Instruction	0.75	<ul style="list-style-type: none"> <li>■ 5 (45.5%)</li> </ul> Distinguished : 90-100% of the time. <ul style="list-style-type: none"> <li>■ 1 (9.1%)</li> </ul> Accomplished: 80-89% of the time <ul style="list-style-type: none"> <li>■ 5 (45.5%)</li> </ul> Emerging: 70-79% of the time <ul style="list-style-type: none"> <li>■ 0 (0%)</li> </ul> Unsatisfactory	
17	3F: Flexibility and Responsiveness: The teacher candidate adjusts instruction based on the needs of the students and in response to “teachable moments.”	0.75	<ul style="list-style-type: none"> <li>■ 5 (45.5%)</li> </ul> Distinguished : 90-100% of the time. <ul style="list-style-type: none"> <li>■ 1 (9.1%)</li> </ul> Accomplished: 80-89% of the time <ul style="list-style-type: none"> <li>■ 5 (45.5%)</li> </ul> Emerging: 70-79% of the time <ul style="list-style-type: none"> <li>■ 0 (0%)</li> </ul> Unsatisfactory	
18	4A: Professional Learning: The teacher candidate engages in professional learning to critically examine his/her professional practice and to engage in a continuous cycle of self-improvement focused on how to	0.77	<ul style="list-style-type: none"> <li>■ 5 (45.5%)</li> </ul> Distinguished : 90-100% of the time. <ul style="list-style-type: none"> <li>■ 2 (18.2%)</li> </ul>	




	learn, teach and work in a global and digital society.		Accomplished: 80-89% of the time ■ 4 (36.4%) Emerging: 70-79% of the time ■ 0 (0%) Unsatisfactory	
19	4B: Professional Collaborative Practice: The teacher candidate is actively engaged in learning with colleagues in a way that models collaboration and collegiality to improve his/her practice, addressing questions and issues related to the school and student achievement.	0.75	■ 5 (45.5%) Distinguished : 90-100% of the time. ■ 1 (9.1%) Accomplished: 80-89% of the time ■ 5 (45.5%) Emerging: 70-79% of the time ■ 0 (0%) Unsatisfactory	
20	4C: Reflection on Practice: The teacher candidate engages in continuous, critical examination of his/her teaching practice and makes adjustments based on data.	0.8	■ 5 (45.5%) Distinguished : 90-100% of the time. ■ 3 (27.3%) Accomplished: 80-89% of the time ■ 3 (27.3%) Emerging: 70-79% of the time ■ 0 (0%) Unsatisfactory	
21	4D: Professional Contribution: The teacher candidate contributes to the effectiveness, vitality and self-renewal of the teaching profession through investigation of new ideas that improve teaching practices and learning for students.	0.73	■ 5 (45.5%) Distinguished : 90-100% of the time. ■ 0 (0%) Accomplished: 80-89% of the time ■ 6 (54.5%) Emerging: 70-79% of the time	

			<ul style="list-style-type: none"> <li>■ 0 (0%)</li> </ul> Unsatisfactory	
22	5A: School Mission: The teacher candidate works collaboratively with the principal and colleagues to develop and support the school mission.	0.73	<ul style="list-style-type: none"> <li>■ 5 (45.5%)</li> </ul> Distinguished : 90-100% of the time. <ul style="list-style-type: none"> <li>■ 0 (0%)</li> </ul> Accomplished: 80-89% of the time <ul style="list-style-type: none"> <li>■ 6 (54.5%)</li> </ul> Emerging: 70-79% of the time <ul style="list-style-type: none"> <li>■ 0 (0%)</li> </ul> Unsatisfactory	
23	5B: School-wide Activities: The teacher candidate participates in the development and implementation of school-wide initiatives in curriculum, instruction, and assessment.	0.73	<ul style="list-style-type: none"> <li>■ 5 (45.5%)</li> </ul> Distinguished : 90-100% of the time. <ul style="list-style-type: none"> <li>■ 0 (0%)</li> </ul> Accomplished: 80-89% of the time <ul style="list-style-type: none"> <li>■ 6 (54.5%)</li> </ul> Emerging: 70-79% of the time <ul style="list-style-type: none"> <li>■ 0 (0%)</li> </ul> Unsatisfactory	
24	5C: Learner-Centered Culture: The teacher candidate participates in activities and models behaviors that build and sustain a learner-centered culture.	0.77	<ul style="list-style-type: none"> <li>■ 5 (45.5%)</li> </ul> Distinguished : 90-100% of the time. <ul style="list-style-type: none"> <li>■ 2 (18.2%)</li> </ul> Accomplished: 80-89% of the time <ul style="list-style-type: none"> <li>■ 4 (36.4%)</li> </ul> Emerging: 70-79% of the time <ul style="list-style-type: none"> <li>■ 0 (0%)</li> </ul> Unsatisfactory	
25	5D: Student Support Systems: The teacher candidate works collaboratively with the principal and colleagues to develop and sustain student support systems that enable learning.	0.73	<ul style="list-style-type: none"> <li>■ 5 (45.5%)</li> </ul> Distinguished : 90-100% of the time. <ul style="list-style-type: none"> <li>■ 0 (0%)</li> </ul>	

			<p>Accomplished: 80-89% of the time ■ 6 (54.5%)</p> <p>Emerging: 70-79% of the time ■ 0 (0%)</p> <p>Unsatisfactory</p>	
26	<p>5E: Student Management Systems: The teacher candidate works collaboratively with the school principal, colleagues and students to develop and sustain management systems that support and extend learning.</p>	0.73	<p>■ 5 (45.5%)</p> <p>Distinguished : 90-100% of the time. ■ 0 (0%)</p> <p>Accomplished: 80-89% of the time ■ 6 (54.5%)</p> <p>Emerging: 70-79% of the time ■ 0 (0%)</p> <p>Unsatisfactory</p>	
27	<p>5F: School, Family, and Community Connections: The teacher candidate works collaboratively with the principal, colleagues, parents, students and the community to develop and sustain school activities that make meaningful connections between the school and families and the community.</p>	0.81	<p>■ 5 (62.5%)</p> <p>Distinguished : 90-100% of the time. ■ 0 (0%)</p> <p>Accomplished: 80-89% of the time ■ 3 (37.5%)</p> <p>Emerging: 70-79% of the time ■ 0 (0%)</p> <p>Unsatisfactory</p>	
28	<p>5G: Strategic Planning/Continuous Improvement: The teacher candidate participates in the development and implementation of the school's strategic planning and continuous improvement process.</p>	1	<p>■ 5 (100%)</p> <p>Distinguished : 90-100% of the time. ■ 0 (0%)</p> <p>Accomplished: 80-89% of the time ■ 0 (0%)</p> <p>Emerging: 70-79% of the time</p>	

			<ul style="list-style-type: none"> <li>■ 0 (0%)</li> </ul> Unsatisfactory	
29	5H: Teacher Leadership: The teacher candidate demonstrates leadership by implementing classroom and school initiatives that improve education, as well as by making positive changes in policy and practice that affect student learning.	1	<ul style="list-style-type: none"> <li>■ 5 (100%)</li> </ul> Distinguished : 90-100% of the time. <ul style="list-style-type: none"> <li>■ 0 (0%)</li> </ul> Accomplished: 80-89% of the time <ul style="list-style-type: none"> <li>■ 0 (0%)</li> </ul> Emerging: 70-79% of the time <ul style="list-style-type: none"> <li>■ 0 (0%)</li> </ul> Unsatisfactory	
30	5I: Ethical Standards: The teacher candidate models the ethical standards expected for the profession in the learning environment and in the community.	1	<ul style="list-style-type: none"> <li>■ 5 (100%)</li> </ul> Distinguished : 90-100% of the time. <ul style="list-style-type: none"> <li>■ 0 (0%)</li> </ul> Accomplished: 80-89% of the time <ul style="list-style-type: none"> <li>■ 0 (0%)</li> </ul> Emerging: 70-79% of the time <ul style="list-style-type: none"> <li>■ 0 (0%)</li> </ul> Unsatisfactory	
31	Clarity and Correctness of Written Captions and Narratives:	0.84	<ul style="list-style-type: none"> <li>■ 5 (45.5%)</li> </ul> Distinguished : 90-100% of the time. <ul style="list-style-type: none"> <li>■ 5 (45.5%)</li> </ul> Accomplished: 80-89% of the time <ul style="list-style-type: none"> <li>■ 1 (9.1%)</li> </ul> Emerging: 70-79% of the time <ul style="list-style-type: none"> <li>■ 0 (0%)</li> </ul> Unsatisfactory	
32	Overall Appearance and Organization	1	<ul style="list-style-type: none"> <li>■ 5 (100%)</li> </ul> Distinguished : 90-100% of the time. <ul style="list-style-type: none"> <li>■ 0 (0%)</li> </ul>	



			<p>Accomplished: 80-89% of the time  ■ 0 (0%)  Emerging: 70- 79% of the time  ■ 0 (0%)  Unsatisfactory</p>	
33	Communicates Positive Image of Professional Educator	1	<p>■ 5 (100%)  Distinguished : 90-100% of the time.  ■ 0 (0%)  Accomplished: 80-89% of the time  ■ 0 (0%)  Emerging: 70- 79% of the time  ■ 0 (0%)  Unsatisfactory</p>	
34	Resume	1	<p>■ 5 (100%)  Distinguished : 90-100% of the time.  ■ 0 (0%)  Accomplished: 80-89% of the time  ■ 0 (0%)  Emerging: 70- 79% of the time  ■ 0 (0%)  Unsatisfactory</p>	
35	Professional Preparation Attachments/Information	1	<p>■ 5 (100%)  Distinguished : 90-100% of the time.  ■ 0 (0%)  Accomplished: 80-89% of the time  ■ 0 (0%)  Emerging: 70- 79% of the time</p>	

		■ 0 (0%) Unsatisfactory	
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**Assessment 7:****2021-2022 AAQEP Assessment 7: Disposition**

2022-03-14 - 2022-04-13

<b>Courses Included</b>							
<b>Learning Activity</b>	<b>Course</b>	<b>Instructors</b>	<b>Enrollment</b>	<b>Evaluations</b>	<b>Percent</b>	<b># Pass</b>	<b>% Pass</b>
<b>1st Placement Disposition Student Teaching Cooperating Teacher</b>	<b>2021FA Student Teaching (2021FA-EDUC-481-01)</b>	<b>Dolan, Margaret; Theaker, Sherri</b>	<b>5</b>	<b>5</b>	<b>100</b>	<b>5</b>	<b>100</b>
<b>2nd Placement Disposition Supervisor</b>	<b>2021FA Student Teaching (2021FA-EDUC-481-01)</b>	<b>Dolan, Margaret; Theaker, Sherri</b>	<b>5</b>	<b>5</b>	<b>100</b>	<b>5</b>	<b>100</b>
<b>Disposition</b>	<b>2022SP Classroom &amp; Teacher Roles (2022SP-EDUC-232-80)</b>	<b>Ritz, Bonnie</b>	<b>8</b>	<b>7</b>	<b>87.5</b>	<b>5</b>	<b>71.43</b>

<b>Summary Statistics</b>		
<b>Scored Evaluations</b> 17	<b># Pass</b> 15	<b>Mean Score</b> 4.4
<b>Rows</b> 5	<b>% Pass</b> 88.24	<b>Median Score</b> 5
<b>Possible Item Scores</b> 85	<b>Highest Score</b> 5	<b>Std Dev</b> 0.99
<b>Actual Item Scores</b> 85	<b>Lowest Score</b> 1.25	<b>KR(20) / Cronbach Alpha</b> 0.97

<b>Details</b>				
<b>No</b>	<b>Row</b>	<b>Average</b>	<b>Levels Of Achievement</b>	<b>Distribution</b>
1	Human Relationships InTASC 10WVPTS 4, 51A	0.9	■ 13 (76.5%) <b>Distinguished</b> ■ 2 (11.8%) <b>Accomplished</b> ■ 1 (5.9%) <b>Emerging</b> ■ 1 (5.9%) <b>Unsatisfactory</b>	

2	Professional Judgment InTASC 9WVPTS 51B	0.87	■ 11 (64.7%) <b>Distinguished</b> ■ 4 (23.5%) <b>Accomplished</b> ■ 1 (5.9%) <b>Emerging</b> ■ 1 (5.9%) <b>Unsatisfactory</b>	
3	Continuous Improvement InTASC 9WVPTS 41C	0.85	■ 10 (58.8%) <b>Distinguished</b> ■ 5 (29.4%) <b>Accomplished</b> ■ 1 (5.9%) <b>Emerging</b> ■ 1 (5.9%) <b>Unsatisfactory</b>	
4	Dependability InTASC 9WVPTS 3 1D	0.88	■ 12 (70.6%) <b>Distinguished</b> ■ 3 (17.6%) <b>Accomplished</b> ■ 1 (5.9%) <b>Emerging</b> ■ 1 (5.9%) <b>Unsatisfactory</b>	
5	Quality of Work InTASC 10WVPTS 41E	0.9	■ 12 (70.6%) <b>Distinguished</b> ■ 4 (23.5%) <b>Accomplished</b> ■ 0 (0%) <b>Emerging</b> ■ 1 (5.9%) <b>Unsatisfactory</b>	

### 2020 AAQEP Assessment 7: Disposition

2022-03-28 - 2022-03-28

Courses Included							
Learning Activity	Course	Instructors	Enrollment	Evaluations	Percent	# Pass	% Pass
1st Placement Disposition Student Teaching Supervisor	2019FA Student Teaching (2019FA-EDUC-481-01)	Young, Carol; Theaker, Sherri	1	1	100	1	100
2nd Placement Disposition Supervisor	2019FA Student Teaching (2019FA-EDUC-481-01)	Young, Carol; Theaker, Sherri	1	1	100	1	100

<b>1st Placement Disposition Student Teaching Cooperating Teacher</b>	<b>2020FA Student Teaching (2020FA-EDUC-481-01)</b>	<b>Young, Carol; Theaker, Sherri</b>	<b>6</b>	<b>6</b>	<b>100</b>	<b>6</b>	<b>100</b>
<b>2nd Placement Disposition Coop</b>	<b>2020FA Student Teaching (2020FA-EDUC-481-01)</b>	<b>Young, Carol; Theaker, Sherri</b>	<b>6</b>	<b>6</b>	<b>100</b>	<b>6</b>	<b>100</b>
<b>Faculty Disposition</b>	<b>2020SP Student Teaching (2020SP-EDUC-481-01)</b>	<b>Young, Carol; Theaker, Sherri</b>	<b>3</b>	<b>3</b>	<b>100</b>	<b>3</b>	<b>100</b>
<b>Faculty Disposition</b>	<b>2020SP Student Teaching (2020SP-EDUC-481-01)</b>	<b>Young, Carol; Theaker, Sherri</b>	<b>3</b>	<b>3</b>	<b>100</b>	<b>3</b>	<b>100</b>
<b>Mentor Disposition</b>	<b>2020SP Student Teaching (2020SP-EDUC-481-01)</b>	<b>Young, Carol; Theaker, Sherri</b>	<b>3</b>	<b>3</b>	<b>100</b>	<b>3</b>	<b>100</b>
<b>Mentor Disposition</b>	<b>2020SP Student Teaching (2020SP-EDUC-481-01)</b>	<b>Young, Carol; Theaker, Sherri</b>	<b>3</b>	<b>3</b>	<b>100</b>	<b>3</b>	<b>100</b>
<b>Faculty Disposition</b>	<b>2021SP Student Teaching (2021SP-EDUC-481-01)</b>	<b>Young, Carol; Theaker, Sherri</b>	<b>2</b>	<b>2</b>	<b>100</b>	<b>2</b>	<b>100</b>
<b>Mentor Disposition</b>	<b>2021SP Student Teaching (2021SP-</b>	<b>Young, Carol; Theaker, Sherri</b>	<b>2</b>	<b>2</b>	<b>100</b>	<b>2</b>	<b>100</b>

	EDUC-481-01)						
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Summary Statistics					
Scored Evaluations	30	# Pass	30	Mean Score	4.9
Rows	5	% Pass	100	Median Score	5
Possible Item Scores	150	Highest Score	5	Std Dev	0.31
Actual Item Scores	150	Lowest Score	3.75	KR(20) / Cronbach Alpha	0.96

Details				
No	Row	Average	Levels Of Achievement	Distribution
1	Human Relationships InTASC 10WVPTS 4, 51A	0.98	■ 28 (93.3%) <b>Distinguished</b> ■ 2 (6.7%) <b>Accomplished</b> ■ 0 (0%) Emerging ■ 0 (0%) <b>Unsatisfactory</b>	
2	Professional Judgment InTASC 9WVPTS 51B	0.97	■ 26 (86.7%) <b>Distinguished</b> ■ 4 (13.3%) <b>Accomplished</b> ■ 0 (0%) Emerging ■ 0 (0%) <b>Unsatisfactory</b>	
3	Continuous Improvement InTASC 9WVPTS 41C	0.98	■ 28 (93.3%) <b>Distinguished</b> ■ 2 (6.7%) <b>Accomplished</b> ■ 0 (0%) Emerging ■ 0 (0%) <b>Unsatisfactory</b>	
4	Dependability InTASC 9WVPTS 3 1D	0.98	■ 28 (93.3%) <b>Distinguished</b> ■ 2 (6.7%) <b>Accomplished</b> ■ 0 (0%) Emerging ■ 0 (0%) <b>Unsatisfactory</b>	
5	Quality of WorkInTASC 10WVPTS 41E	0.98	■ 28 (93.3%) <b>Distinguished</b> ■ 2 (6.7%) <b>Accomplished</b> ■ 0 (0%) Emerging	

			■ 0 (0%) Unsatisfactory	
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**Assessment 8:****2021-2022 AAQEP Assessment 5: Unit Plan**







Unit Plan

2022-04-24 - 2022-04-24

Courses Included							
Learning Activity	Course	Instructors	Enrollment	Evaluations	Percent	# Pass	% Pass
Unit Plan	2022SP EDUC 309-310-311-312 Secondary Methods (2022SP- EDUC-312-80)	Knorr, Elizabeth	7	6	85.71	6	100

Summary Statistics		
Scored Evaluations	6	# Pass 6
Rows	18	% Pass 100
Possible Item Scores	108	Highest Score 18
Actual Item Scores	108	Lowest Score 15
		Mean Score 17.33
		Median Score 17.5
		Std Dev 1.07
		KR(20) / Cronbach Alpha 0.79

Details				
No	Row	Average	Levels Of Achievement	Distribution
1	Unit Plan Format (12 %)	0.96	■ 5 (83.3%) Distinguished ■ 1 (16.7%) Accomplished ■ 0 (0%) Emerging ■ 0 (0%) Unsatisfactory	
2	Unit Calendar and Logical Progression (18%) InTASC 7WVPTS 1	0.96	■ 5 (83.3%) Distinguished ■ 1 (16.7%) Accomplished ■ 0 (0%) Emerging ■ 0 (0%) Unsatisfactory	
3	Big Ideas and Lesson Alignment (5%) InTASC 4, 7WVPTS 1	0.96	■ 5 (83.3%) Distinguished ■ 1 (16.7%) Accomplished	

			■ 0 (0%) Emerging ■ 0 (0%) Unsatisfactory	
4	Technology Tools (5%)InTASC 8WVPTS 1	0.88	■ 5 (83.3%) Distinguished ■ 0 (0%) Accomplished ■ 0 (0%) Emerging ■ 1 (16.7%) Unsatisfactory	
5	Learning SkillsInTASC 8WVPTS 1	0.79	■ 4 (66.7%) Distinguished ■ 0 (0%) Accomplished ■ 1 (16.7%) Emerging ■ 1 (16.7%) Unsatisfactory	
6	Content Standards (10%)InTASC 4, 7WVPTS 1	0.88	■ 5 (83.3%) Distinguished ■ 0 (0%) Accomplished ■ 0 (0%) Emerging ■ 1 (16.7%) Unsatisfactory	
7	Essential Questions (4%)InTASC 8WVPTS 1,3	1	■ 6 (100%) Distinguished ■ 0 (0%) Accomplished ■ 0 (0%) Emerging ■ 0 (0%) Unsatisfactory	
8	Learning Objectives: Students Will Know (4%)InTASC 7WVPTS 1,2	0.96	■ 5 (83.3%) Distinguished ■ 1 (16.7%) Accomplished ■ 0 (0%) Emerging ■ 0 (0%) Unsatisfactory	
9	Learning Objectives: Students Will Understand (4%)InTASC 7WVPTS 1, 2	1	■ 6 (100%) Distinguished	

			■ 0 (0%) Accomplished ■ 0 (0%) Emerging ■ 0 (0%) Unsatisfactory	
10	Learning Objectives: Students Will Do (4%)InTASC 7WVPTS 1, 2	1	■ 6 (100%) Distinguished ■ 0 (0%) Accomplished ■ 0 (0%) Emerging ■ 0 (0%) Unsatisfactory	
11	Research-Based Instructional Strategies (4%)InTASC 8WVPTS 1,3	1	■ 6 (100%) Distinguished ■ 0 (0%) Accomplished ■ 0 (0%) Emerging ■ 0 (0%) Unsatisfactory	
12	Materials/Resources/Websites (3%)InTASC 4, 7WVPTS 1, 3	1	■ 6 (100%) Distinguished ■ 0 (0%) Accomplished ■ 0 (0%) Emerging ■ 0 (0%) Unsatisfactory	
13	Formative AssessmentsInTASC 6WVPTS 1,3	0.96	■ 5 (83.3%) Distinguished ■ 1 (16.7%) Accomplished ■ 0 (0%) Emerging ■ 0 (0%) Unsatisfactory	
14	Summative AssessmentsInTASC 6WVPTS 1,3	1	■ 6 (100%) Distinguished ■ 0 (0%) Accomplished ■ 0 (0%) Emerging ■ 0 (0%) Unsatisfactory	



15	RubricsInTASC 6WVPTS 1,3	1	■ 6 (100%) Distinguished ■ 0 (0%) Accomplished ■ 0 (0%) Emerging ■ 0 (0%) Unsatisfactory	
16	Lesson Plans and Teaching Process (10%)InTASC 7, 8WVPTS 1, 3	1	■ 6 (100%) Distinguished ■ 0 (0%) Accomplished ■ 0 (0%) Emerging ■ 0 (0%) Unsatisfactory	
17	Spelling/Grammar (8%)	1	■ 6 (100%) Distinguished ■ 0 (0%) Accomplished ■ 0 (0%) Emerging ■ 0 (0%) Unsatisfactory	
18	On-time (6%)	1	■ 6 (100%) Distinguished ■ 0 (0%) Accomplished ■ 0 (0%) Emerging ■ 0 (0%) Unsatisfactory	

### What is the greatest strength of the program?

The strength of the Education Program at the Undergraduate level is that upon completion of the program the data indicated that all teacher candidates are meeting criteria at an accomplished to distinguished level. They are passing Praxis I and II at 100% as a result of the criteria required by the state of West Virginia. All teacher candidates in the state are not permitted to student teach if they have NOT passed Praxis I and Praxis II.

The average GPA for spring 2022 completers was a range of 3.23-3.88 with a mean of 3.56. The mean GPA for 2021-2022 was 3.49 indicating teacher candidates are well above the WVDE required GPA of 2.5.

Program faculty are using assessments in a consistent fashion. Now that rubrics are in blackboard they roll over into each semester providing consistency.

**What criteria were achieved?**

All criteria has been achieved. Teacher candidates are performing at an accomplished or higher rate the majority of the time on all assessments.

**Any comparisons with the previous term's results? Are students improving?**

Students in the program are consistent in performance. Global awareness has been added to the curriculum as per the AAQEP standards. The data indicates an upward trend. The data indicates that all areas are at the accomplished to distinguished areas. The writing of measurable objectives is still an area that faculty need to review in course that are applicable. The data also indicated that student teachers, although artifacts were included, they still needed to provide more robust reasons for why the artifact was chosen for each particular WV professional teaching standard.

**What steps/actions need to be implemented for the program improvement?**

Teacher candidates, although still meeting benchmark levels still show needs for improvement in the areas of objectives, portfolio narratives, and future professional development.

**Are those actions program-related or curriculum related?**

All actions are program related.

**What areas in the student learning need to be improved?**

Although there are upward trends in the data indicating improvement student learning may be improved through measures to increase their proficiency in writing objectives, writing more robust narratives for portfolio artifacts, and reflection of how a future educator continues professional development.

**What changes need to make to refine the assessment process?**

No refinement needed at this time.

**Date of implementation.**

Continue as is.

## ENGINEERING ASSESSMENT REPORT: FALL 2021

### Section A: Introduction/Background

Program: BS Engineering Science

Course: ENGR 111

Course Title: Engineering Orientation I

Number of sections assessed: one (class of 2025)

### Program Outcomes:

- An ability to identify, formulate, and solve complex engineering problems by applying principles of engineering, science, and mathematics
- An ability to apply engineering design to produce solutions that meet specified needs with consideration of public health, safety, and welfare, as well as global, cultural, social, environmental, and economic factors.
- An ability to communicate effectively with a range of audiences.
- An ability to recognize ethical and professional responsibilities in engineering situations and make informed judgments, which must consider the impact of engineering solutions in global, economic, environmental, and societal contexts.
- An ability to function effectively on a team whose members together provide leadership, create a collaborative and inclusive environment, establish goals, plan tasks, and meet objectives.
- An ability to develop and conduct appropriate experimentation, analyze and interpret data, and use engineering judgment to draw conclusions.
- An ability to acquire and apply new knowledge as needed, using appropriate learning strategies.

### Section B: Student Learning Outcomes Assessed

1. An ability to identify, formulate, and solve complex engineering problems by applying principles of engineering, science, and mathematics
2. An ability to apply engineering design to produce solutions that meet specified needs with consideration of public health, safety, and welfare, as well as global, cultural, social, environmental, and economic factors.
3. An ability to acquire and apply new knowledge as needed, using appropriate learning strategies.

### Section C: Assessment Method

1. How did you measure each of the learning outcomes associated with your course? By applying the following rubric.

SMART	4	3	2	1
Strategy	Correctly identifies and states the concepts that can be used to solve the problem.	Identifies concepts, but miss applies the concept(s) needed to solve the problem.	Lists equations without identifying associated concept or has an incorrect concept.	Does not identify the concept(s) that can be used to solve the problem.
Model	Makes an accurate, detailed sketch or diagram.	Makes an accurate sketch. Maybe missing some details or information.	Makes a sketch with some details or information missing or with mistakes.	Does not make an appropriate sketch or diagram.
Analysis	Identifies a solution that works. Solution is clear and concise, extraneous information is discarded. May have multiple solutions.	Identifies a solution that works. May have extra equations or unnecessary steps.	Begins to plan a solution to the problem. Some equations may be missing or incorrect.	Does not develop a plan to solve the problem. Equations are incorrect.
Reflection	None errors. Solution is easy to follow.	Steps maybe difficult to follow. May be math errors. Probably has correct answer.	Some math errors, leading to an incorrect solution.	No solution.
Think	Knows if solution is wrong based on units or magnitude of answer.	Checks for accuracy. Checks for units.	Doesn't check for accuracy. No identification of dimensional analysis or unit evaluation.	If solution was achieved can not explain how. None units or incorrect units.
Neatness and Organization	The work is presented in a neat, clear, organized fashion that is easy to read.	The work is presented in a neat and organized fashion that is usually easy to read.	The work is presented in an organized fashion but may be hard to read at times.	The work appears sloppy and unorganized. It is hard to know what information goes together.

2. List the measures (e.g., course material, assignments, tests, etc.) you used to assess the student learnings.

Specific exam questions and over-all class participation were used to assess students and the class as a whole.

#### Section D: Results/Findings

##### Data Interpretation:

While a few students performed well, as a group, the class of 2025 is weaker. In comparison to previous classes, I was not able to cover the material outlined in the syllabus. Students are either not prepared or simply do not apply themselves outside of class. I also found some students to lack social skills, which could be attributed to on-line education.

What is the greatest strength of the program? Application of science, mathematics and engineering to real-world problems.

#### Section E: Future Actions/ Program Improvement Plan

##### **What steps/actions need to be implemented for the program improvement?**

Continue to develop real-world examples as a means to motivate students.

##### **Are those actions program-related or curriculum related?**

These actions are related to both the engineering science program and curriculum.

##### **What areas in the student learning need to be improved?**

In general, students need to improve their work ethic.

##### **What changes need to make to refine the assessment process?**

I'm open for ideas.

#### Section A: Introduction/Background

Program: BS Engineering Science

Course: ENGR 243

Course Title: Engineering Mechanics, Statics

Number of sections assessed: one (class of 2024)

Program Outcomes:

1. An ability to identify, formulate, and solve complex engineering problems by applying principles of engineering, science, and mathematics
2. An ability to apply engineering design to produce solutions that meet specified needs with consideration of public health, safety, and welfare, as well as global, cultural, social, environmental, and economic factors.
3. An ability to communicate effectively with a range of audiences.
4. An ability to recognize ethical and professional responsibilities in engineering situations and make informed judgments, which must consider the impact of engineering solutions in global, economic, environmental, and societal contexts.
5. An ability to function effectively on a team whose members together provide leadership, create a collaborative and inclusive environment, establish goals, plan tasks, and meet objectives.
6. An ability to develop and conduct appropriate experimentation, analyze and interpret data, and use engineering judgment to draw conclusions.

7. An ability to acquire and apply new knowledge as needed, using appropriate learning strategies.

### Section B: Student Learning Outcomes Assessed

1. An ability to identify, formulate, and solve complex engineering problems by applying principles of engineering, science, and mathematics
2. An ability to apply engineering design to produce solutions that meet specified needs with consideration of public health, safety, and welfare, as well as global, cultural, social, environmental, and economic factors.
3. An ability to acquire and apply new knowledge as needed, using appropriate learning strategies.

### Section C: Assessment Method

1. How did you measure each of the learning outcomes associated with your course? By applying the following rubric.

SMART	4	3	2	1
Strategy	Correctly identifies and states the concepts that can be used to solve the problem.	Identifies concepts, but miss applies the concept(s) needed to solve the problem.	Lists equations without identifying associated concept or has an incorrect concept.	Does not identify the concept(s) that can be used to solve the problem.
Model	Makes an accurate, detailed sketch or diagram.	Makes an accurate sketch. Maybe missing some details or information.	Makes a sketch with some details or information missing or with mistakes.	Does not make an appropriate sketch or diagram.
Analysis	Identifies a solution that works. Solution is clear and concise, extraneous information is discarded. May have multiple solutions.	Identifies a solution that works. May have extra equations or unnecessary steps.	Begins to plan a solution to the problem. Some equations may be missing or incorrect.	Does not develop a plan to solve the problem. Equations are incorrect.
Reflection	No math errors. Solution is easy to follow.	Steps maybe difficult to follow. May be math errors. Probably has correct answer.	Some math errors, leading to an incorrect solution.	No solution.
Think	Knows if solution is wrong based on units or magnitude of answer.	Checks for accuracy. Checks for units.	Doesn't check for accuracy. No identification of dimensional analysis or unit evaluation.	If solution was achieved can not explain how. No units or incorrect units.
Neatness and Organization	The work is presented in a neat, clear, organized fashion that is easy to read.	The work is presented in a neat and organized fashion that is usually easy to read.	The work is presented in an organized fashion but may be hard to read at times.	The work appears sloppy and unorganized. It is hard to know what information goes together.

2. List the measures (e.g., course material, assignments, tests, etc.) you used to assess the student learnings.

Specific exam questions and over-all class participation were used to assess students and the class as a whole.

### Section D: Results/Findings

Data Interpretation:

As a group, the class of 2024 did not perform as well as previous classes. In comparison to previous classes, I was not able to cover the material outlined in the syllabus. Students are either not prepared or simply do not apply themselves outside of class. In general, students are not applying themselves outside of class.

What is the greatest strength of the program? Application of science, mathematics and engineering to real-world problems.

### Section E: Future Actions/ Program Improvement Plan

**What steps/actions need to be implemented for the program improvement?**

Continue to develop real-world examples as a means to motivate students.

**Are those actions program-related or curriculum related?**

These actions are related to both the engineering science program and curriculum.

**What areas in the student learning need to be improved?**

In general, students need to improve their work ethic.

**What changes need to make to refine the assessment process? I'm open for ideas.****Section A: Introduction/Background**

Program: BS Engineering Science

Course: ENGR 352

Course Title: Mechatronics

Number of sections assessed: one (class of 2022) Program Outcomes:

1. An ability to identify, formulate, and solve complex engineering problems by applying principles of engineering, science, and mathematics
2. An ability to apply engineering design to produce solutions that meet specified needs with consideration of public health, safety, and welfare, as well as global, cultural, social, environmental, and economic factors.
3. An ability to communicate effectively with a range of audiences.
4. An ability to recognize ethical and professional responsibilities in engineering situations and make informed judgments, which must consider the impact of engineering solutions in global, economic, environmental, and societal contexts.
5. An ability to function effectively on a team whose members together provide leadership, create a collaborative and inclusive environment, establish goals, plan tasks, and meet objectives.
6. An ability to develop and conduct appropriate experimentation, analyze and interpret data, and use engineering judgment to draw conclusions.
7. An ability to acquire and apply new knowledge as needed, using appropriate learning strategies.

**Section B: Student Learning Outcomes Assessed**

1. An ability to identify, formulate, and solve complex engineering problems by applying principles of engineering, science, and mathematics
2. An ability to apply engineering design to produce solutions that meet specified needs with consideration of public health, safety, and welfare, as well as global, cultural, social, environmental, and economic factors.
3. An ability to develop and conduct appropriate experimentation, analyze and interpret data, and use engineering judgment to draw conclusions.
4. An ability to acquire and apply new knowledge as needed, using appropriate learning strategies.

**Section C: Assessment Method**

1. How did you measure each of the learning outcomes associated with your course? By applying the following rubric.

SMART	4	3	2	1
Strategy	Correctly identifies and states the concepts that can be used to solve the problem.	Identifies concepts, but miss applies the concept(s) needed to solve the problem.	Lists equations without identifying associated concept or has an incorrect concept.	Does not identify the concept(s) that can be used to solve the problem.

Model	Makes an accurate, detailed sketch or diagram.	Makes an accurate sketch. Maybe missing some details or information.	Makes a sketch with some details or information missing or with mistakes.	Does not make an appropriate sketch or diagram.
Analysis	Identifies a solution that works. Solution is clear and concise, extraneous information is discarded. May have multiple solutions.	Identifies a solution that works. May have extra equations or unnecessary steps.	Begins to plan a solution to the problem. Some equations may be missing or incorrect.	Does not develop a plan to solve the problem. Equations are incorrect.
Reflection	No math errors. Solution is easy to follow.	Steps maybe difficult to follow. May be math errors. Probably has correct answer.	Some math errors, leading to an incorrect solution.	No solution.
Think	Knows if solution is wrong based on units or magnitude of answer.	Checks for accuracy. Checks for units.	Doesn't check for accuracy. No identification of dimensional analysis or unit evaluation.	If solution was achieved can not explain how. No units or incorrect units.
Neatness and Organization	The work is presented in a neat, clear, organized fashion that is easy to read.	The work is presented in a neat and organized fashion that is usually easy to read.	The work is presented in an organized fashion but may be hard to read at times.	The work appears sloppy and unorganized. It is hard to know what information goes together.

2. List the measures (e.g., course material, assignments, tests, etc.) you used to assess the student learnings.

Laboratory exercises.

#### Section D: Results/Findings

Data Interpretation:

In general, students applied themselves to a self-paced series of laboratory exercises.

What is the greatest strength of the program? Application of science, mathematics and engineering to real-world problems.

#### Section E: Future Actions/ Program Improvement Plan

**What steps/actions need to be implemented for the program improvement?**

Continue to develop real-world examples as a means to motivate students.

**Are those actions program-related or curriculum related?**

These actions are related to both the engineering science program and curriculum.

**What areas in the student learning need to be improved?**

In general, students need to improve their work ethic.

**What changes need to make to refine the assessment process?** I'm open for ideas.

#### Section A: Introduction/Background

Program: BS Engineering Science

Course: ENGR 475

Course Title: Project Management

Number of sections assessed: one (class of 2022) Program Outcomes:

1. An ability to identify, formulate, and solve complex engineering problems by applying principles of engineering, science, and mathematics
2. An ability to apply engineering design to produce solutions that meet specified needs with consideration of public health, safety, and welfare, as well as global, cultural, social, environmental, and economic factors.
3. An ability to communicate effectively with a range of audiences.
4. An ability to recognize ethical and professional responsibilities in engineering situations and make informed judgments, which must consider the impact of engineering solutions in global, economic, environmental, and societal contexts.
5. An ability to function effectively on a team whose members together provide leadership, create a collaborative and inclusive environment, establish goals, plan tasks, and meet objectives.

6. An ability to develop and conduct appropriate experimentation, analyze and interpret data, and use engineering judgment to draw conclusions.

7. An ability to acquire and apply new knowledge as needed, using appropriate learning strategies.

### Section B: Student Learning Outcomes Assessed

1. An ability to identify, formulate, and solve complex engineering problems by applying principles of engineering, science, and mathematics
2. An ability to apply engineering design to produce solutions that meet specified needs with consideration of public health, safety, and welfare, as well as global, cultural, social, environmental, and economic factors.
3. An ability to communicate effectively with a range of audiences.
4. An ability to recognize ethical and professional responsibilities in engineering situations and make informed judgments, which must consider the impact of engineering solutions in global, economic, environmental, and societal contexts.
5. An ability to acquire and apply new knowledge as needed, using appropriate learning strategies.

### Section C: Assessment Method

1. How did you measure each of the learning outcomes associated with your course? By applying the following rubric.

SMART	4	3	2	1
Strategy	Correctly identifies and states the concepts that can be used to solve the problem.	Identifies concepts, but miss applies the concept(s) needed to solve the problem.	Lists equations without identifying associated concept or has an incorrect concept.	Does not identify the concept(s) that can be used to solve the problem.
Model	Makes an accurate, detailed sketch or diagram.	Makes an accurate sketch. Maybe missing some details or information.	Makes a sketch with some details or information missing or with mistakes.	Does not make an appropriate sketch or diagram.
Analysis	Identifies a solution that works. Solution is clear and concise, extraneous information is discarded. May have multiple solutions.	Identifies a solution that works. May have extra equations or unnecessary steps.	Begins to plan a solution to the problem. Some equations may be missing or incorrect.	Does not develop a plan to solve the problem. Equations are incorrect.
Reflection	Nonmath errors. Solution is easy to follow.	Steps maybe difficult to follow. Maybemath errors. Probably has correct answer.	Some math errors, leading to an incorrect solution.	No solution.
Think	Knows if solution is wrong based on units or magnitude of answer.	Checks for accuracy. Checks for units.	Doesn't check for accuracy. No identification of dimensional analysis or unit evaluation.	If solution was achieved can not explain how. Nonunits or incorrect units.
Neatness and Organization	The work is presented in a neat, clear, organized fashion that is easy to read.	The work is presented in a neat and organized fashion that is usually easy to read.	The work is presented in an organized fashion but may be hard to read at times.	The work appears sloppy and unorganized. It is hard to know what information goes together.

2. List the measures (e.g., course material, assignments, tests, etc.) you used to assess the student learnings.

Over-all class participation class discussions were used to assess students and the class as a whole.

### Section D: Results/Findings

Data Interpretation:

The students atoned themselves well.

What is the greatest strength of the program? Application of science, mathematics and engineering to real-world problems.

### Section E: Future Actions/ Program Improvement Plan

**What steps/actions need to be implemented for the program improvement?**

Continue to develop real-world examples as a means to motivate students and transition the course to stay in sync with PMI.org who deployed a new, 7<sup>th</sup> edition of the PMBOK. The 7<sup>th</sup>



edition transitioned emphasis from processes to principles, also emphasized a systems view of project management.

**Are those actions program-related or curriculum related?**

These actions are related to both the engineering science program and curriculum.

**What areas in the student learning need to be improved?**

In general, students need to improve their work ethic.

**What changes need to make to refine the assessment process?**

I'm open for ideas.

## ENGINEERING ASSESSMENT REPORT: SPRING 2022

### Section A: Introduction/Background

Program: BS Engineering Science

Course: ENGR 112

Course Title: Engineering Orientation II

Number of sections assessed: one (class of 2025)

Program Outcomes:

1. An ability to identify, formulate, and solve complex engineering problems by applying principles of engineering, science, and mathematics
2. An ability to apply engineering design to produce solutions that meet specified needs with consideration of public health, safety, and welfare, as well as global, cultural, social, environmental, and economic factors.
3. An ability to communicate effectively with a range of audiences.
4. An ability to recognize ethical and professional responsibilities in engineering situations and make informed judgments, which must consider the impact of engineering solutions in global, economic, environmental, and societal contexts.
5. An ability to function effectively on a team whose members together provide leadership, create a collaborative and inclusive environment, establish goals, plan tasks, and meet objectives.
6. An ability to develop and conduct appropriate experimentation, analyze and interpret data, and use engineering judgment to draw conclusions.
7. An ability to acquire and apply new knowledge as needed, using appropriate learning strategies.

### Section B: Student Learning Outcomes Assessed

- An ability to identify, formulate, and solve complex engineering problems by applying principles of engineering, science, and mathematics
- An ability to apply engineering design to produce solutions that meet specified needs with consideration of public health, safety, and welfare, as well as global, cultural, social, environmental, and economic factors

- An ability to acquire and apply new knowledge as needed, using appropriate learning strategies.

Section C: Assessment Method

**How did you measure each of the learning outcomes associated with your course? By applying the following rubric.**

Student Outcomes BS Engineering Science Wheeling University		Excellent	Above Average	Good	Adequate	Poor	Unsatisfactory
1	An ability to identify, formulate, and solve complex engineering problems by applying principles of engineering, science, and mathematics.	5	4	3	2	1	0
2	An ability to apply engineering design to produce solutions that meet specified needs with consideration of public health, safety, and welfare, as well as global, cultural, social, environmental, and economic factors.	5	4	3	2	1	0
3							
4							
5							
6							
7	An ability to acquire and apply new knowledge as needed, using appropriate learning strategies.	5	4	3	2	1	0

**List the measures (e.g., course material, assignments, tests, etc.) you used to assess the student learnings.**

Specific exam questions and over-all class participation were used to assess students and the class as a whole.

Data Interpretation:

While a few students performed well, as a group, the class of 2025 is weaker and scored a 2 or adequate in all three areas. In comparison to previous classes, I was not able to cover the material outlined in the syllabus. Students are either not prepared or simply do not apply themselves outside of class. I also found some students to lack social skills, which could be attributed to on-line education.

**What is the greatest strength of the program?**

Application of science, mathematics and engineering to real-world problems.

**What steps/actions need to be implemented for the program improvement?**

Continue to develop real-world examples as a means to motivate students.

**Are those actions program-related or curriculum related?** These actions are related to both the engineering science program and curriculum.

**What areas in the student learning need to be improved?** In general, students need to improve their work ethic.

**What changes need to make to refine the assessment process?** I'm open for ideas.

Section A: Introduction/Background

Program: BS Engineering Science

Course: ENGR 244

Course Title: Engineering Mechanics, Dynamics

Number of sections assessed: one (class of 2024)

Program Outcomes:

1. An ability to identify, formulate, and solve complex engineering problems by applying principles of engineering, science, and mathematics
2. An ability to apply engineering design to produce solutions that meet specified needs with consideration of public health, safety, and welfare, as well as global, cultural, social, environmental, and economic factors.
3. An ability to communicate effectively with a range of audiences.
4. An ability to recognize ethical and professional responsibilities in engineering situations and make informed judgments, which must consider the impact of engineering solutions in global, economic, environmental, and societal contexts.
5. An ability to function effectively on a team whose members together provide leadership, create a collaborative and inclusive environment, establish goals, plan tasks, and meet objectives.
6. An ability to develop and conduct appropriate experimentation, analyze and interpret data, and use engineering judgment to draw conclusions.
7. An ability to acquire and apply new knowledge as needed, using appropriate learning strategies.

Section B: Student Learning Outcomes Assessed

- An ability to identify, formulate, and solve complex engineering problems by applying principles of engineering, science, and mathematics
- An ability to apply engineering design to produce solutions that meet specified needs with consideration of public health, safety, and welfare, as well as global, cultural, social, environmental, and economic factors.
- An ability to acquire and apply new knowledge as needed, using appropriate learning strategies.

Section C: Assessment Method

**How did you measure each of the learning outcomes associated with your course?** By applying the following rubric.

Student Outcomes BS Engineering Science Wheeling University		Excellent	Above Average	Good	Adequate	Poor	Unsatisfactory
1	An ability to identify, formulate, and solve complex engineering problems by applying principles of engineering, science, and mathematics.	5	4	3	2	1	0
2	An ability to apply engineering design to produce solutions that meet specified needs with consideration of public health, safety, and welfare, as well as global, cultural, social, environmental, and economic factors.	5	4	3	2	1	0
3							
4							
5							
6							
7	An ability to acquire and apply new knowledge as needed, using appropriate learning strategies.	5	4	3	2	1	0

**List the measures (e.g., course material, assignments, tests, etc.) you used to assess the student learnings.**

Specific exam questions and over-all class participation were used to assess students and the class as a whole.

**What steps/actions need to be implemented for the program improvement?**

Continue to develop real-world examples as a means to motivate students.

**Are those actions program-related or curriculum related?** These actions are related to both the engineering science program and curriculum.

**What areas in the student learning need to be improved?** In general, students need to improve their work ethic.

**What changes need to make to refine the assessment process?** I'm open for ideas.

Section A: Introduction/Background

Program: BS Engineering Science

Course: ENGR 479

Course Title: Advanced Economic Analysis

Number of sections assessed: one (class of 2022)

Program Outcomes:

1. An ability to identify, formulate, and solve complex engineering problems by applying principles of engineering, science, and mathematics
2. An ability to apply engineering design to produce solutions that meet specified needs with consideration of public health, safety, and welfare, as well as global, cultural, social, environmental, and economic factors.
3. An ability to communicate effectively with a range of audiences.

4. An ability to recognize ethical and professional responsibilities in engineering situations and make informed judgments, which must consider the impact of engineering solutions in global, economic, environmental, and societal contexts.
5. An ability to function effectively on a team whose members together provide leadership, create a collaborative and inclusive environment, establish goals, plan tasks, and meet objectives.
6. An ability to develop and conduct appropriate experimentation, analyze and interpret data, and use engineering judgment to draw conclusions.
7. An ability to acquire and apply new knowledge as needed, using appropriate learning strategies.

Section B: Student Learning Outcomes Assessed

- An ability to identify, formulate, and solve complex engineering problems by applying principles of engineering, science, and mathematics
- An ability to apply engineering design to produce solutions that meet specified needs with consideration of public health, safety, and welfare, as well as global, cultural, social, environmental, and economic factors.
- An ability to develop and conduct appropriate experimentation, analyze and interpret data, and use engineering judgment to draw conclusions.
- An ability to acquire and apply new knowledge as needed, using appropriate learning strategies.

Section C: Assessment Method

**How did you measure each of the learning outcomes associated with your course? By applying the following rubric.**

<b>Student Outcomes BS Engineering Science Wheeling University</b>		Excellent	Above Average	Good	Adequate	Poor	Unsatisfactory
1	An ability to identify, formulate, and solve complex engineering problems by applying principles of engineering, science, and mathematics.	5	4	3	2	1	0
2	An ability to apply engineering design to produce solutions that meet specified needs with consideration of public health, safety, and welfare, as well as global, cultural, social, environmental, and economic factors.	5	4	3	2	1	0
3							
4							
5							
6							
7	An ability to acquire and apply new knowledge as needed, using appropriate learning strategies.	5	4	3	2	1	0

**List the measures (e.g., course material, assignments, tests, etc.) you used to assess the student learning.**

Exam questions

Data Interpretation:

Two engineering students took this class along with three business and three MBA students enrolled in the course and both engineering students' performance was 3 Good.

**What is the greatest strength of the program?**

Application of economic science, mathematics and engineering to real-world problems.

**What steps/actions need to be implemented for the program improvement?**

Continue to develop real-world examples as a means to motivate students.

**Are those actions program-related or curriculum related?**

These actions are related to both the engineering science program and curriculum.

**What areas in the student learning need to be improved?**

In general, students need to improve their work ethic.

**What changes need to make to refine the assessment process? I'm open for ideas**

## ENGLISH ASSESSMENT REPORT: FALL 2021

### Section A: Introduction/Background

Program: English

Semester/Academic Year: Fall 2021

Course Numbers: ENGL 250W Foundations in Literature; ENGL 283W Poetry Writing Workshop; ENGL 286W Life and Times of Famous Authors: Research Methods; ENGL 302W Topics in British Literature II

Number of sections assessed: 4

Program Goal: The central goal for the English major remains the same: increasing the number of students in the program. In AY 2020-21, the program had three English majors. At the end of the Spring 2021 semester, one major transferred to a different school. In Fall 2021, we added three majors, for a total of 5 majors. (One of these students graduated in December 2021.)

Majors were enrolled in three courses in the program in Fall 2021, and the data collected for the majors in those sections will be presented and discussed below.

### Section B: Student Learning Outcomes Assessed

**ENGL 283W Poetry Writing Workshop:** As a writing-intensive course, ENGL 283W includes two Student Learning Outcomes [SLOs] that are aligned with Program Outcomes and Primary Educational Goals for the University:

- Analyze the poetry of published contemporary poets in several short essays (*Applying on Bloom Taxonomy Scale*)
- Construct a sophisticated written argument that demonstrates the use of effective diction, sentence variety, logical organization, coherent transitions, standard grammar, standard punctuation, and effective MLA format (*Evaluating on Bloom's Taxonomy Scale*)

**ENGL 286W Life and Times of Famous Authors: Research Methods:** As the research methods course for the major, ENGL 286W includes several SLOs that are aligned with Program Outcomes and Primary Educational Goals for the University:

- Demonstrate critical thinking skills in the drafting and revising of a researched essay (*Bloom's Taxonomy: Applying*);
- Analyze issues, themes, and literary elements in the work of a single major author through progressive steps of interpretation (*Bloom's Taxonomy: Applying*);
- Synthesize the ideas and arguments of other writers in order to support or refute key points in the drafting of a researched essay (*Bloom's Taxonomy: Evaluating*);
- Construct a sophisticated written argument that demonstrates the use of effective diction, sentence variety, logical organization, coherent transitions, and standard grammar, punctuation, and MLA format in the drafting of a researched essay (*Bloom's Taxonomy: Evaluating*).
- Demonstrate professional speaking skills through the delivery of a manuscript presentation (*Bloom's Taxonomy Scale: Applying*)

**ENGL 302W Topics in British Literature I:** As a writing-intensive course, ENGL 303W includes two Student Learning Outcomes [SLOs] that are aligned with Program Outcomes and Primary Educational Goals for the University:

- Analyze issues, themes and literary elements in the study of British Romanticism/Early 19<sup>th</sup> Century British Literature (*Applying on Bloom's Taxonomy Scale*)
- Construct a sophisticated written argument that demonstrates the use of effective diction, sentence variety, logical organization, coherent transitions, and standard grammar, punctuation, and MLA format in several writing assignments (*Applying on Bloom's Taxonomy Scale*)

Section C: Assessment Method

How did you measure each of the learning outcomes associated with your course?

The learning outcomes were measured by use of rubrics for each of the SLOs as follows (rubric criteria are included in Section D Results/Findings):

**ENGL 283W Poetry Writing Workshop:**

*Literary Analysis Rubric:* Analyze the poetry of published contemporary poets in several short essays (*Applying on Bloom's Taxonomy Scale*)

**Written Communication Value Rubric:** Construct a sophisticated written argument that demonstrates the use of effective diction, sentence variety, logical organization, coherent transitions, standard grammar, standard punctuation, and effective MLA format (Evaluating on Bloom's Taxonomy Scale)

**ENGL 286W Life and Times of Famous Authors: Research Methods:**

**Literary Analysis Rubric:** Analyze issues, themes, and literary in the work of a single major author through progressive steps of interpretation (Applying on Bloom's Taxonomy Scale)

**Critical Thinking Value Rubric:** Demonstrate critical thinking skills in the drafting and revising of a researched essay (Applying on Bloom's Taxonomy Scale)

**Information Literacy Value Rubric:** Synthesize the ideas and arguments of other writers in order to support or refute key points in the drafting of a researched essay (Bloom's Taxonomy: Evaluating);

**Written Communication Value Rubric:** Construct a sophisticated written argument that demonstrates the use of effective diction, sentence variety, logical organization, coherent transitions, standard grammar, standard punctuation, and effective MLA format (Evaluating on Bloom's Taxonomy Scale)

**Oral Communication Value Rubric:** Demonstrate professional speaking skills through the delivery of a manuscript presentation (Applying on Bloom's Taxonomy Scale)

**ENGL 302W Topics in British Literature II:**

**Literary Analysis Rubric:** Analyze issues, themes and literary elements in the study of British Romanticism/Early 19<sup>th</sup> Century British Literature (Applying on Bloom's Taxonomy Scale)

**Written Communication Value Rubric:** Construct a sophisticated written argument that demonstrates the use of effective diction, sentence variety, logical organization, coherent transitions, standard grammar, standard punctuation, and effective MLA format (Evaluating on Bloom's Taxonomy Scale)

List the measures (e.g., course material, assignments, tests, etc.) you used to assess the student learnings.

ENGL 283W used an **essay exam** to assess the following SLO: Analyze the poetry of published contemporary poets in several short essays (Applying on Bloom's Taxonomy Scale)

ENGL 283W used a **capstone portfolio** to assess the following SLO: Construct a sophisticated written argument that demonstrates the use of effective diction, sentence variety, logical organization, coherent transitions, standard grammar, standard punctuation, and effective MLA format (Evaluating on Bloom's Taxonomy Scale)

ENGL 286W used the **final draft of the research essay assignment** to assess the following SLO: Analyze issues, themes, and literary in the work of a single major author through progressive steps of interpretation (Applying on Bloom's Taxonomy Scale)



ENGL 286W used an **annotated bibliography** to assess the following SLO: Synthesize the ideas and arguments of other writers in order to support or refute key points in the drafting of a researched essay (Applying on Bloom's Taxonomy Scale)

ENGL 286W used the **final draft of the research essay assignment** to assess the following SLO: Construct a sophisticated written argument that demonstrates the use of effective diction, sentence variety, logical organization, coherent transitions, standard grammar, standard punctuation, and effective MLA format (Applying on Bloom's Taxonomy Scale)

ENGL 286W used an **oral presentation assignment** to assess the following SLO: Demonstrate professional speaking skills through the delivery of a manuscript presentation (Applying on Bloom's Taxonomy Scale)

ENGL 302W used an **essay exam** to assess the following SLO: Analyze issues, themes and literary elements in the study of British Romanticism/Early 19<sup>th</sup> Century British Literature (Applying on Bloom's Taxonomy Scale)

ENGL 302W used the **final draft of the perspectives essay assignment** to assess the following SLO: Construct a sophisticated written argument that demonstrates the use of effective diction, sentence variety, logical organization, coherent transitions, standard grammar, standard punctuation, and effective MLA format (Evaluating on Bloom's Taxonomy Scale)


Data Interpretation:



Results of Literary Analysis data:

All three course used the Literary Analysis Rubric to assess the respective SLOs:




- Analyze the poetry of published contemporary poets in several short essays (ENGL 283W)
- Analyze issues, themes, and literary in the work of a single major author through progressive steps of interpretation (ENGL 286W)
- Analyze issues, themes and literary elements in the study of British Romanticism/Early 19<sup>th</sup> Century British Literature (ENGL 302W)

Here are the Literary Analysis Rubric results for the five English majors enrolled in ENGL 283W:


Details				
No	Row	Average	Levels Of Achievement	Distribution
1	Literary Element Identification	1	<ul style="list-style-type: none"> <li>■ 5 (100%) Capstone - 4</li> <li>■ 0 (0%) Milestone - 3</li> <li>■ 0 (0%) Milestone - 2</li> <li>■ 0 (0%) Benchmark - 1</li> <li>■ 0 (0%) Substandard - 0</li> </ul>	



2	Literary Element Analysis	0.9	<ul style="list-style-type: none"> <li>3 (60%) Capstone - 4</li> <li>2 (40%) Milestone - 3</li> <li>0 (0%) Milestone - 2</li> <li>0 (0%) Benchmark - 1</li> <li>0 (0%) Substandard - 0</li> </ul>	
3	Provision of Appropriate Textual Evidence	0.95	<ul style="list-style-type: none"> <li>4 (80%) Capstone - 4</li> <li>1 (20%) Milestone - 3</li> <li>0 (0%) Milestone - 2</li> <li>0 (0%) Benchmark - 1</li> <li>0 (0%) Substandard - 0</li> </ul>	

Here are the Literary Analysis Rubric results for the two English majors enrolled in ENGL 286W:




Details				
No	Row	Average	Levels Of Achievement	Distribution
1	Literary Element Identification	0.88	<ul style="list-style-type: none"> <li>1 (50%) Capstone - 4</li> <li>1 (50%) Milestone - 3</li> <li>0 (0%) Milestone - 2</li> <li>0 (0%) Benchmark - 1</li> <li>0 (0%) Substandard - 0</li> </ul>	
2	Literary Element Analysis	0.88	<ul style="list-style-type: none"> <li>1 (50%) Capstone - 4</li> <li>1 (50%) Milestone - 3</li> <li>0 (0%) Milestone - 2</li> <li>0 (0%) Benchmark - 1</li> <li>0 (0%) Substandard - 0</li> </ul>	
3	Provision of Appropriate Textual Evidence	0.88	<ul style="list-style-type: none"> <li>1 (50%) Capstone - 4</li> <li>1 (50%) Milestone - 3</li> <li>0 (0%) Milestone - 2</li> <li>0 (0%) Benchmark - 1</li> <li>0 (0%) Substandard - 0</li> </ul>	

Here are the Literary Analysis Rubric results for the four English majors enrolled in ENGL 302W:

Details				
No	Row	Average	Levels Of Achievement	Distribution
1	Literary Element Identification	0.63	<ul style="list-style-type: none"> <li>1 (25%) Capstone - 4</li> <li>1 (25%) Milestone - 3</li> <li>1 (25%) Milestone - 2</li> <li>1 (25%) Benchmark - 1</li> <li>0 (0%) Substandard - 0</li> </ul>	

2	Literary Element Analysis	0.63	<ul style="list-style-type: none"> <li>0 (0%) Capstone - 4</li> <li>3 (75%) Milestone - 3</li> <li>0 (0%) Milestone - 2</li> <li>1 (25%) Benchmark - 1</li> <li>0 (0%) Substandard - 0</li> </ul>	
3	Provision of Appropriate Textual Evidence	0.81	<ul style="list-style-type: none"> <li>2 (50%) Capstone - 4</li> <li>1 (25%) Milestone - 3</li> <li>1 (25%) Milestone - 2</li> <li>0 (0%) Benchmark - 1</li> <li>0 (0%) Substandard - 0</li> </ul>	

Here are the combined Literary Analysis Rubric results for all three classes:






Details				
No	Row	Average	Levels Of Achievement	Distribution
1	Literary Element Identification	0.84	<ul style="list-style-type: none"> <li>7 (63.6%) Capstone - 4</li> <li>2 (18.2%) Milestone - 3</li> <li>1 (9.1%) Milestone - 2</li> <li>1 (9.1%) Benchmark - 1</li> <li>0 (0%) Substandard - 0</li> </ul>	
2	Literary Element Analysis	0.8	<ul style="list-style-type: none"> <li>4 (36.4%) Capstone - 4</li> <li>6 (54.5%) Milestone - 3</li> <li>0 (0%) Milestone - 2</li> <li>1 (9.1%) Benchmark - 1</li> <li>0 (0%) Substandard - 0</li> </ul>	
3	Provision of Appropriate Textual Evidence	0.89	<ul style="list-style-type: none"> <li>7 (63.6%) Capstone - 4</li> <li>3 (27.3%) Milestone - 3</li> <li>1 (9.1%) Milestone - 2</li> <li>0 (0%) Benchmark - 1</li> <li>0 (0%) Substandard - 0</li> </ul>	

#### Results of Written Communication data:



All three course used the Written Communication Rubric to assess the following SLO:




- Construct sophisticated written argument that demonstrates the use of effective diction, sentence variety, logical organization, coherent transitions, and standard grammar, punctuation, and MLA format in several writing assignments (*Applying on Bloom's Taxonomy Scale*)

Here are the Written Communication Rubric results for the five English majors enrolled in ENGL 283W:






Details				
No	Row	Average	Levels Of Achievement	Distribution
1	Context of and Purpose for Writing	0.9	<ul style="list-style-type: none"> <li>■ 3 (60%) Capstone - 4</li> <li>■ 2 (40%) Milestone - 3</li> <li>■ 0 (0%) Milestone - 2</li> <li>■ 0 (0%) Benchmark - 1</li> <li>■ 0 (0%) Substandard - 0</li> </ul>	
2	Content Development	0.95	<ul style="list-style-type: none"> <li>■ 4 (80%) Capstone - 4</li> <li>■ 1 (20%) Milestone - 3</li> <li>■ 0 (0%) Milestone - 2</li> <li>■ 0 (0%) Benchmark - 1</li> <li>■ 0 (0%) Substandard - 0</li> </ul>	
3	Genre and Disciplinary Conventions	0.85	<ul style="list-style-type: none"> <li>■ 3 (60%) Capstone - 4</li> <li>■ 1 (20%) Milestone - 3</li> <li>■ 1 (20%) Milestone - 2</li> <li>■ 0 (0%) Benchmark - 1</li> <li>■ 0 (0%) Substandard - 0</li> </ul>	
4	Sources and Evidence	0.95	<ul style="list-style-type: none"> <li>■ 4 (80%) Capstone - 4</li> <li>■ 1 (20%) Milestone - 3</li> <li>■ 0 (0%) Milestone - 2</li> <li>■ 0 (0%) Benchmark - 1</li> <li>■ 0 (0%) Substandard - 0</li> </ul>	
5	Control of Syntax and Mechanics	0.9	<ul style="list-style-type: none"> <li>■ 3 (60%) Capstone - 4</li> <li>■ 2 (40%) Milestone - 3</li> <li>■ 0 (0%) Milestone - 2</li> <li>■ 0 (0%) Benchmark - 1</li> <li>■ 0 (0%) Substandard - 0</li> </ul>	

Here are the Written Communication Rubric results for the two English majors enrolled in ENGL 286W:






Details				
No	Row	Average	Levels Of Achievement	Distribution
1	Context of and Purpose for Writing	0.75	<ul style="list-style-type: none"> <li>■ 0 (0%) Capstone - 4</li> <li>■ 2 (100%) Milestone - 3</li> <li>■ 0 (0%) Milestone - 2</li> <li>■ 0 (0%) Benchmark - 1</li> <li>■ 0 (0%) Substandard - 0</li> </ul>	
2	Content Development	0.75	<ul style="list-style-type: none"> <li>■ 0 (0%) Capstone - 4</li> <li>■ 2 (100%) Milestone - 3</li> <li>■ 0 (0%) Milestone - 2</li> <li>■ 0 (0%) Benchmark - 1</li> <li>■ 0 (0%) Substandard - 0</li> </ul>	

3	Genre and Disciplinary Conventions	0.88	<ul style="list-style-type: none"> <li>■ 1 (50%) Capstone - 4</li> <li>■ 1 (50%) Milestone - 3</li> <li>■ 0 (0%) Milestone - 2</li> <li>■ 0 (0%) Benchmark - 1</li> <li>■ 0 (0%) Substandard - 0</li> </ul>	
4	Sources and Evidence	1	<ul style="list-style-type: none"> <li>■ 2 (100%) Capstone - 4</li> <li>■ 0 (0%) Milestone - 3</li> <li>■ 0 (0%) Milestone - 2</li> <li>■ 0 (0%) Benchmark - 1</li> <li>■ 0 (0%) Substandard - 0</li> </ul>	
5	Control of Syntax and Mechanics	0.88	<ul style="list-style-type: none"> <li>■ 1 (50%) Capstone - 4</li> <li>■ 1 (50%) Milestone - 3</li> <li>■ 0 (0%) Milestone - 2</li> <li>■ 0 (0%) Benchmark - 1</li> <li>■ 0 (0%) Substandard - 0</li> </ul>	

Here are the Written Communication Rubric results for the four English majors enrolled in ENGL 302W:

Details				
No	Row	Average	Levels Of Achievement	Distribution
1	Context of and Purpose for Writing	1	<ul style="list-style-type: none"> <li>■ 1 (100%) Capstone - 4</li> <li>■ 0 (0%) Milestone - 3</li> <li>■ 0 (0%) Milestone - 2</li> <li>■ 0 (0%) Benchmark - 1</li> <li>■ 0 (0%) Substandard - 0</li> </ul>	
2	Content Development	1	<ul style="list-style-type: none"> <li>■ 1 (100%) Capstone - 4</li> <li>■ 0 (0%) Milestone - 3</li> <li>■ 0 (0%) Milestone - 2</li> <li>■ 0 (0%) Benchmark - 1</li> <li>■ 0 (0%) Substandard - 0</li> </ul>	
3	Genre and Disciplinary Conventions	0.75	<ul style="list-style-type: none"> <li>■ 0 (0%) Capstone - 4</li> <li>■ 1 (100%) Milestone - 3</li> <li>■ 0 (0%) Milestone - 2</li> <li>■ 0 (0%) Benchmark - 1</li> <li>■ 0 (0%) Substandard - 0</li> </ul>	
4	Sources and Evidence	1	<ul style="list-style-type: none"> <li>■ 1 (100%) Capstone - 4</li> <li>■ 0 (0%) Milestone - 3</li> <li>■ 0 (0%) Milestone - 2</li> <li>■ 0 (0%) Benchmark - 1</li> <li>■ 0 (0%) Substandard - 0</li> </ul>	
5	Control of Syntax and Mechanics	1	<ul style="list-style-type: none"> <li>■ 1 (100%) Capstone - 4</li> <li>■ 0 (0%) Milestone - 3</li> <li>■ 0 (0%) Milestone - 2</li> <li>■ 0 (0%) Benchmark - 1</li> <li>■ 0 (0%) Substandard - 0</li> </ul>	

Here are the combined Written Communication Rubric results for all three classes:


Details				
No	Row	Average	Levels Of Achievement	Distribution
1	Context of and Purpose for Writing	0.88	<ul style="list-style-type: none"> <li>■ 4 (50%) Capstone - 4</li> <li>■ 4 (50%) Milestone - 3</li> <li>■ 0 (0%) Milestone - 2</li> <li>■ 0 (0%) Benchmark - 1</li> <li>■ 0 (0%) Substandard - 0</li> </ul>	
2	Content Development	0.91	<ul style="list-style-type: none"> <li>■ 5 (62.5%) Capstone - 4</li> <li>■ 3 (37.5%) Milestone - 3</li> <li>■ 0 (0%) Milestone - 2</li> <li>■ 0 (0%) Benchmark - 1</li> <li>■ 0 (0%) Substandard - 0</li> </ul>	
3	Genre and Disciplinary Conventions	0.84	<ul style="list-style-type: none"> <li>■ 4 (50%) Capstone - 4</li> <li>■ 3 (37.5%) Milestone - 3</li> <li>■ 1 (12.5%) Milestone - 2</li> <li>■ 0 (0%) Benchmark - 1</li> <li>■ 0 (0%) Substandard - 0</li> </ul>	
4	Sources and Evidence	0.97	<ul style="list-style-type: none"> <li>■ 7 (87.5%) Capstone - 4</li> <li>■ 1 (12.5%) Milestone - 3</li> <li>■ 0 (0%) Milestone - 2</li> <li>■ 0 (0%) Benchmark - 1</li> <li>■ 0 (0%) Substandard - 0</li> </ul>	
5	Control of Syntax and Mechanics	0.91	<ul style="list-style-type: none"> <li>■ 5 (62.5%) Capstone - 4</li> <li>■ 3 (37.5%) Milestone - 3</li> <li>■ 0 (0%) Milestone - 2</li> <li>■ 0 (0%) Benchmark - 1</li> <li>■ 0 (0%) Substandard - 0</li> </ul>	

#### Results of Critical Thinking data:

Only one course, ENGL 286W, used the Critical Thinking Rubric, assessing the following SLO:

- Demonstrate critical thinking skills in the drafting and revising of a researched essay (Applying on Bloom's Taxonomy Scale)

Here are the Critical Thinking Rubric results for the two English majors enrolled in ENGL 286W:

Details				
No	Row	Average	Levels Of Achievement	Distribution
1	Explanation of issues	0.75	<ul style="list-style-type: none"> <li>■ 0 (0%) Capstone - 4</li> <li>■ 2 (100%) Milestone - 3</li> <li>■ 0 (0%) Milestone - 2</li> </ul>	





			<ul style="list-style-type: none"> <li>■ 0 (0%)</li> <li>Benchmark - 1</li> <li>■ 0 (0%)</li> <li>Substandard - 0</li> </ul>	
2	Evidence	1	<ul style="list-style-type: none"> <li>■ 2 (100%)</li> <li>Capstone - 4</li> <li>■ 0 (0%) Milestone</li> <li>- 3</li> <li>■ 0 (0%) Milestone</li> <li>- 2</li> <li>■ 0 (0%)</li> <li>Benchmark - 1</li> <li>■ 0 (0%)</li> <li>Substandard - 0</li> </ul>	
3	Influence of context and assumptions	0.75	<ul style="list-style-type: none"> <li>■ 0 (0%) Capstone - 4</li> <li>■ 2 (100%)</li> <li>Milestone - 3</li> <li>■ 0 (0%) Milestone</li> <li>- 2</li> <li>■ 0 (0%)</li> <li>Benchmark - 1</li> <li>■ 0 (0%)</li> <li>Substandard - 0</li> </ul>	
4	Student's position (perspective, thesis/hypothesis)	0.75	<ul style="list-style-type: none"> <li>■ 0 (0%) Capstone - 4</li> <li>■ 2 (100%)</li> <li>Milestone - 3</li> <li>■ 0 (0%) Milestone</li> <li>- 2</li> <li>■ 0 (0%)</li> <li>Benchmark - 1</li> <li>■ 0 (0%)</li> <li>Substandard - 0</li> </ul>	
5	Conclusions and related outcomes (implications and consequences)	0.88	<ul style="list-style-type: none"> <li>■ 1 (50%) Capstone - 4</li> <li>■ 1 (50%)</li> <li>Milestone - 3</li> <li>■ 0 (0%) Milestone</li> <li>- 2</li> <li>■ 0 (0%)</li> <li>Benchmark - 1</li> <li>■ 0 (0%)</li> <li>Substandard - 0</li> </ul>	

Results of Information Literacy data:


Only one course, ENGL 286W, used the Information Literacy Rubric, assessing the following SLO:

- Synthesize the ideas and arguments of other writers in order to support or refute key points in the drafting of a researched essay (Bloom’s Taxonomy: Evaluating)

Here are the Information Literacy Rubric results for the two English majors enrolled in ENGL 286W:

Details				
No	Row	Average	Levels Of Achievement	Distribution
1	Determine the Extent of Information Needed	1	<ul style="list-style-type: none"> <li>2 (100%) Capstone</li> <li>- 4</li> <li>0 (0%) Milestone -</li> <li>3</li> <li>0 (0%) Milestone -</li> <li>2</li> <li>0 (0%) Benchmark</li> <li>- 1</li> <li>0 (0%) Substandard</li> <li>- 0</li> </ul>	
2	Access the Needed Information	1	<ul style="list-style-type: none"> <li>2 (100%) Capstone</li> <li>- 4</li> <li>0 (0%) Milestone -</li> <li>3</li> <li>0 (0%) Milestone -</li> <li>2</li> <li>0 (0%) Benchmark</li> <li>- 1</li> <li>0 (0%) Substandard</li> <li>- 0</li> </ul>	
3	Evaluate Information and its Sources Critically	0.75	<ul style="list-style-type: none"> <li>0 (0%) Capstone -</li> <li>4</li> <li>2 (100%) Milestone</li> <li>- 3</li> <li>0 (0%) Milestone -</li> <li>2</li> <li>0 (0%) Benchmark</li> <li>- 1</li> <li>0 (0%) Substandard</li> <li>- 0</li> </ul>	
4	Use Information Effectively to Accomplish a Specific Purpose	0.88	<ul style="list-style-type: none"> <li>1 (50%) Capstone -</li> <li>4</li> <li>1 (50%) Milestone</li> <li>- 3</li> <li>0 (0%) Milestone -</li> <li>2</li> <li>0 (0%) Benchmark</li> <li>- 1</li> <li>0 (0%) Substandard</li> <li>- 0</li> </ul>	








5	Access and Use Information Ethically and Legally	<ul style="list-style-type: none"> <li>2 (100%) Capstone - 4</li> <li>0 (0%) Milestone - 3</li> <li>0 (0%) Milestone - 2</li> <li>0 (0%) Benchmark - 1</li> <li>0 (0%) Substandard - 0</li> </ul>	
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Results of Oral Communication Data:

Only one course, ENGL 286W, used the Oral Communication Rubric, assessing the following SLO:

- Demonstrate professional speaking skills through the delivery of a manuscript presentation (Applying on Bloom’s Taxonomy Scale)

Here are the Oral Communication Rubric results for the two English majors enrolled in ENGL 286W:

Details				
No	Row	Average	Levels Of Achievement	Distribution
1	Organization	0.88	<ul style="list-style-type: none"> <li>1 (50%) Capstone - 4</li> <li>1 (50%) Milestone - 3</li> <li>0 (0%) Milestone - 2</li> <li>0 (0%) Benchmark - 1</li> <li>0 (0%) Substandard - 0</li> </ul>	
2	Language	0.88	<ul style="list-style-type: none"> <li>1 (50%) Capstone - 4</li> <li>1 (50%) Milestone - 3</li> <li>0 (0%) Milestone - 2</li> <li>0 (0%) Benchmark - 1</li> <li>0 (0%) Substandard - 0</li> </ul>	
3	Delivery	0.88	<ul style="list-style-type: none"> <li>1 (50%) Capstone - 4</li> <li>1 (50%) Milestone - 3</li> <li>0 (0%) Milestone - 2</li> <li>0 (0%) Benchmark - 1</li> <li>0 (0%) Substandard - 0</li> </ul>	
4	Supporting Material	0.75	<ul style="list-style-type: none"> <li>1 (50%) Capstone - 4</li> <li>0 (0%) Milestone - 3</li> <li>1 (50%) Milestone - 2</li> <li>0 (0%) Benchmark - 1</li> <li>0 (0%) Substandard - 0</li> </ul>	
5	Central Message	0.88	<ul style="list-style-type: none"> <li>1 (50%) Capstone - 4</li> <li>1 (50%) Milestone - 3</li> <li>0 (0%) Milestone - 2</li> <li>0 (0%) Benchmark - 1</li> <li>0 (0%) Substandard - 0</li> </ul>	

### Data Interpretation:

Any comparisons with the previous term's results? Are students improving?

Fall 2021 is the second semester that we have collected data for the English program using the new curriculum map and the above rubrics, as well as using Blackboard to capture the data. In the assessment report for Spring 2021, we noted that our current method of capturing data did not allow us to identify the data specific to English majors within courses, which was a significant problem since we might only have three or four majors within a class or fifteen or twenty students. Here is the problem as stated in the previous report: *Another step will be to identify ways to collect relevant data, i.e. data about actual English majors, as opposed to non-majors who are taking the course. In a larger program with a significant number of majors, this issue would not be much of a problem. In a very small program, however, it is possible that only one or students out of twenty or thirty students in a class would actually be English majors, which would skew the data for program analysis.* We have successfully resolved this problem by creating separate rubrics for English majors in the courses, so the data included in this report is exclusive to English majors. Unfortunately, we are not able to compare last semester's data with this semester's since the previous data did not effectively capture information about majors in the program, but we will be able to do so going forward.

What is the greatest strength of the program?

Because we only have one semester's worth of data to analyze, the results are extremely limited at this point; therefore, extrapolating strengths or weaknesses of the program from the data is unfortunately also of limited value. In general, however, the Fall 2021 data from the both the Written Communication Rubric and the Literary Analysis Rubric suggest that the greatest strength of English majors in composing essays was the use of sources to support claims in their arguments. The English department has made it a point to stress the importance of using sources appropriately and effectively, as well as incorporating research assignments throughout the curriculum, and these data indicate that this curricular decision is producing favorable outcomes. Data from the Written Communication Rubric and the Literary Analysis Rubric were collected from the greatest number of courses and students of all the Fall 2021 assessment data, so these results, while still limited, provide a good sense of an important strength of the program.

What criteria were achieved?

On average, students achieved the following on the Written Communication Rubric: For Context of and Purpose for Writing, 50% of students achieved the "Capstone - 4" (or "Excellent") level; for Content Development, 62.5% of students achieved the "Capstone - 4" level; for Genre and Disciplinary Conventions, 50% of students achieved the "Capstone - 4" level; for Sources and Evidence, 87.5% of students achieved the "Capstone - 4" level; for Control of Syntax and Mechanics, 62.5% of students achieved the "Capstone - 4" level. For all five rubric categories, there were no students at or below the "Benchmark-1" (or "Poor") level, while there was only one student at the "Milestone -2" (or "Sufficient") level. All other students performed at either the "Milestone -3" (or "Good") level or the "Capstone - 4" level.

On average, students achieved the following on the Literary Analysis Rubric:

For Literary Element Identification, 63.6% of students achieved the "Capstone - 4" (or "Excellent") level; for Literary Element Analysis, 36.4% of students achieved the "Capstone - 4" level; and for Provision of Appropriate Textual Support 63.6% of students achieved the "Capstone - 4" level. For all three rubric categories, there were no students at the "Substandard"

(or “Unsatisfactory”) level, while there were two students at the “Benchmark-1” (or “Poor”) level and two students at the “Milestone -2” (or “Sufficient”) level. All other students performed at either the “Milestone -3” (or “Good”) level or the “Capstone – 4” level.

The other rubrics collected data from so few students that a review of the results will be best left for later semesters when there are more than 2 or 3 students to consider.

Section E: Future Actions/Program Improvement Plan

What steps/actions need to be implemented for the program improvement? Are those actions program-related or curriculum related?

Because the data is limited, it is difficult to identify steps that will legitimately improve the program at this stage. In general, however, one program-related action will be to continue to collect more data and to ensure that the data identified to be collected can be accessed effectively through our new data collection system in Blackboard. Another step will be to have the faculty teaching classes in the English major work together to norm the use of the rubrics when collecting data. This step has become important because we have added a second full-time faculty member to the English department.

What areas in the student learning need to be improved?

As noted above, the limited data makes it difficult to identify areas for improvement accurately. However, the data we do have indicates that, although most students achieved at the level of at least 75%, there were two areas on the Literary Analysis Rubric for ENGL 302W Topics in British Literature II in which students performed on average at 63%: Literary Element Identification and Literary Element Analysis. The results for this class were likely lower because the 300-level course material is primarily nineteenth-century English poetry, which students find more challenging to interpret than the literature that was covered in the other courses. The course was also online, while the other courses were face-to-face, which helps to facilitate the modeling of interpretive techniques and close reading strategies more effectively. ENGL 302W Topics in British Literature II will be taught again in Fall 2023; course review and revision should include a consideration of how to improve students’ ability to identify and analyze literary elements in nineteenth-century English poetry.

What changes are needed to refine the assessment process?

Schedule a group grading activity for program faculty in order to norm data collection on assessment rubrics.

Explain to program faculty the process of collecting data for just English majors.

Because the same professor taught all three courses included on this report, it was not necessary to norm the use of the rubric or to ensure that all professors in the program were using the correct procedures for collecting data. In subsequent semesters, however, there will be multiple professors collecting data for this report.

Date of implementation.

1. May 2021: Schedule group grading activity
1. May 2021: Provide an overview of data collection process to program faculty.

## ENGLISH ASSESSMENT REPORT: SPRING 2022

### Section A: Introduction/Background

Program: English

Semester/Academic Year: Spring 2022

Course Numbers: ENGL 270 Classical Myth; ENGL 275W Shakespeare

Number of sections assessed: 2

Program Goal: The primary goal for the English major continues to be increasing the number of students in the program. In Fall 2021, we had a total of 5 majors. (One of these students graduated in December 2021.). There are now four students currently majoring in English; this low number restricts the ability of the program to collect and interpret meaningful data. The four majors were enrolled in two courses in the major in Spring 2022, and the data collected for the four majors in those sections will be presented and discussed below.

### Section B: Student Learning Outcomes Assessed

**ENGL 270 Classical Myth:** There are two Student Learning Outcomes [SLOs] in this course that are aligned with a Program Outcome and a Primary Educational Goal for the University:  
Analyze allusions to and revisions of Classical myth in contemporary literature, art, and culture (*“Applying” on Bloom’s Taxonomy Scale*)

Demonstrate critical thinking skills in the drafting and revising of a researched essay  
(Applying on Bloom’s Taxonomy Scale)

**ENGL 275W Shakespeare:** There is one Student Learning Outcomes [SLO] in this course that is aligned with a Primary Educational Goal for the University:

Construct a sophisticated written argument that demonstrates the use of effective diction, sentence variety, logical organization, coherent transitions, standard grammar, standard punctuation, and effective MLA format (Evaluating on Bloom’s Taxonomy Scale)

### Section C: Assessment Method

How did you measure each of the learning outcomes associated with your course?

The learning outcomes were measured by use of rubrics for each of the SLOs as follows (rubric criteria are included in Section D Results/Findings):

**ENGL 270 Classical Myth:**

***Intercultural Knowledge and Competence VALUE Rubric:*** Analyze allusions to and revisions of Classical myth in contemporary literature, art, and culture (Applying on Bloom's Taxonomy Scale)

***Critical Thinking VALUE Rubric:*** Demonstrate critical thinking skills in the drafting and revising of a researched essay (Applying on Bloom's Taxonomy Scale)

**ENGL 275W Shakespeare:**

***Written Communication VALUE Rubric:*** Construct a sophisticated written argument that demonstrates the use of effective diction, sentence variety, logical organization, coherent transitions, standard grammar, standard punctuation, and effective MLA format (Evaluating on Bloom's Taxonomy Scale)

List the measures (e.g., course material, assignments, tests, etc.) you used to assess the student learnings.

ENGL 270 used a **research paper assignment** to assess the following SLO:  
Analyze allusions to and revisions of Classical myth in contemporary literature, art, and culture (Applying on Bloom's Taxonomy Scale)

ENGL 270 used a **research paper assignment** to assess the following SLO:  
Demonstrate critical thinking skills in the drafting and revising of a researched essay (Applying on Bloom's Taxonomy Scale)

ENGL 275W used **the final draft of a formal paper assignment** to assess the following SLO: Construct a sophisticated written argument that demonstrates the use of effective diction, sentence variety, logical organization, coherent transitions, standard grammar, standard punctuation, and effective MLA format (Evaluating on Bloom's Taxonomy Scale)

**Results of Intercultural Knowledge and Competence data:**

One course, ENGL 270, used the Intercultural Knowledge and Competence Rubric to assess the following SLO:

Analyze allusions to and revisions of Classical myth in contemporary literature, art, and culture (Applying on Bloom's Taxonomy Scale)

## ENGL Program - Intercultural Knowledge and Competence Value Rubric



Research Project Submission  
2022-Spring Semester


Courses Included							
Learning Activity	Course	Instructors	Enrollment	Evaluations	Percent	# Pass	% Pass

Research Project Submission	2022SP Classical Myth (2022SP-ENGL-270-80)	Makris, Paula	17	5	29.41	5	100
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Summary Statistics		
Scored Evaluations5	# Pass5	Mean Score2.25
Rows3	% Pass100	Median Score2.25
Possible Item Scores15	Highest Score2.75	Std Dev0.27
Actual Item Scores15	Lowest Score2	KR(20) / Cronbach Alpha0.6

Row Analysis					
Position	Row	Average	Std Dev	Point Biserial	Cronbach Del
1	Cultural self-awareness	0.75	0.16	0.5	0.4
2	Knowledge of cultural worldview frameworks	0.55	0.1	0.8	0
3	Curiosity	0.95	0.1	0.1	0.83

Details				
No	Row	Average	Levels Of Achievement	Distribution
1	Cultural self-awareness	0.75	<ul style="list-style-type: none"> <li>1 (20%) Capstone - 4</li> <li>3 (60%) Milestone - 3</li> <li>1 (20%) Milestone - 2</li> <li>0 (0%) Benchmark - 1</li> <li>0 (0%) Substandard - 0</li> </ul>	
2	Knowledge of cultural worldview frameworks	0.55	<ul style="list-style-type: none"> <li>0 (0%) Capstone - 4</li> <li>1 (20%) Milestone - 3</li> <li>4 (80%) Milestone - 2</li> <li>0 (0%) Benchmark - 1</li> </ul>	

			<ul style="list-style-type: none"> <li>■ 0 (0%) Substandard - 0</li> <li>■ 4 (80%) Capstone - 4</li> <li>■ 1 (20%) Milestone - 3</li> <li>■ 0 (0%) Milestone - 2</li> <li>■ 0 (0%) Benchmark - 1</li> <li>■ 0 (0%) Substandard - 0</li> </ul>	
3	Curiosity	0.95		

### Results of Critical Thinking data:

One course, ENGL 270, used the Critical Thinking Rubric to assess the following SLO:

Demonstrate critical thinking skills in the drafting and revising of a researched essay (Applying on Bloom's Taxonomy Scale)

## ENGL Program PEG - Critical Thinking Value Rubric

ENGL Program PEG Critical Thinking  
2022-Spring Semester

Courses Included							
Learning Activity	Course	Instructors	Enrollment	Evaluations	Percent	# Pass	% Pass
ENGL Program PEG Critical Thinking	2022SP Classical Myth (2022SP-ENGL-270-80)	Makris, Paula	17	4	23.53	4	100

Summary Statistics		
Scored Evaluations4	# Pass4	Mean Score4.69
Rows5	% Pass100	Median Score4.5
Possible Item Scores20	Highest Score5	Std Dev0.32
Actual Item Scores20	Lowest Score4.25	KR(20) / Cronbach Alpha0.74

Row Analysis					
Position	Row	Average	Std Dev	Point Biserial	Cronbach Del
1	Explanation of issues	0.94	0.11	0.58	0.67
2	Evidence	1	0	0	0.79
3	Influence of context and assumptions	0.88	0.13	0.9	0.48

4	Student's position (perspective, thesis/hypothesis)	1	0	0	0.79
5	Conclusions and related outcomes (implications and consequences)	0.88	0.13	0.9	0.48

Details				
No	Row	Average	Levels Of Achievement	Distribution
1	Explanation of issues	0.94	<ul style="list-style-type: none"> <li>■ 3 (75%) Capstone - 4</li> <li>■ 1 (25%) Milestone - 3</li> <li>■ 0 (0%) Milestone - 2</li> <li>■ 0 (0%) Benchmark - 1</li> <li>■ 0 (0%) Substandard - 0</li> </ul>	
2	Evidence	1	<ul style="list-style-type: none"> <li>■ 4 (100%) Capstone - 4</li> <li>■ 0 (0%) Milestone - 3</li> <li>■ 0 (0%) Milestone - 2</li> <li>■ 0 (0%) Benchmark - 1</li> <li>■ 0 (0%) Substandard - 0</li> </ul>	
3	Influence of context and assumptions	0.88	<ul style="list-style-type: none"> <li>■ 2 (50%) Capstone - 4</li> <li>■ 2 (50%) Milestone - 3</li> <li>■ 0 (0%) Milestone - 2</li> <li>■ 0 (0%) Benchmark - 1</li> <li>■ 0 (0%) Substandard - 0</li> </ul>	



4	Student's position (perspective, thesis/hypothesis)	1	<p>■ 4 (100%) Capstone - 4</p> <p>■ 0 (0%) Milestone - 3</p> <p>■ 0 (0%) Milestone - 2</p> <p>■ 0 (0%) Benchmark - 1</p> <p>■ 0 (0%) Substandard - 0</p>	
5	Conclusions and related outcomes (implications and consequences)	0.88	<p>■ 2 (50%) Capstone - 4</p> <p>■ 2 (50%) Milestone - 3</p> <p>■ 0 (0%) Milestone - 2</p> <p>■ 0 (0%) Benchmark - 1</p> <p>■ 0 (0%) Substandard - 0</p>	

### **Results of Written Communication data:**

One course, ENGL 275W, used the Written Communication Rubric to assess the following SLO:

Construct sophisticated written argument that demonstrates the use of effective diction, sentence variety, logical organization, coherent transitions, and standard grammar, punctuation, and MLA format in several writing assignments (*Applying on Bloom's Taxonomy Scale*)

## **ENGL Program - Written Communication Value Rubric**

ENGL Program Written Communication Rubric

2022-05-13 - 2022-05-13


Courses Included							
Learning Activity	Course	Instructors	Enrollment	Evaluations	Percent	# Pass	% Pass
ENGL Program Written Communication Rubric	2022SP Shakespeare (2022SP-ENGL-275W-01)	Slick, Joseph; Makris, Paula	14	4	28.57	3	75

Summary Statistics		
Scored Evaluations	4	# Pass 3
Rows	5	% Pass 75
		Mean Score 3.88
		Median Score 4

Possible Item Scores20	Highest Score5	Std Dev1.01
Actual Item Scores20	Lowest Score2.25	KR(20) / Cronbach Alpha0.88

Row Analysis					
Position	Row	Average	Std Dev	Point Biserial	Cronbach Del
1	Context of and Purpose for Writing	0.75	0.31	0.92	0.79
2	Content Development	0.81	0.32	0.86	0.81
3	Genre and Disciplinary Conventions	0.88	0.22	0.89	0.81
4	Sources and Evidence	0.63	0.22	0.49	0.89
5	Control of Syntax and Mechanics	0.81	0.11	0.57	0.89

Details				
No	Row	Average	Levels Of Achievement	Distribution
1	Context of and Purpose for Writing	0.75	<ul style="list-style-type: none"> <li>■ 2 (50%) Capstone - 4</li> <li>■ 1 (25%) Milestone - 3</li> <li>■ 0 (0%) Milestone - 2</li> <li>■ 1 (25%) Benchmark - 1</li> <li>■ 0 (0%) Substandard - 0</li> </ul>	
2	Content Development	0.81	<ul style="list-style-type: none"> <li>■ 3 (75%) Capstone - 4</li> <li>■ 0 (0%) Milestone - 3</li> <li>■ 0 (0%) Milestone - 2</li> <li>■ 1 (25%) Benchmark - 1</li> <li>■ 0 (0%) Substandard - 0</li> </ul>	
3	Genre and Disciplinary Conventions	0.88	<ul style="list-style-type: none"> <li>■ 3 (75%) Capstone - 4</li> <li>■ 0 (0%) Milestone - 3</li> <li>■ 1 (25%) Milestone - 2</li> <li>■ 0 (0%) Benchmark - 1</li> <li>■ 0 (0%) Substandard - 0</li> </ul>	
4	Sources and Evidence	0.63	<ul style="list-style-type: none"> <li>■ 1 (25%) Capstone - 4</li> <li>■ 0 (0%) Milestone - 3</li> <li>■ 3 (75%) Milestone - 2</li> <li>■ 0 (0%) Benchmark - 1</li> <li>■ 0 (0%) Substandard - 0</li> </ul>	

5	Control of Syntax and Mechanics	0.81	<ul style="list-style-type: none"> <li><span style="color: #C85130;">■</span> 1 (25%) Capstone - 4</li> <li><span style="color: #F79646;">■</span> 3 (75%) Milestone - 3</li> <li><span style="color: #FFD700;">■</span> 0 (0%) Milestone - 2</li> <li><span style="color: #DC143C;">■</span> 0 (0%) Benchmark - 1</li> <li><span style="color: #008080;">■</span> 0 (0%) Substandard - 0</li> </ul>	
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### **Data Interpretation:**

#### *What is the greatest strength of the program?*

Spring 2022 data from the Critical Thinking Rubric suggest that the greatest strength of English majors in composing essays was the use of evidence to support claims in their arguments. Data from the Written Communication Rubric, however, (collected from a different course but from the same four students) suggest the opposite: using sources and evidence was the rubric criterion on which the students scored the lowest. This difference implies that there may be something different in the curriculum or the assignments of the two courses that may have helped or hindered students in their ability to provide evidence effectively.

#### *What criteria were achieved?*

On average, students achieved the following on the Critical Thinking Rubric:

For Explanation of Issues, 94% of students achieved the “Capstone - 4” (or “Excellent”) level; for Evidence, 100% of students achieved the “Capstone - 4” level; for Influence of Context and Assumptions 88% of students achieved the “Capstone - 4” level; for Student’s Position 100% of students achieved the “Capstone - 4” level; and for Conclusion 88% of students achieved the “Capstone - 4” level. For all five rubric categories, all students performed at either the “Milestone -3” (or “Good”) level or the “Capstone – 4” level.

On average, students achieved the following on the Intercultural Knowledge and Competence Rubric:

For Cultural Self-Awareness, 75% of students achieved the “Capstone - 4” (or “Excellent”) level; for Knowledge of Cultural Worldview Frameworks, 55% of students achieved the “Capstone - 4” level; and for Curiosity 95% of students achieved the “Capstone - 4” level. For all three rubric categories, all students performed at or above the “Milestone -2” level.

On average, students achieved the following on the Written Communication Rubric:

For Context of and Purpose for Writing, 75% of students achieved the “Capstone - 4” (or “Excellent”) level; for Content Development, 81% of students achieved the “Capstone - 4” level; for Genre and Disciplinary Conventions, 88% of students achieved the “Capstone - 4” level; for Sources and Evidence, 63% of students achieved the “Capstone - 4” level; for Control of Syntax and Mechanics, 81% of students achieved the “Capstone - 4 level. For all five rubric categories, there were no students below the “Benchmark-1” (or “Poor”) level, while there was only one student at the “Benchmark-1” level. All other students performed at either the “Milestone -2 level or above.

#### *Any comparisons with the previous term’s results? Are students improving?*

Spring 2022 is the second semester that we have collected data for the English program using the new curriculum map, as well as using Blackboard to capture the data. Last semester, we

collected data for five program outcomes: literary analysis, critical thinking, information literacy, written communication, and oral communication. This semester we collected data for three program outcomes: critical thinking, intercultural knowledge and competence, and written communication. Since this is the first semester we have collected data for intercultural knowledge and competence, the only data to be compared with last semester are critical thinking and written communication.

Fall 2021 critical thinking data came from ENGL 286W Life and Times of Famous Authors: Edgar Allan Poe, while Spring 2022 critical thinking data came from ENGL 270 Classical Myth. For all five rubric categories, student either stayed the same or improved.

Fall 2021 written communication data came from ENGL 286W Life and Times of Famous Authors: Edgar Allan Poe, ENGL 283W Poetry Writing Workshop, and ENGL 302W Topics in British Literature, while Spring 2022 written communication data came from ENGL 275W Shakespeare. For all five rubric categories, student performed at a lower level. The most significant discrepancy was for the Evidence criterion: 97% for Fall 21 compared to 63% for Spring 22. As noted in the previous section on Program Strengths, this difference suggests the necessity of reviewing the curriculum and assignment for ENGL 275W.

Section E: Future Actions/Program Improvement Plan

*What steps/actions need to be implemented for the program improvement? Are those actions program-related or curriculum related?*

The following step, which is program-related, was included in the Fall 2021 Program Assessment Report and is still relevant:

- Have the faculty teaching classes in the English major work together to norm the use of the rubrics when collecting data

What areas in the student learning need to be improved?

- Review ENGL 275W curriculum and assignments to improve students' ability to provide evidence to support claims and conclusions
- Review research-related curriculum and assignments for other ENGL courses in order to ensure that students are successfully using sources to provide evidence to support claims and conclusions

*What changes need to make to refine the assessment process?*

- Continue to collect more data and to ensure that the data identified to be collected can be accessed effectively through our new data collection system in Blackboard.

Date of implementation.

1. Fall 2022: Review assignments and curricula of research-related courses in order to improve student use of evidence and sources.
1. Fall 2022: Schedule group grade norming activity
1. Fall 2022: Provide reminders of data collection process to program faculty.

## EXERCISE SCIENCE ASSESSMENT REPORT: FALL 2021

Section A: Introduction/Background

### A. Introduction/Background

The following data is from a selection of Exercise Science courses offered in the Fall 2021 semester. The courses assessed were:

- EXSC-120 Intro to Exercise Science
- EXSC-212 Motor Development
- EXSC-222 Kinesiology

The following information is related to the university's Primary Educational Goals (PEGs) for Oral Communication and Written Communication.

Section B: Student Learning Outcomes Assessed

### B. Student Learning Outcomes Assessed

#### Oral Communication and Written Communication:

The Oral Communication Value Added Rubric and the Written Communication Value Added Rubric were used to assess effectiveness in communication as it relates to the goals of the Exercise Science Department.

Program Learning Outcomes:

1. Students will understand, integrate, and apply the basic principles of the physical sciences, movement sciences, and exercise physiology.
  
1. Students will apply diagnostic and critical thinking skills in the evaluation of clients in the areas of electrocardiography, diagnostics, patient management, medications, pathophysiology, and risk factors associated with exercise and clinical exercise testing.
  
1. Students will analyze, effectively communicate, and conduct exercise prescription, programming, nutrition counseling, and community wellness.
  
1. Students will apply methods to conduct laboratory tests that measures the body's resting state and response to exercise.
  
1. Students will apply and conduct appropriate quantitative and qualitative research methods on the field of exercise physiology.

Section C: Assessment Method

### C. Assessment Method

Scores for the Oral Communication Value Added Rubric were added to the Group Project/Presentation assignments in EXSC-212 Motor Development and EXSC-222 Kinesiology.

Scores for the Written Communication Value Added Rubric were added to the Reflection Paper #1 assignment in EXSC-120 Intro to Exercise Science.

Section D: Results/Findings

### D. Results/Findings

COURSE	ENROLLMENT	ASSESSED
EXSC-120 Intro to Exercise Science	29	28
EXSC-212 Motor Development	7	7
EXSC-222 Kinesiology	30	27

#### Oral Communication

Oral Communication Rubric Category	Capstone (4)	Milestone (3)	Milestone (2)	Benchmark (1)	Substandard (0)
Organization	212 = 14.2% 222 = 11.1%	212 = 42.9% 222 = 22.2%	212 = 28.6% 222 = 51.9%	212 = 14.2% 222 = 11.1%	212 = 0.0% 222 = 11.1%
Language	212 = 00.0% 222 = 14.8%	212 = 14.3% 222 = 25.9%	212 = 57.1% 222 = 44.4%	212 = 28.6% 222 = 11.1%	212 = 0.0% 222 = 3.7%
Delivery	212 = 0.0% 222 = 14.8%	212 = 14.3% 222 = 22.2%	212 = 57.1% 222 = 40.7%	212 = 28.6% 222 = 14.8%	212 = 0.0% 222 = 7.4%
Supporting Material	212 = 0.0% 222 = 11.1%	212 = 14.3% 222 = 18.5%	212 = 85.7% 222 = 55.6%	212 = 0.0% 222 = 11.1%	212 = 0.0% 222 = 3.7%
Central Message	212 = 14.3% 222 = 11.1%	212 = 14.3% 222 = 22.2%	212 = 28.6% 222 = 48.1%	212 = 42.9% 222 = 14.8%	212 = 0.0% 222 = 3.7%

#### Written Communication

Written Communication Rubric Category	Capstone (4)	Milestone (3)	Milestone (2)	Benchmark (1)	Substandard (0)
Context of and Purpose of Writing	120 = 3.6%	120 = 14.3%	120 = 39.3%	120 = 35.7%	120 = 7.1%
Content Development	120 = 3.6%	120 = 3.6%	120 = 28.6%	120 = 50.0%	120 = 14.3%
Genre and Disciplinary Connections	120 = 3.6%	120 = 10.7%	120 = 14.3%	120 = 39.3%	120 = 32.1%
Sources and Evidence	120 = 3.6%	120 = 7.1%	120 = 17.9%	120 = 64.3%	120 = 7.1%
Control of Syntax and Mechanics	120 = 3.6%	120 = 10.7%	120 = 32.1%	120 = 28.6%	120 = 25.0%

#### Explanation of Findings:

Students in **EXSC-120 Intro to Exercise Science** were enrolled in the course as a requirement for the Exercise Science major. Students were asked to compose a reflection paper to discuss why they have chosen the Exercise Science major at Wheeling University, what they hope to

learn, and what they hope to do/long term goals for their selection of the Exercise Science major. A list of questions to consider as well as a rubric with specific grading criteria was provided.

In the Fall 2021 semester, there were several students who were upperclassmen transfers into the Exercise Science major who were enrolled in this course to either initiate or catch up with requirements to pursue the Exercise Science major. There were also a number of international students enrolled in the course who were new to Wheeling University, experiencing life in the United States for the first time and were trying to overcome a language and technology barrier, which was apparent in written and oral communication.

Students in **EXSC-212 Motor Development** were enrolled in the course as a requirement for the Exercise Science major. This assignment was designed as an initial presentation experience within the first year of the Exercise Science curriculum. Small groups of 3-4 students presented a portion of a chapter to their peers, complete with creating a PowerPoint presentation. The objective of this assignment was to give the students an opportunity to present on material that was already available from the textbook and that they needed to consolidate, determine the most important or relevant points within the section material, and then give a presentation to their peers. This experience involved instructor-designed groups to vary student groupings.

The students enrolled in the course this semester were a mixed group of second through fourth-year students who were taking the course to stay on track with the major requirements, due to transfer credits and sequencing within the Exercise Science curriculum. Many of the students previously had some experience with presenting, which may have influenced the data.

Students in **EXSC-222 Kinesiology** were enrolled in the course as a requirement for the Exercise Science major. The assignment was an instructor-selected group presentation of four students about a specific joint in the body to present the relevant anatomy and two exercises for examples to the class. These presentations were designed to provide an opportunity for the students to provide more technical anatomical information to their classmates and then describe and demonstrate two exercises related to the specific joint.

The students in this course were all second, third, or fourth-year students with some students on-track in relation to the four-year course plan for the Exercise Science major and students who have transferred in and are attempting to catch up with courses that were not previously taken or did not transfer in. In addition, there were several international students who had limited opportunities to present, and, in some cases, continuing to overcome a language barrier. It was noted that some students were very prepared and experienced in giving presentations while others had no experience and lacked confidence with presenting.

### SUMMARY:

It seems that students in Fall 2021 benefitted from face-to-face offerings and regular face-to-face interaction and feedback from their instructors. While no actionable change is necessary at this point, these data reinforce a need to be mindful about such interactions and to consider additional outreach for those students who may not be grasping all of the related concepts on their own. With an influx of international students in the first two years of the Exercise Science

major, it is noted that additional accommodations and/or opportunities for students may be necessary.

Section E: Future Actions/Program Improvement Plan

### **E. Future Actions/Program Improvement Plan**

#### **1. EXSC-120 Intro to Exercise Science**

#### **2. EXSC-212 Motor Development**

#### **3. EXSC-222 Kinesiology**

Assessment data needs to be collected regularly to determine if any additional delivery or curricular changes need to be implemented. Adjuncts could benefit from a rubric training workshop to ensure that everyone is grading students to a similar standard. As it stands, students appear to be progressing through the major and effectively developing PEG competencies.

## EXERCISE SCIENCE ASSESSMENT REPORT: SPRING 2022

### **A. Introduction/Background**

The following data is from a selection of Exercise Science courses offered in the Spring 2022 semester. The courses assessed were:

- EXSC-120 Introduction to Exercise Science
- EXSC-212 Motor Development
- EXSC-321 Principles of Strength & Conditioning
- EXSC-330 Nutrition for Sport & Exercise
- EXSC-431 Cardiovascular Assessment and Cardiovascular Rehabilitation
- EXSC-441 Exercise Prescription for Special Populations
- EXSC-451 Exercise Physiology II
- EXSC-483 Exercise Science Practicum
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The following information is related to the university's Primary Educational Goals (PEGs) for Critical Thinking, Ethical Reasoning, Oral Communication, and Written Communication.

Section B: Student Learning Outcomes Assessed

### **B. Student Learning Outcomes Assessed**

Critical Thinking: The Critical Thinking Value Added Rubric was used to assess critical thinking and problem-solving skills of students enrolled in EXSC-330 who are primarily Exercise Science majors.

Ethical Reasoning: The Ethical Reasoning Value Added Rubric was used to assess ethical reasoning skills of students enrolled in EXSC-120 who are primarily Exercise Science and undergraduate Athletic Training majors and EXSC-483 who are Exercise Science majors.



**Oral Communication:** The Oral Communication Value Added Rubric was used to assess effectiveness of oral communication and presentation skills of students enrolled in EXSC-212, EXSC-451 and EXSC-441 who are Exercise Science majors.

**Written Communication:** The Written Communication Value Added Rubric was used to assess effectiveness of written communication skills of students enrolled in EXSC-120 who are primarily Exercise Science and undergraduate Athletic Training majors and EXSC-321 and EXSC-431 who are Exercise Science majors.

All assessments are related to the program goals of the Department of Athletic Training and Exercise Science.

Program Learning Outcomes:

- Students will understand, integrate, and apply the basic principles of the physical sciences, movement sciences, and exercise physiology.
- Students will apply diagnostic and critical thinking skills in the evaluation of clients in the areas of electrocardiography, diagnostics, patient management, medications, pathophysiology, and risk factors associated with exercise and clinical exercise testing.
- Students will analyze, effectively communicate, and conduct exercise prescription, programming, nutrition counseling, and community wellness.
- Students will apply methods to conduct laboratory tests that measures the body's resting state and response to exercise.
- Students will apply and conduct appropriate quantitative and qualitative research methods on the field of exercise physiology.

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Section C: Assessment Method

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### C. Assessment Method

Scores for the Critical Thinking Value Added Rubric were added to the Nutrition Project in EXSC-330 Nutrition for Sport & Exercise.

Scores for the Ethical Reasoning Value Added Rubric were added to the Chapter 13 assignment in EXSC-120 Introduction to Exercise Science and the Site Supervisor Evaluation of the Student in EXSC-483 Exercise Science Practicum.

Scores for the Oral Communication Value Added Rubric were added to the Group Presentation assignments in EXSC-212 Motor Development and EXSC-441 Exercise Prescription for Special Populations, and to the Research Project In-Class Presentation #2 assignment in EXSC-451 Exercise Physiology II.

Scores for the Written Communication Value Added Rubric were added to the Reflection Paper #1 assignment in EXSC-120 Introduction to Exercise Science, the Final Paper assignment in EXSC-321 Principles of Strength & Conditioning, and the Term Paper Final Draft assignment in EXSC-431 Cardiovascular Assessment and Cardiovascular Rehabilitation.

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Section D: Results/Findings

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### D. Results/Findings

COURSE	ENROLLMENT	ASSESSED
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EXSC-120 Intro to Exercise Science (Ethical Reasoning)	23	14
EXSC-120 Intro to Exercise Science (Written Communication)	23	22
EXSC-212 Motor Development	16	15
EXSC-321 Principles of Strength & Conditioning	13	9
EXSC-330 Nutrition for Sport & Exercise	13	8
EXSC-431 Cardiac Assessment and Cardiac Rehabilitation	16	16
EXSC-441 Exercise Prescription for Special Populations	13	13
EXSC-451 Exercise Physiology II	20	20
EXSC-483 Exercise Science Practicum	12	12

### Critical Thinking

<b>Critical Thinking Rubric Category</b>	Capstone (4)	Milestone (3)	Milestone (2)	Benchmark (1)	Substandard(0)
Explanation of issues	330 = 5 (62.5%)	330 = 3 (37.5%)	330 = 0	330 = 0	330 = 0
Evidence	330 = 6 (75.0%)	330 = 2 (25.0%)	330 = 0	330 = 0	330 = 0
Influence of context and assumptions	330 = 4 (50.0%)	330 = 3 (37.5%)	330 = 1 (12.5%)	330 = 0	330 = 0
Student's position (perspective, thesis/hypothesis)	330 = 6 (75.0%)	330 = 1 (12.5%)	330 = 1 (12.5%)	330 = 0	330 = 0
Conclusions and related outcomes (implications and consequences)	330 = 5 (62.5%)	330 = 2 (25.0%)	330 = 1 (12.5%)	330 = 0	330 = 0

### Ethical Reasoning

<b>Ethical Reasoning Rubric Category</b>	Capstone (4)	Milestone (3)	Milestone (2)	Benchmark (1)	Substandard(0)
Ethical Self-Awareness	120 = 0	120 = 1 (7.1%)	120 = 0	120 = 12 (85.7%)	120 = 1 (7.1%)
	483 = 11 (91.7%)	483 = 1 (8.3%)	483 = 0	483 = 0	483 = 0
Understanding Different Ethical Perspectives/ Concepts	120 = 0	120 = 1 (7.1%)	120 = 1 (7.1%)	120 = 12 (85.7%)	120 = 0
	483 = 11 (91.7%)	483 = 1 (8.3%)	483 = 0	483 = 0	483 = 0
Ethical Issue Recognition	120 = 1 (7.1%)	120 = 2 (14.3%)	120 = 3 (21.4%)	120 = 6 (42.9%)	120 = 2 (14.3%)
		483 = 0	483 = 0	483 = 0	483 = 0

	483 = 12 (100.0%)				
Application of Ethical Perspectives/ Concepts	120 = 2 (14.3%)	120 = 1 (7.1%)	120 = 4 (28.6%)	120 = 4 (28.6%)	120 = 3 (21.4%)
	483 = 11 (91.7%)	483 = 1 (8.3%)	483 = 0	483 = 0	483 = 0
Evaluation of Different Ethical Perspectives/ Concepts	120 = 1 (7.1%)	120 = 0	120 = 3 (21.4%)	120 = 9 (64.3%)	120 = 1 (7.1%)
	483 = 12 (100.0%)	483 = 0	483 = 0	483 = 0	483 = 0

### Oral Communication

<b>Oral Communication Rubric Category</b>	<b>Capstone (4)</b>	<b>Milestone (3)</b>	<b>Milestone (2)</b>	<b>Benchmark (1)</b>	<b>Substandard (0)</b>
Organization	212 = 0	212 = 0	212 = 15 (100.0%)	212 = 0	212 = 0
	441 = 11 (84.6%)	441 = 2 (15.4%)	441 = 0	441 = 0	441 = 0
	451 = 8 (40.0%)	451 = 8 (40.0%)	451 = 4 (20.0%)	451 = 0	451 = 0
Language	212 = 0	212 = 3 (20.0%)	212 = 12 (80.0%)	212 = 0	212 = 0
	441 = 9 (69.2%)	441 = 3 (23.1%)	441 = 0	441 = 0	441 = 1 (7.7%)
	451 = 6 (30.0%)	451 = 7 (35.0%)	451 = 6 (30.0%)	451 = 1 (1.0%)	451 = 0
Delivery	212 = 0	212 = 4 (26.7%)	212 = 9 (60.0%)	212 = 2 (13.3%)	212 = 0
	441 = 9 (69.2%)	441 = 3 (23.1%)	441 = 0	441 = 0	441 = 1 (7.7%)
	451 = 7 (35.0%)	451 = 5 (25.0%)	451 = 4 (20.0%)	451 = 4 (20.0%)	451 = 0

Supporting Material	212 = 0	212 = 1 (6.7%)	212 = 14 (93.3%)	212 = 0	212 = 0
	441 = 11 (84.6%)	441 = 1 (7.7%)	441 = 0	441 = 0	441 = 1 (7.7%)
	451 = 10 (50.0%)	451 = 5 (25.0%)	451 = 5 (25.0%)	451 = 0	451 = 0
Central Message	212 = 0	212 = 2 (13.3%)	212 = 13 (86.7%)	212 = 0	212 = 0
	441 = 7 (63.6%)	441 = 3 (27.3%)	441 = 0	441 = 0	441 = 1 (7.7%)
	451 = 10 (50.0%)	451 = 4 (20.0%)	451 = 3 (15.0%)	451 = 3 (15.0%)	451 = 0

#### Written Communication

<b>Written Communication Rubric Category</b>	<b>Capstone (4)</b>	<b>Milestone (3)</b>	<b>Milestone (2)</b>	<b>Benchmark (1)</b>	<b>Substandard (0)</b>
Context of and Purpose of Writing	120 = 0	120 = 5 (22.7%)	120 = 10 (45.5%)	120 = 5 (22.7%)	120 = 2 9.1%)
	321 = 6 (66.7%)	321 = 1 (11.1%)	321 = 2 (22.2%)	321 = 0	321 = 0
	431 = 6 (37.5%)	431 = 3 (18.8%)	431 = 3 (18.8%)	431 = 4 (25.0%)	431 = 0
Content Development	120 = 0	120 = 4 (18.2%)	120 = 10 (45.5%)	120 = 5 (22.7%)	120 = 3 (13.6%)
	321 = 5 (55.6%)	321 = 2 (22.2%)	321 = 2 (22.2%)	321 = 0	321 = 0
	431 = 6 (37.5%)	431 = 3 (18.8%)	431 = 2 (12.5%)	431 = 5 (31.3%)	431 = 0

Genre and Disciplinary Connections	120 = 1 (4.5%)	120 = 4 (18.2%)	120 = 8 (36.4%)	120 = 4 (18.2%)	120 = 5 (22.7%)
	321 = 6 (66.7%)	321 = 1 (11.1%)	321 = 1 (11.1%)	321 = 1 (11.1%)	321 = 0
	431 = 5 (31.3%)	431 = 2 (12.5%)	431 = 6 (37.5%)	431 = 2 (12.5%)	431 = 1 (6.3%)
Sources and Evidence	120 = 1 (4.5%)	120 = 3 (13.6%)	120 = 9 (40.9%)	120 = 8 (36.4%)	120 = 1 (4.5%)
	321 = 4 (44.4%)	321 = 2 (22.2%)	321 = 1 (11.1%)	321 = 0	321 = 2 (22.2%)
	431 = 6 (37.5%)	431 = 1 (6.3%)	431 = 5 (31.3%)	431 = 4 (25.0%)	431 = 0
Control of Syntax and Mechanics	120 = 1 (4.5%)	120 = 6 (27.3%)	120 = 6 (27.3%)	120 = 8 (36.4%)	120 = 1 (4.5%)
	321 = 5 (55.6%)	321 = 3 (33.3%)	321 = 0	321 = 0	321 = 1 (11.1%)
	431 = 5 (31.3%)	431 = 2 (12.5%)	431 = 7 (43.8%)	431 = 2 (12.5%)	431 = 0

#### Explanation of Findings:

Students in **EXSC-120 Introduction to Exercise Science** were enrolled in the course as a requirement for the Exercise Science major. For the Written Communication Value Added Rubric, students were asked to compose a reflection paper to discuss why they have chosen the Exercise Science major at Wheeling University, what they hope to learn, and what they hope to do/long term goals for their selection of the Exercise Science major. A list of questions to consider as well as a rubric with specific grading criteria was provided.

The Ethical Reasoning Value Added Rubric was assessed in regard to the assignment for Chapter 13 Exercise Science in the Twenty-First Century where students were provided with three fictitious scenarios of contemporary ethical issues relevant to the Exercise Science major. The students were asked to identify issues within the scenarios and then also decide of what the individual in the scenario should do next. All of the questions were in an extended-response format where the students needed to generate their own responses.

In the Spring 2022 semester, there were several students who were upperclassmen transfers into the Exercise Science major who were enrolled in this course to either initiate or catch up with requirements to pursue the Exercise Science major, or taking the course for elective credit. There were also several international students enrolled in the course who were trying to overcome a language and technology barrier, which was apparent in written and oral

communication. This is the first course information regarding ethics is presented within the Exercise Science curriculum course sequence.

Students in **EXSC-212 Motor Development** were enrolled in the course as a requirement for the Exercise Science major. For the Oral Communication Value Added Rubric, students were asked to work in pairs to read and research a particular topic in the course and create a presentation to deliver the information to their classmates. Students were asked to dress appropriately to present, email their presentation to their classmates for them to review, and teach the class on their topic. They were also evaluated on their demonstrations or props to explain their topics and their ability to answer questions on the material from the class and/or the instructor.

In the Spring 2022 semester, the students enrolled in the course this semester were a mixed group of mostly first-year students, but also a few second- or third-year students who were taking the course to stay on track with the major requirements, due to transfer credits and sequencing within the Exercise Science curriculum. Many of the students previously had some experience with presenting, which may have influenced the data.

Students in **EXSC-321 Principles of Strength & Conditioning** were enrolled in the course as a requirement for the Exercise Science major. For the Written Communication Value Added Rubric, students were asked to select a topic/subject relating to the course and develop a final paper detailing a training program from pre-season to post-season with aspects outlined in the course material: lifts, nutrition, sex/age difference, and other considerations important the training. Students were asked to provide and appropriate number of references with proper citations within the text.

In the Spring 2022 semester, students enrolled in this course were third- or fourth-year students. In general, the data shows the written communication skills of the upperclassmen, but may also demonstrate the lack of prior knowledge in “Sources and Evidence” and may be an area of reinforcement for the course instructor to include an emphasis on detailed instructions and resources available to the students.

Students in **EXSC-330 Nutrition for Sport & Exercise** were enrolled in the course as a requirement for the Exercise Science major. For the Critical Thinking Value Added Rubric, students were asked to complete a diet analysis project using a 3-day diet log (completed as a previous assignment). The analysis included daily intake requirements, activity level, actionable goals, strategies to achieve goals, and any supplementation. From this information, students were asked to establish a new 3-day plan that would meet their dietary and activity needs and generate another diet analysis. The analyses were then compared, and a report detailing the findings was submitted for this project.

In the Spring 2022 semester, students enrolled in this course were third- or fourth-year students. Most students scored well in this category, demonstrating their ability to critically evaluate the material and come to specific conclusions with appropriate rationale. Many of the students in the course are achieving at the highest level.

Students in **EXSC-431 Cardiovascular Assessment and Cardiovascular Rehabilitation** were enrolled in the course as a requirement for the Exercise Science major. The term paper

assignment was a semester-long project within the course, which is designed as the didactic capstone course within the Exercise Science curriculum. Prior to the final draft submission of this assignment, students had the opportunity to submit unlimited attempts of an outline and rough drafts for feedback. Each student was responsible for finding at least five credible sources to use as references in this paper, as well as to cite the references in American Medical Association (AMA) formatting.

In the Spring 2022 semester, all of the students enrolled in this course were graduating seniors. All of the students had already completed at least one English writing course as a part of their core curriculum, but some were completing the second required writing-intensive English course concurrently. Students were required to submit a rough draft of at least half of their final paper for feedback and suggestions to carry through to their final draft, and some students chose to submit multiple copies of their rough draft to refine their writing and other students simply submitted one copy of the rough draft and then one copy of the final draft, without taking into consideration any of the feedback provided. The greatest area of difficulty for almost all students throughout the writing process was the use of AMA formatting for citations; this methodology is now being taught earlier in the Exercise Science curriculum to remove that obstacle to success for the students.

Students in **EXSC-441 Exercise Prescription for Special Populations** were enrolled in the course as a requirement for the Exercise Science major. For the Oral Communication Value Added Rubric, students were paired and given a patient with a certain diagnosis. They were asked to explain and produce an appropriate exercise program for patient care. Next, the students were to educate the class on how the patient would present, medications they may be taking, and any contraindications for exercises to be aware of as a caregiver. They also had to communicate the progression of an exercise program and any complications that might arise. Students were evaluated on their attire to present, their email of the material to their classmates, communicating the information during class, demonstrations or props, and the ability to answer questions from classmates and/or the instructor.

In the Spring 2022 semester, all of the students enrolled in this course were fourth-year students, many of whom planned to graduate after the completion of the semester. While the majority of the class did well with their presentation and completed the required elements, one student did not put forth the effort the assignment required and scored poorly on the Oral Communication Value Added Rubric.

Students in **EXSC-451 Exercise Physiology II** were enrolled in the course as a requirement for the Exercise Science major. The assignment was the second of two in-class presentations on the formal presentation being prepared for the wider campus community the following week. This presentation was a component of and the capstone portion of a larger research project conducted over the course of EXSC-312 Exercise Physiology I and EXSC-451 Exercise Physiology II. The entire project involved groups of five students who worked together to design a research study, submit their proposal to the Institutional Review Board (IRB), and then execute the research study before presenting their findings and results at the Research Day Symposium on April 6, 2022. The individuals in the groups worked together on these projects through the entire course sequence. The specific assignment assessed in this course was the final opportunity for each

group to present their entire presentation to their classmates for relevant feedback, suggestions, or recommendations or changes prior to presenting to the campus community. This assignment was assessed with the Oral Communication Value Added Rubric because the presentation at the Research Day Symposium was the first opportunity for many students to present on stage at a podium with a microphone, which may not have provided an accurate assessment of oral communication skills.

In the Spring 2022 semester, students in this course were all third- or fourth-year students majoring in Exercise Science and completing the course as a requirement for the Exercise Science major. Within the course, students had several opportunities for group presentations, both with the research group, and also other mixed groups, to practice their oral communication skills with feedback prior to the assessment of Oral Communication Value Added Rubric in this course. For all assignments, students were graded via a grading rubric, which they had access to before each presentation.

#### SUMMARY:

Courses in the Exercise Science curriculum that were offered in the Spring 2022 semester were mostly delivered in-person; two courses were fully online with a mix of synchronous and asynchronous delivery. Students tend to do better in courses with face-to-face instruction and feedback from both their peers and instructors. No actionable change is necessary at this time. Each student is evaluated on individual performance within each course and appropriate outreach is provided to support student learning and success.

Section E: Future Actions/Program Improvement Plan
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#### **E. Future Actions/Program Improvement Plan**

- 1. EXSC-120 Introduction to Exercise Science**
- 2. EXSC-212 Motor Development**
- 3. EXSC-321 Principles of Strength & Conditioning**
- 4. EXSC-330 Nutrition for Sport & Exercise**
- 5. EXSC-431 Cardiovascular Assessment and Cardiovascular Rehabilitation**
- 6. EXSC-441 Exercise Prescription for Special Populations**
- 7. EXSC-451 Exercise Physiology II**
- 8. EXSC-483 Exercise Science Practicum**

Over this last year, curricular mapping has been updated and courses at all levels have been tagged with specific assignment(s) where Value Added Rubrics would best reflect individual student learning and progression throughout the Exercise Science curriculum. It is planned to collect assessment data regularly to determine if any additional delivery or curricular changes need to be implemented. Continuing education for all faculty (full-time and adjunct) will ensure consistency with rubric scoring standards. As it stands, students appear to be progressing through the major and effectively developing PEG competencies.

### NURSING ASSESSMENT REPORT: FALL 2021



### Section A: Introduction/Background

Program: Bachelor of Science in Nursing

Semester/Academic Year: Fall 2021

Course Numbers: NURS 309D, NURS 203

Number of sections assessed: 2

Program Goal:

Communicate both written and orally with patients and with members of the interprofessional team in the promotion of health and wellness.

Integrate information management and patient care technologies into the delivery of safe quality care.

### Section B: Student Learning Outcomes Assessed

1. Identify knowledge from the science and the humanities as it relates to basic nursing care.
2. Identify experiences needed for professional growth and reflect on one's own belief and values as they relate to professional practice.
3. Synthesize knowledge and skill in applying the nursing process for patient-centered care with patients with multiple, complex needs.
4. Participate and collaborate with members of the interprofessional team in the planning and delivery of services to selected patients.

### Section C: Assessment Method

**How did you measure each of the learning outcomes associated with your course?**

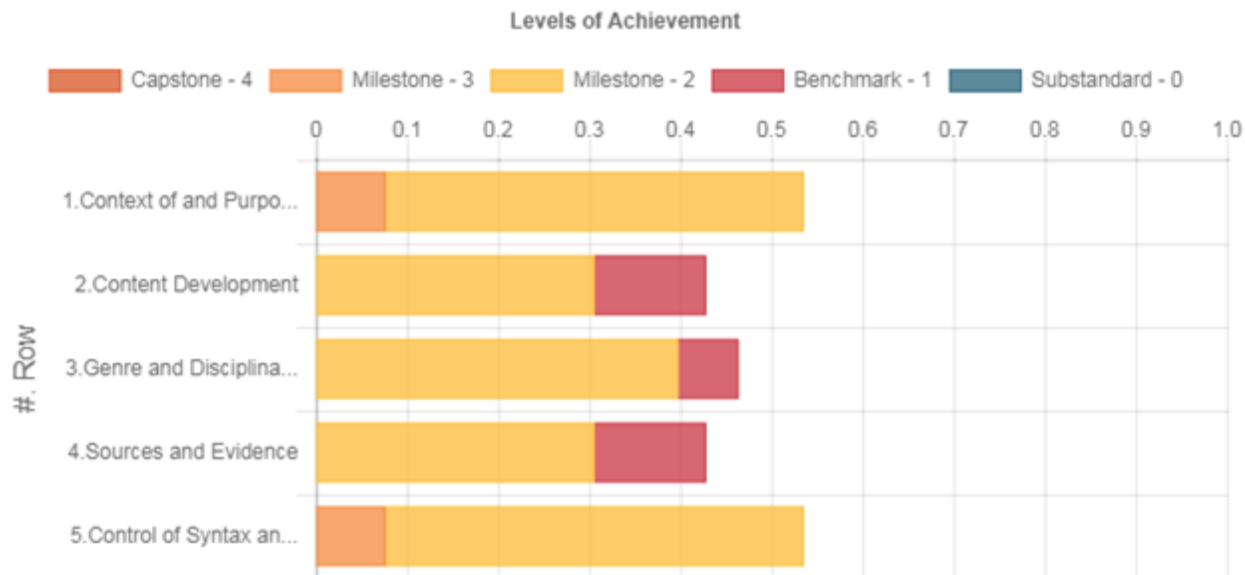
ATI modules and assessments, exams, clinical evaluation tools

**List the measures (e.g., course material, assignments, tests, etc.) you used to assess the student learnings.**

ATI modules, clinical evaluation tools, written assignments, exams.

### Section D: Results/Findings

Data Interpretation:



### **What is the greatest strength of the program?**

Data indicates the greatest strength was both Context of and Purpose for Writing and Control of Syntax and Mechanics showing 14.3% of students achieved milestone 3 and 85.7% of students achieved milestone 2.

### **What criteria were achieved?**

The data showed the students achieve at or above the performance goal of milestone 2 at the 200 and 300 level courses.

### **Any comparisons with the previous term's results? Are students improving?**

The current and previous terms showed the greatest strength was in Context of and Purpose for Writing. The current term all students achieved at least a milestone 2 which is an improvement from the previous term.

## Section E: Future Actions/Program Improvement Plan

### **What steps/actions need to be implemented for the program improvement?**

Students need additional written exercises/assignments in both didactic and clinical courses.

**Are those actions program-related or curriculum related?**

These actions are related to the curriculum.

**What areas in the student learning need to be improved?**

Continue to improve clinical documentation skills. Increase written opportunities with case studies and class assignments.

**What changes need to make to refine the assessment process?**

N/A

**Date of implementation.** Spring 2022

**PEG - Written Communication Value Rubric  
08/01/2021 – 01/01/2022**

Courses Included							
Learning Activity	Course	Instructors	Enrollment	Evaluations	Percent	# Pass	% Pass
Healthy People 2030 Paper	2021F2 Intro. to Nursing Care (2021F2-NURS-309D-01)	Georgetti, Shelby	15	13	86.67	13	100

Summary Statistics		
Scored Evaluations13	# Pass13	Mean Score4.39
Rows5	% Pass100	Median Score4.5
Possible Item Scores65	Highest Score5	Std Dev0.51
Actual Item Scores65	Lowest Score3.2	KR(20) / Cronbach Alpha0.44




Details			
Row	Average	Levels Of Achievement	Distribution

<p>Brief description of the initiative</p>	<p>0.88</p>	<ul style="list-style-type: none"> <li>■ 9 (69.2%) Meets expectations</li> <li>■ 4 (30.8%) Almost meets Expectations</li> <li>■ 0 (0%) Needs improvement</li> <li>■ 0 (0%) Unsatisfactory</li> </ul>	
<p>Describes how the initiative impacts the community.</p>	<p>0.97</p>	<ul style="list-style-type: none"> <li>■ 12 (92.3%) Meets expectations</li> <li>■ 1 (7.7%) Almost meets Expectations</li> <li>■ 0 (0%) Needs improvement</li> <li>■ 0 (0%) Unsatisfactory</li> </ul>	
<p>Discusses interventions and goals for the initiative.</p>	<p>0.97</p>	<ul style="list-style-type: none"> <li>■ 12 (92.3%) Meets expectations</li> <li>■ 1 (7.7%) Almost meets Expectations</li> <li>■ 0 (0%) Needs improvement</li> <li>■ 0 (0%) Unsatisfactory</li> </ul>	
<p>Addresses education for prevention.</p>	<p>1</p>	<ul style="list-style-type: none"> <li>■ 13 (100%) Meets expectations</li> <li>■ 0 (0%) Almost meets Expectations</li> <li>■ 0 (0%) Needs improvement</li> <li>■ 0 (0%) Unsatisfactory</li> </ul>	

Courses Included							
Learning Activity	Course	Instructors	Enrollment	Evaluations	Percent	# Pass	% Pass
Why nursing paper	2021FA Health Assessment (2021FA-NURS-203-01)	Emery, Jill	7	7	100	1	14.29

Summary Statistics		
Scored Evaluations7	# Pass1	Mean Score2.39
Rows5	% Pass14.29	Median Score2.5
Possible Item Scores35	Highest Score3	Std Dev0.37
Actual Item Scores35	Lowest Score1.75	KR(20) / Cronbach Alpha0.82

Details				
No	Row	Average	Levels Of Achievement	Distribution
	Context of 1 and Purpose for Writing	0.54	<ul style="list-style-type: none"> <li>■ 0 (0%) Capstone - 4</li> <li>■ 1 (14.3%) Milestone - 3</li> <li>■ 6 (85.7%) Milestone - 2</li> <li>■ 0 (0%) Benchmark - 1</li> <li>■ 0 (0%) Substandard - 0</li> </ul>	

2	Content Development	0.43	<ul style="list-style-type: none"> <li>■ 0 (0%) Capstone - 4</li> <li>■ 0 (0%) Milestone - 3</li> <li>■ 5 (71.4%) Milestone - 2</li> <li>■ 2 (28.6%) Benchmark - 1</li> <li>■ 0 (0%) Substandard - 0</li> </ul>	
3	Genre and Disciplinary Conventions	0.46	<ul style="list-style-type: none"> <li>■ 0 (0%) Capstone - 4</li> <li>■ 0 (0%) Milestone - 3</li> <li>■ 6 (85.7%) Milestone - 2</li> <li>■ 1 (14.3%) Benchmark - 1</li> <li>■ 0 (0%) Substandard - 0</li> </ul>	
4	Sources and Evidence	0.43	<ul style="list-style-type: none"> <li>■ 0 (0%) Capstone - 4</li> <li>■ 0 (0%) Milestone - 3</li> <li>■ 5 (71.4%) Milestone - 2</li> <li>■ 2 (28.6%) Benchmark - 1</li> <li>■ 0 (0%) Substandard - 0</li> </ul>	

NURSING ASSESSMENT REPORT: SPRING 2022

Section A: Introduction/Background

Program: Bachelor of Science in Nursing

Semester/Academic Year: Spring 2022

Course Numbers: NURS 201, NURS 203, NURS 335, NURS 319D, NURS 320D

Number of sections assessed: 5

Program Goal:

2. Communicate both written and orally with patients and with members of the interprofessional team in the promotion of health and wellness.
3. Provide leadership for decision making related to safe, quality care following ethical principles.
4. Integrate information management and patient care technologies into the delivery of safe quality care.
5. Achieve a passing score on the NCLEX exam upon completion of the program.

Section B: Student Learning Outcomes Assessed

1. Identify knowledge from the science and the humanities as it relates to basic nursing care.
2. Identify experiences needed for professional growth and reflect on one's own belief and values as they relate to professional practice.
3. Synthesize knowledge and skill in applying the nursing process for patient-centered care with patients with multiple, complex needs.
4. Participate and collaborate with members of the interprofessional team in the planning and delivery of services to selected patients.

Section C: Assessment Method

**How did you measure each of the learning outcomes associated with your course?**

ATI modules, ATI assessments, and exams

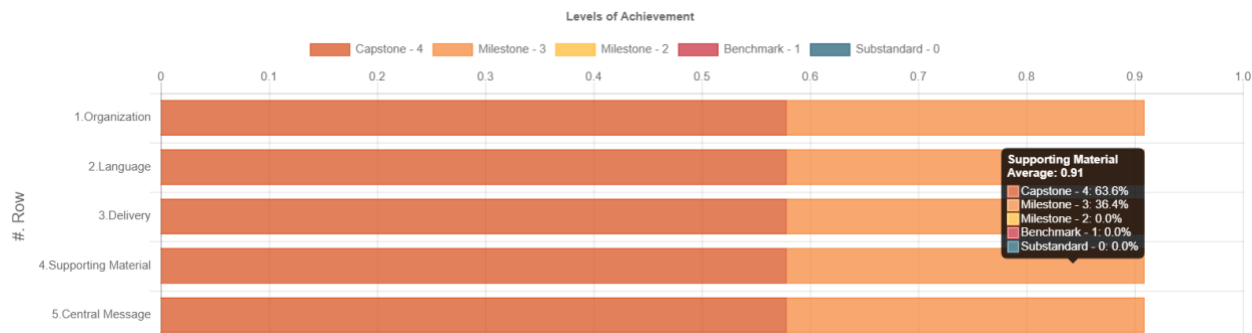
**List the measures (e.g., course material, assignments, tests, etc.) you used to assess the student learnings.**

ATI modules, written assignments, discussion boards, case studies, and exams.

Section D: Results/Findings

### What is the greatest strength of the program?

Data indicates the greatest strength of the program is oral communication.



### What criteria were achieved?

The data showed the students achieve at or above the performance goal of milestone 3 at the 300 level courses.

### Any comparisons with the previous term's results? Are students improving?

This term the greatest strength was oral communication. The previous terms showed an average of 0.88 on all aspects of oral communication. This semester students scored an average of 0.91 on all aspects of oral communication.

The previous terms showed the greatest strength was in Written Communication in Context of and Purpose for Writing. The current term showed the greatest strength in Context of and Purpose for Writing, Sources and Evidence, and Control of Syntax and Mechanics. Students did show improvement with at least 83.4% achieving at or above the performance goal of milestone 2 in Sources and Evidence and 100% achieving at or above the performance level of milestone 2 in Control of Syntax and Mechanics.

#### Section E: Future Actions/Program Improvement Plan

### What steps/actions need to be implemented for the program improvement?

Students need additional oral and written exercises/assignments in both didactic and clinical courses.

### Are those actions program-related or curriculum related?



These actions are related to the curriculum.

**What areas in the student learning need to be improved?**

Continue to improve clinical documentation skills. Increase written opportunities with case studies, discussion boards, and class assignments. Increase oral communication within clinical and with oral presentations in the classroom.

**What changes need to make to refine the assessment process?**

N/A


**Date of implementation.**





Fall 2022

**PEG - Written Communication Value Rubric  
01/10/2022-05/06/2022**

Courses Included							
Learning Activity	Course	Instructor	Enrollment	Evaluations	Percent	# Pass	% Pass
Why Nursing Paper	2022SP NURS 203 Health Assessment	Emery, Jill	12	12	100	9	75

Summary Statistics		
Scored Evaluations12	# Pass9	Mean Score3.21
Rows5	% Pass75	Median Score3.50
Possible Item Scores60	Highest Score3.75	Std Dev0.80
Actual Item Scores60	Lowest Score1.00	KR(20) / Cronbach Alpha0.91

Details			
Row	Average	Levels Of Achievement	Distribution
Context of and Purpose for Writing	0.87	<ul style="list-style-type: none"> <li><span style="color: red;">■</span> 0 (0%) Capstone - 4</li> <li><span style="color: orange;">■</span> 9 (75.0%) Milestone - 3</li> <li><span style="color: yellow;">■</span> 2 (16.7%) Milestone - 2</li> <li><span style="color: red;">■</span> 1 (8.3%) Benchmark - 1</li> <li><span style="color: blue;">■</span> 0 (0%) Substandard - 0</li> </ul>	

Content Development	0.65	<ul style="list-style-type: none"> <li>■ 0 (0%) Capstone - 4</li> <li>■ 9 (75.0%) Milestone - 3</li> <li>■ 2 (16.7%) Milestone - 2</li> <li>■ 0 (0.0%) Benchmark - 1</li> <li>■ 1 (8.3%) Substandard - 0</li> </ul>	
Genre and Disciplinary Conventions	0.65	<ul style="list-style-type: none"> <li>■ 0 (0%) Capstone - 4</li> <li>■ 9 (75.0%) Milestone - 3</li> <li>■ 2 (16.7%) Milestone - 2</li> <li>■ 0 (0.0%) Benchmark - 1</li> <li>■ 1 (8.3%) Substandard - 0</li> </ul>	
Sources and Evidence	0.54	<ul style="list-style-type: none"> <li>■ 0 (0%) Capstone - 4</li> <li>■ 5 (41.7%) Milestone - 3</li> <li>■ 5 (41.7%) Milestone - 2</li> <li>■ 1 (8.3%) Benchmark - 1</li> <li>■ 1 (8.3%) Substandard - 0</li> </ul>	
Control of Syntax and Mechanics	0.71	<ul style="list-style-type: none"> <li>■ 0 (0%) Capstone - 4</li> <li>■ 10 (83.3%) Milestone - 3</li> <li>■ 2 (16.7%) Milestone - 2</li> <li>■ 0 (0.0%) Benchmark - 1</li> <li>■ 0 (0.0%) Substandard - 0</li> </ul>	

### Courses Included

Learning Activity	Course	Instructor	Enrollment	Evaluations	Percent	# Pass	% Pass
Complicated Prenatal Patient Case Study	2022SP NURS 319D Maternal Health	Emery, Jill	13	13	100	13	100

### Summary Statistics

Scored Evaluations13	# Pass13	Mean Score4.21
Rows5	% Pass100	Median Score3.75
Possible Item Scores65	Highest Score5	Std Dev0.63
Actual Item Scores65	Lowest Score3.50	KR(20) / Cronbach Alpha0.99

### Details

No	Row	Average	Levels Of Achievement	Distribution
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1	Context of and Purpose for Writing	0.85	3	<ul style="list-style-type: none"> <li>■ 5 (38.5%) Capstone - 4</li> <li>■ 8 (61.5%) Milestone -</li> <li>■ 0 (0%) Milestone - 2</li> <li>■ 0 (0%) Benchmark - 1</li> <li>■ 0 (0%) Substandard - 0</li> </ul>	
2	Content Development	0.83	3	<ul style="list-style-type: none"> <li>■ 5 (38.5%) Capstone - 4</li> <li>■ 7 (53.8%) Milestone -</li> <li>■ 1 (7.7%) Milestone - 2</li> <li>■ 0 (0%) Benchmark - 1</li> <li>■ 0 (0%) Substandard - 0</li> </ul>	
3	Genre and Disciplinary Conventions	0.85	3	<ul style="list-style-type: none"> <li>■ 5 (38.5%) Capstone - 4</li> <li>■ 8 (61.5%) Milestone -</li> <li>■ 0 (0%) Milestone - 2</li> <li>■ 0 (0%) Benchmark - 1</li> <li>■ 0 (0%) Substandard - 0</li> </ul>	
4	Sources and Evidence	0.85	3	<ul style="list-style-type: none"> <li>■ 5 (38.5%) Capstone - 4</li> <li>■ 8 (61.5%) Milestone -</li> <li>■ 0 (0%) Milestone - 2</li> <li>■ 0 (0%) Benchmark - 1</li> <li>■ 0 (0%) Substandard - 0</li> </ul>	
5	Control of Syntax and Mechanics	0.85	3	<ul style="list-style-type: none"> <li>■ 5 (38.5%) Capstone - 4</li> <li>■ 8 (61.5%) Milestone -</li> <li>■ 0 (0%) Milestone - 2</li> <li>■ 0 (0%) Benchmark - 1</li> <li>■ 0 (0%) Substandard - 0</li> </ul>	

Courses Included								
Learning Activity	Course	Instructor	Enrollment	Evaluations	Percent	# Pass	% Pass	
Perfusion Case Study	2022SP NURS 320D Medical/Surgical Nursing I	Emery, Jill	13	13	100	13	100	
Summary Statistics								
Scored Evaluations	13	# Pass	13	Mean Score				4.33
Rows	5	% Pass	100	Median Score				4






Possible Item Scores65	Highest Score5	Std Dev0.63
Actual Item Scores65	Lowest Score3.5	KR(20) / Cronbach Alpha0.98

Details				
No	Row	Average	Levels Of Achievement	Distribution
1	Context of and Purpose for Writing	0.88	<ul style="list-style-type: none"> <li>7 (53.8%) Capstone - 4</li> <li>6 (46.2%) Milestone - 3</li> <li>0 (0%) Milestone - 2</li> <li>0 (0%) Benchmark - 1</li> <li>0 (0%) Substandard - 0</li> </ul>	
2	Content Development	0.85	<ul style="list-style-type: none"> <li>6 (46.2%) Capstone - 4</li> <li>6 (46.2%) Milestone - 3</li> <li>1 (7.7%) Milestone - 2</li> <li>0 (0%) Benchmark - 1</li> <li>0 (0%) Substandard - 0</li> </ul>	
3	Genre and Disciplinary Conventions	0.87	<ul style="list-style-type: none"> <li>6 (46.2%) Capstone - 4</li> <li>7 (53.8%) Milestone - 3</li> <li>0 (0%) Milestone - 2</li> <li>0 (0%) Benchmark - 1</li> <li>0 (0%) Substandard - 0</li> </ul>	
4	Sources and Evidence	0.87	<ul style="list-style-type: none"> <li>6 (46.2%) Capstone - 4</li> <li>7 (53.8%) Milestone - 3</li> <li>0 (0%) Milestone - 2</li> <li>0 (0%) Benchmark - 1</li> <li>0 (0%) Substandard - 0</li> </ul>	
5	Control of Syntax and Mechanics	0.87	<ul style="list-style-type: none"> <li>6 (46.2%) Capstone - 4</li> <li>7 (53.8%) Milestone - 3</li> <li>0 (0%) Milestone - 2</li> <li>0 (0%) Benchmark - 1</li> <li>0 (0%) Substandard - 0</li> </ul>	

Courses Included							
Learning Activity	Course	Instructor	Enrollment	Evaluations	Percent	# Pass	% Pass
Public Health Issue Project	2022SP	Emery, Jill	10	10	100	10	100



	NURS 335 Systems Concepts						
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Summary Statistics		
Scored Evaluations10	# Pass10	Mean Score4.68
Rows5	% Pass100	Median Score5
Possible Item Scores50	Highest Score5	Std Dev0.46
Actual Item Scores50	Lowest Score3.75	KR(20) / Cronbach Alpha0.92

Details				
No	Row	Average	Levels Of Achievement	Distribution
1	Context of and Purpose for Writing	0.95	<ul style="list-style-type: none"> <li>8 (80%) Capstone - 4</li> <li>2 (20%) Milestone - 3</li> <li>0 (0%) Milestone - 2</li> <li>0 (0%) Benchmark - 1</li> <li>0 (0%) Substandard - 0</li> </ul>	
2	Content Development	0.93	<ul style="list-style-type: none"> <li>7 (70%) Capstone - 4</li> <li>3 (30%) Milestone - 3</li> <li>0 (0%) Milestone - 2</li> <li>0 (0%) Benchmark - 1</li> <li>0 (0%) Substandard - 0</li> </ul>	
3	Genre and Disciplinary Conventions	0.93	<ul style="list-style-type: none"> <li>7 (70%) Capstone - 4</li> <li>3 (30%) Milestone - 3</li> <li>0 (0%) Milestone - 2</li> <li>0 (0%) Benchmark - 1</li> <li>0 (0%) Substandard - 0</li> </ul>	
4	Sources and Evidence	0.98	<ul style="list-style-type: none"> <li>9 (90%) Capstone - 4</li> <li>1 (10%) Milestone - 3</li> <li>0 (0%) Milestone - 2</li> <li>0 (0%) Benchmark - 1</li> <li>0 (0%) Substandard - 0</li> </ul>	
5	Control of Syntax and Mechanics	0.9	<ul style="list-style-type: none"> <li>6 (60%) Capstone - 4</li> <li>4 (40%) Milestone - 3</li> <li>0 (0%) Milestone - 2</li> <li>0 (0%) Benchmark - 1</li> <li>0 (0%) Substandard - 0</li> </ul>	

**PEG – Ethical Reasoning Value Rubric**  
**01/10/2022-05/06/2022**

Courses Included								
Learning Activity	Course	Instructors	Enrollment	Evaluations	Percent	# Pass	% Pass	
PEG Ethical Reasoning	2022SP Maternal Health (2022SP-NURS-319D-01)	Emery, Jill	13	13	100	13	100	
PEG Ethical Reasoning	2022SP Medical Surgical Nursing I (2022SP-NURS-320D-01)	Emery, Jill	13	13	100	13	100	
Summary Statistics								
Scored Evaluations	26	# Pass	26	Mean Score	4.24			
Rows	5	% Pass	100	Median Score	3.75			
Possible Item Scores	130	Highest Score	5	Std Dev	0.66			
Actual Item Scores	130	Lowest Score	3.25	KR(20) / Cronbach Alpha				0.98

Details				
No	Row	Average	Levels Of Achievement	Distribution
1	Ethical Self-Awareness	0.85	<ul style="list-style-type: none"> <li>■ 11 (42.3%) Capstone - 4</li> <li>■ 14 (53.8%) Milestone - 3</li> <li>■ 1 (3.8%) Milestone - 2</li> <li>■ 0 (0%) Benchmark - 1</li> <li>■ 0 (0%) Substandard - 0</li> </ul>	
2	Understanding Different Ethical Perspectives/Concepts	0.85	<ul style="list-style-type: none"> <li>■ 11 (42.3%) Capstone - 4</li> <li>■ 14 (53.8%) Milestone - 3</li> <li>■ 1 (3.8%) Milestone - 2</li> </ul>	

			<ul style="list-style-type: none"> <li>■ 0 (0%)</li> <li>Benchmark - 1</li> <li>■ 0 (0%)</li> <li>Substandard - 0</li> </ul>	
3	Ethical Issue Recognition	0.85	<ul style="list-style-type: none"> <li>■ 11 (42.3%)</li> <li>Capstone - 4</li> <li>■ 14 (53.8%)</li> <li>Milestone - 3</li> <li>■ 1 (3.8%)</li> <li>Milestone - 2</li> <li>■ 0 (0%)</li> <li>Benchmark - 1</li> <li>■ 0 (0%)</li> <li>Substandard - 0</li> </ul>	
4	Application of Ethical Perspectives/Concepts	0.85	<ul style="list-style-type: none"> <li>■ 11 (42.3%)</li> <li>Capstone - 4</li> <li>■ 14 (53.8%)</li> <li>Milestone - 3</li> <li>■ 1 (3.8%)</li> <li>Milestone - 2</li> <li>■ 0 (0%)</li> <li>Benchmark - 1</li> <li>■ 0 (0%)</li> <li>Substandard - 0</li> </ul>	
5	Evaluation of Different Ethical Perspectives/Concepts	0.86	<ul style="list-style-type: none"> <li>■ 11 (42.3%)</li> <li>Capstone - 4</li> <li>■ 15 (57.7%)</li> <li>Milestone - 3</li> <li>■ 0 (0%) Milestone - 2</li> <li>■ 0 (0%)</li> <li>Benchmark - 1</li> <li>■ 0 (0%)</li> <li>Substandard - 0</li> </ul>	

Courses Included							
Learning Activity	Course	Instructors	Enrollment	Evaluations	Percent	# Pass	% Pass
PEG Oral Communication	2022SP Maternal Health (2022SP-	Emery, Jill	13	13	100	13	100

	NURS-319D-01)						
Public Health Issue Project	2022SP Systems Concepts (2022SP-NURS-335-80)	Emery, Jill	10	9	90	9	100

Summary Statistics		
Scored Evaluations22	# Pass22	Mean Score4.55
Rows5	% Pass100	Median Score5
Possible Item Scores110	Highest Score5	Std Dev0.6
Actual Item Scores110	Lowest Score3.75	KR(20) / Cronbach Alpha1

Details				
No	Row	Average	Levels Of Achievement	Distribution
1	Organization	0.91	<ul style="list-style-type: none"> <li>■ 14 (63.6%) Capstone - 4</li> <li>■ 8 (36.4%) Milestone - 3</li> <li>■ 0 (0%) Milestone - 2</li> <li>■ 0 (0%) Benchmark - 1</li> <li>■ 0 (0%) Substandard - 0</li> </ul>	
2	Language	0.91	<ul style="list-style-type: none"> <li>■ 14 (63.6%) Capstone - 4</li> <li>■ 8 (36.4%) Milestone - 3</li> <li>■ 0 (0%) Milestone - 2</li> <li>■ 0 (0%) Benchmark - 1</li> <li>■ 0 (0%) Substandard - 0</li> </ul>	
3	Delivery	0.91	<ul style="list-style-type: none"> <li>■ 14 (63.6%) Capstone - 4</li> <li>■ 8 (36.4%) Milestone - 3</li> <li>■ 0 (0%) Milestone - 2</li> <li>■ 0 (0%) Benchmark - 1</li> <li>■ 0 (0%) Substandard - 0</li> </ul>	
4	Supporting Material	0.91	<ul style="list-style-type: none"> <li>■ 14 (63.6%) Capstone - 4</li> <li>■ 8 (36.4%) Milestone - 3</li> <li>■ 0 (0%) Milestone - 2</li> <li>■ 0 (0%) Benchmark - 1</li> <li>■ 0 (0%) Substandard - 0</li> </ul>	
5	Central Message	0.91	<ul style="list-style-type: none"> <li>■ 14 (63.6%) Capstone - 4</li> <li>■ 8 (36.4%) Milestone - 3</li> <li>■ 0 (0%) Milestone - 2</li> <li>■ 0 (0%) Benchmark - 1</li> <li>■ 0 (0%) Substandard - 0</li> </ul>	



**PEG – Creative Thinking Value Rubric**  
**01/10/2022-05/06/2022**

Courses Included							
Learning Activity	Course	Instructors	Enrollment	Evaluations	Percent	# Pass	% Pass
PEG	2022SP Pathophysiology (2022SP-NURS-201-01)	Georgetti, Shelby	12	12	100	6	50
Summary Statistics							
Scored Evaluations	12	# Pass	6	Mean Score	3.69		
Rows	6	% Pass	50	Median Score	3.5		
Possible Item Scores	72	Highest Score	6	Std Dev	1.53		
Actual Item Scores	72	Lowest Score	0.75	KR(20) / Cronbach Alpha	0.99		
Details							
No	Row	Average	Levels Of Achievement	Distribution			
1	Acquiring Competencies	0.6	<ul style="list-style-type: none"> <li>■ 3 (25%) Capstone - 4</li> <li>■ 2 (16.7%) Milestone - 3</li> <li>■ 5 (41.7%) Milestone - 2</li> <li>■ 1 (8.3%) Benchmark - 1</li> <li>■ 1 (8.3%) Substandard - 0</li> </ul>				
2	Taking Risks	0.6	<ul style="list-style-type: none"> <li>■ 2 (16.7%) Capstone - 4</li> <li>■ 3 (25%) Milestone - 3</li> <li>■ 5 (41.7%) Milestone - 2</li> <li>■ 2 (16.7%) Benchmark - 1</li> <li>■ 0 (0%) Substandard - 0</li> </ul>				
3	Solving Problems	0.63	<ul style="list-style-type: none"> <li>■ 2 (16.7%) Capstone - 4</li> <li>■ 4 (33.3%) Milestone - 3</li> </ul>				

			<p>3</p> <p>4 (33.3%) Milestone -</p> <p>2</p> <p>2 (16.7%) Benchmark -</p> <p>1</p> <p>0 (0%) Substandard -</p> <p>0</p>	
4	Embracing Contradictions	0.6	<p>2 (16.7%) Capstone -</p> <p>4</p> <p>4 (33.3%) Milestone -</p> <p>3</p> <p>4 (33.3%) Milestone -</p> <p>2</p> <p>1 (8.3%) Benchmark -</p> <p>1</p> <p>1 (8.3%) Substandard -</p> <p>0</p>	
5	Innovative Thinking	0.63	<p>2 (16.7%) Capstone -</p> <p>4</p> <p>5 (41.7%) Milestone -</p> <p>3</p> <p>3 (25%) Milestone - 2</p> <p>1 (8.3%) Benchmark -</p> <p>1</p> <p>1 (8.3%) Substandard -</p> <p>0</p>	
6	Connecting, Synthesizing, Transforming	0.63	<p>2 (16.7%) Capstone -</p> <p>4</p> <p>4 (33.3%) Milestone -</p> <p>3</p> <p>4 (33.3%) Milestone -</p> <p>2</p> <p>2 (16.7%) Benchmark -</p> <p>1</p> <p>0 (0%) Substandard -</p> <p>0</p>	

**PEG – Critical Thinking Value Rubric  
01/10/2022-05/06/2022**

Courses Included							
Learning Activity	Course	Instructors	Enrollment	Evaluations	Percent	# Pass	% Pass

PEG Critical Thinking	2022SP Maternal Health (2022SP- NURS-319D- 01)	Emery, Jill	13	13	100	12	92.31
PEG Critical Thinking	2022SP Medical Surgical Nursing I (2022SP- NURS-320D- 01)	Emery, Jill	13	13	100	12	92.31

### Summary Statistics

Scored Evaluations26	# Pass24	Mean Score4.08
Rows5	% Pass92.31	Median Score3.75
Possible Item Scores130	Highest Score5	Std Dev0.85
Actual Item Scores130	Lowest Score2.5	KR(20) / Cronbach Alpha0.97

### Details

No	Row	Average	Levels Of Achievement	Distribution
1	Explanation of issues	0.83	<ul style="list-style-type: none"> <li>■ 11 (42.3%) Capstone - 4</li> <li>■ 12 (46.2%) Milestone - 3</li> <li>■ 3 (11.5%) Milestone - 2</li> <li>■ 0 (0%) Benchmark - 1</li> <li>■ 0 (0%) Substandard - 0</li> </ul>	
2	Evidence	0.82	<ul style="list-style-type: none"> <li>■ 11 (42.3%) Capstone - 4</li> <li>■ 11 (42.3%) Milestone - 3</li> <li>■ 4 (15.4%) Milestone - 2</li> <li>■ 0 (0%) Benchmark - 1</li> </ul>	

			<ul style="list-style-type: none"> <li>■ 0 (0%)</li> <li>Substandard - 0</li> </ul>	
3	Influence of context and assumptions	0.8	<ul style="list-style-type: none"> <li>■ 11 (42.3%)</li> <li>Capstone - 4</li> <li>■ 9 (34.6%)</li> <li>Milestone - 3</li> <li>■ 6 (23.1%)</li> <li>Milestone - 2</li> <li>■ 0 (0%)</li> <li>Benchmark - 1</li> <li>■ 0 (0%)</li> <li>Substandard - 0</li> </ul>	
4	Student's position (perspective, thesis/hypothesis)	0.81	<ul style="list-style-type: none"> <li>■ 11 (42.3%)</li> <li>Capstone - 4</li> <li>■ 10 (38.5%)</li> <li>Milestone - 3</li> <li>■ 5 (19.2%)</li> <li>Milestone - 2</li> <li>■ 0 (0%)</li> <li>Benchmark - 1</li> <li>■ 0 (0%)</li> <li>Substandard - 0</li> </ul>	
5	Conclusions and related outcomes (implications and consequences)	0.83	<ul style="list-style-type: none"> <li>■ 11 (42.3%)</li> <li>Capstone - 4</li> <li>■ 12 (46.2%)</li> <li>Milestone - 3</li> <li>■ 3 (11.5%)</li> <li>Milestone - 2</li> <li>■ 0 (0%)</li> <li>Benchmark - 1</li> <li>■ 0 (0%)</li> <li>Substandard - 0</li> </ul>	

## PSYCHOLOGY ASSESSMENT REPORT: FALL 2021

### Section A: Introduction/Background

#### **A. Introduction/Background**

The following data is from a selection of psychology courses offered in the Fall 2021 semester. The courses assessed were PSYC110 (General Psychology), PSYC211 (Experimental Psychology), PSYC331 (Physiological Psychology), and PSYC481 (Senior Seminar). The

information that follows is related to the APA psychology standards the WU psychology major follows as related to the university's Primary Educational Goals (PEGs)- critical thinking, ethical reasoning, and effective communication.

Section B: Student Learning Outcomes Assessed

## B. Student Learning Outcomes Assessed

Critical Thinking: The following tables contain data on faculty assessments of students' work in PSYC 110, PSYC 211, PSYC 331, and PSYC 481. PSYC 110 is part of the critical thinking PEG core assessment, PSYC 211 and PSYC 331 is a research class for the psychology program taken primarily by majors, and PSYC 481 is majors-only.

Ethical Reasoning: The ethical reasoning VALUE rubric was used to assess ethical reasoning as it relates to the psychology department program goals. The APA standard "Apply ethical standards to evaluate psychological science and practice" relates to many courses in the psychology major. Standalone data from upper-level psychology research electives are unable to show growth in this area. This data will become more meaningful when it is connected to assignments/work in PSYC110 and PSYC211 (Experimental Psychology).

Oral Communication and Written Communication: The oral communication VALUE rubric and the written communication VALUE rubric were used to assess students' effectiveness in communication as it relates to the psychology department program goals. The APA standard "Communicate effectively with others, including building values at the local, national, and global level" was used in relation to research projects in PSYC 211, PSYC 331, and PSYC 481. This data will become more meaningful when compared with data from lower-level psychology electives.

Section C: Assessment Method

## C. Assessment Method

For critical thinking, a global, summative assessment was used with regard to their progress in the assessed courses.

For ethical reasoning, scores were connected to students' individual or group research projects. All students at this stage of the major (i.e. PSYC 211, 331, 481) have completed human subjects' ethics training (formerly CITI training, currently PHRP training).

For oral and written communication, scores were connected to students' individual or group research project oral presentations or final research papers.

Section D: Results/Findings

## D. Results/Findings

PSYC110 : enrollment 33; responses 23

PSYC211: enrollment 7; responses 5

PSYC331= enrollment 7; responses 7

PSYC481= enrollment 8; responses 8

### Critical Thinking

Rubric Category	Capstone (4)	Milestone (3)	Milestone (2)	Benchmark (1)	Substandard (0)
Explanation of issues	110= 211= 331=100% 481=100%	110= 211=100% 331= 481=	110= 211= 331= 481=	110=100% 211= 331= 481=	
Evidence	110= 211= 331=100% 481=88%	110= 211= 331= 481=12%	110= 211=100% 331= 481=	110=100% 211= 331= 481=	
Influence of contexts and assumptions	110= 211= 331=100% 481=100%	110= 211=67% 331= 481=	110= 211=33% 331= 481=	110=100% 115= 331= 481=	
Student position (perspective, thesis, hypothesis)	110= 211= 331=100% 481=100%	110= 211= 331= 481=	110= 211=100% 331= 481=	110=100% 211= 331= 481=	
Conclusions and related outcomes	110= 211= 331=100% 481=100%	110= 211=67% 331= 481=	110= 211=33% 331= 481=	110=77% 211= 331= 481=	110=23%

### Ethical Reasoning

Ethical Reasoning Rubric Category	Capstone (4)	Milestone (3)	Milestone (2)	Benchmark (1)
Ethical Self-Awareness	211= 331=100%	211=100% 331=	211= 331=	211= 331=
Understanding Different Ethical Perspectives/Concepts	211= 331=100%	211= 331=	211=100% 331=	211= 331=
Ethical Issue Recognition	211= 331=100%	211=67% 331=	211=33% 331=	211= 331=
Application of Ethical Perspectives/Concepts	211= 331=100%	211=100% 331=	211= 331=	211= 331=
Evaluation of Different Ethical Perspectives/Concepts	211= 331=100%	211=67% 331=	211=33% 331=	211= 331=

### Oral Communication

Oral Communication Rubric Category	Capstone (4)	Milestone (3)	Milestone (2)	Benchmark (1)
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Organization	211= 331=100% 481=100%	211=100% 331= 481=	211= 331= 481=	211= 331= 481=
Language	211= 331=100% 481=100%	211=60% 331= 481=	211=40% 331= 481=	211= 331= 481=
Delivery	211= 331=100% 481=100%	211=60% 331= 481=	211=40% 331= 481=	211= 331= 481=
Supporting Material	211= 331=100% 481=100%	211=40% 331= 481=	211=60% 331= 481=	211= 331= 481=
Central Message	211= 331=100% 481=100%	211=100% 331= 481=	211= 331= 481=	211= 331= 481=

### Written Communication

Written Communication Rubric Category	Capstone (4)	Milestone (3)	Milestone (2)	Benchmark (1)
Context of and purpose of writing	211= 331=100% 481=100%	211=67% 331= 481=	211=33% 331= 481=	211= 331= 481=
Content Development	211= 331=100% 481=100%	211=83% 331= 481=	211=17% 331= 481=	211= 331= 481=
Genre and Disciplinary Connections	211= 331=100% 481=75%	211=67% 331= 481=25%	211=33% 331= 481=	211= 331= 481=
Sources and Evidence	211= 331=100% 481=100%	211=67% 331= 481=	211=33% 331= 481=	211= 331= 481=
Control of Syntax and Mechanics	211= 331=100% 481=100%	211=67% 331= 481=	211=33% 331= 481=	211= 331= 481=

### Explanation of Findings

Students are assessed in PSYC 110 general psychology as part of the core curriculum critical thinking PEG. The critical thinking rubric scoring is connected to completing the Myers-Briggs Personality assessment and execution of a personality paper. PSYC 100, General Psychology, includes students from all majors because it is part of the core curriculum. The Fall 2021 semester offered three different sections of General Psychology, however, included in the data is one section of the class. The rationale of including one General Psychology is due to only a section being taught by full-time faculty, which will enable the data to present a full development of the psychology program. Another section was not included because of having dual enrollment, both college, and high school students. Some students appeared to be adjusting to the first semester of college and sports season. The assignment required APA formatting and many

students were not familiar with APA formatting. These minor shortfalls can be remedied by providing students with an APA overview and submitting a first draft of the paper with the professor.

Students in PSYC211, Experimental Psychology were enrolled in the course as a requirement for the Psychology major. Students in experimental psychology completed group research projects from start to finish. The ethical reasoning rubric scoring is connected to the required IRB training, design, and execution of this project. For many of the students, this was the first-time learning about ethical issues and conducting a research experiment. Due to limited exposure, students displayed minor shortcomings with regards to their ethical issue recognition and evaluation of different ethical perspectives and concepts. PSYCH 211 is a required stepping stone for the psychology major this class provides students with the foundations for future research classes. Students are required to complete two additional research electives which will provide the students with additional exposure to ethical evaluation and concepts. These minor shortfalls can be remedied by providing, early on, examples of how to recognize and evaluate different ethical perspectives and concepts.

Students in PSYC331, a majors-only research elective, also complete a research project; however, this one is a group research project that is student-designed and executed. Students were divided into two groups and both groups elected to collect data on campus. Each group designed a research project and completed the IRB process for approval. All students scored in the excellent range for all categories of the ethical reasoning rubric. One group completed a within-group pre-test and post-test design, while the other group completed a between-groups design. Students enrolled in PSYC331 were required to complete group research presentations in front of the class. The students performed at an exceptionally high level, as evidenced by the oral communication rubric. Students enrolled in PSYC331 were required to complete a final research paper related to their group experiments. While all students in a group submitted the same paper, they highlighted their personal contributions. This was effective in determining the workload and quality of work for each student. All students scored in the excellent range for all categories of the written communication rubric. The instructor noted that the students were exceptionally strong (i.e. Honors program, involved in extracurricular activities, etc) and mostly seniors.

PSYC481, Senior Seminar, is a majors-only course. Students completed activities (i.e. Graduate applications, job searches, etc) that enable students to move easily into graduate school or employment settings. Students in PSYC481 completed papers and presentations related to their individual capstone projects. One student neglected to thoroughly explain their chosen topic, which accounted for the differentiation of scoring on this rubric item. This student ran into issues with senior year and activity scheduling. Students enrolled in PSYC481 were also required to complete a capstone presentation. Since this was a face-to-face class, these presentations occurred in the classroom. All students scored in the excellent range for all categories of critical thinking and oral presentations. The excellent range of scores reflects the senior stage of development of the psychology program.

It seems that students in fall 2021 benefitted from face-to-face offerings and regular face to face interaction and feedback from their instructors. While no actionable change is necessary at this



point, these data reinforce a need to be mindful about such interactions and to consider additional outreach for those students who may not be grasping all the related concepts on their own.

Section E: Future Actions/Program Improvement Plan

### **E. Future Actions/Program Improvement Plan**

**1.** From data collected from the 2021 fall semester, it appears the course in most need of change is PSYC110. In the fall semester, this course is the first college semester for many students as evidenced by the high enrollment of freshmen. PSYC110 requires access to an online program and additional training for this program may be needed.

**2.** In 200-level research elective course, additional support and activities will be provided to expose students to research ethics and better practices in applying ethical consideration. Students will be provided additional support in SPSS application.

**3.** When students engage in writing projects, instructors will provide additional resources for APA format. Implementing individual sections in the group projects will be helpful in assessing individual limitations and strengths.

Assessment data needs to be collected regularly to determine if any additional delivery or curricular changes need implemented. Adjuncts could benefit from a rubric training workshop. As it stands, students appear to be progressing through the major and effectively developing PEG and APA program

## PSYCHOLOGY ASSESSMENT REPORT: SPRING 2022

Section A: Introduction/Background

The following data is from a selection of psychology courses offered in the Spring 2022 semester. The courses assessed were PSYCH110 (General Psychology), PSYC115 (Statistics of Behavioral Science), PSYC314 (Social Psychology), PSYC320 (Learning), and PSYC420(History and Systems of Psychology). The information that follows is related to the APA psychology standards the WU psychology major follows as well as the university's Primary Educational Goals (PEGs)- critical thinking, ethical reasoning, and effective communication.

Section B: Student Learning Outcomes Assessed

### **B. Student Learning Outcomes Assessed**

Critical Thinking: The following tables contain data on faculty assessments of students' work in PSYC 110 and PSYC 115 is part of the critical thinking PEG core assessment.

Integrative Learning Rubric: The integrative learning value added rubric was used to assess connections among experiences and discipline outside of the formal classroom as it relates to the psychology department program goals. This data will become more meaningful when compared with data from lower-level psychology electives.

## Section C: Assessment Method

**C. Assessment Method**

For critical thinking, a global, summative assessment was used with regard to their progress in the assessed courses.

For integrative learning, scores were connected students' individual or group research projects and presentations. All students at this stage of major (i.e. PSYC 314, 320, 420) have completed a required research class (PSYC 211, Experimental Psychology).

## Section D: Results/Findings

**D. Results/Findings**

PSYC 115: enrollment 28; responses 22

PSYC 314= enrollment 4; responses 4

PSYC 320= enrollment 11 ; responses 11

PSYC 420= enrollment 8; responses 8

**Critical Thinking**

Rubric Category	Capstone (4)	Milestone (3)	Milestone (2)	Benchmark (1)	Substandard (0)
Explanation of issues	115= 22.7%	115= 59.1%	115= 18.2%	115=	115=
Evidence	115= 31.8%	115= 40.9%	115= 27.2%	115=	115=
Influence of contexts and assumptions	115= 22.7%	115= 59.1%	115= 18.2 %	115=	115=
Student position (perspective, thesis, hypothesis)	115= 27.3%	115= 54.5%	115= 18.2 %	115=	115=
Conclusions and related outcomes	115= 22.7%	115= 59.1%	115= 18.2%	115=	115=

**Integrative Learning**

Integrative Learning Rubric	Capstone (4)	Milestone (3)	Milestone (2)	Benchmark (1)
Connections to Experience	314= 100% 320= 36.4% 420=25.0%	314= 320=36.4% 420=75.0%	314= 320=27.3% 420=	314= 320= 420=
Connections to Discipline	314= 100% 320= 36.4% 420=50.0%	314= 320=54.5% 420=50.0%	314= 320=9.1% 420=	314= 320= 420=
Transfer	314= 100% 320= 40% 420=37.5%	314= 320=20.0% 420=62.5%	314= 320=40.0% 420=	314= 320= 420=
Integrated Communication	314=100% 320= 27.3%	314= 320=45.5%	314= 320=27.3%	314= 320=

	420=25.0%	420=75.0%	420=	420=
Reflection and Self-Assessment	314=100%	314=	314=	314=
	320= 45.5%	320=18.2%	320=36.4%	320=
	420=50.0%	420=50.0%	420=	420=

### Explanation of Findings

Students are assessed in PSYC 110 general psychology and PSYC 115 Statistics of Behavioral Science as part of the core curriculum critical thinking PEG. The critical thinking rubric scoring for General Psychology is connected to completing the Myers-Briggs Personality assessment and execution of a personality paper. PSYC 110, General Psychology, includes students from all majors because it is part of the core curriculum. The Spring 2022 semester offered two sections of General Psychology and one section of Statistics of Behavioral Science; however, this data is not included. The rationale for not including the General Psychology and Statistics of Behavioral Science is because it is included in the PEG Report and not specific to just the students in the program of psychology.

Students in PSYC314, Social Psychology, a majors-only research elective offered face to face during the spring 2022 semester, involved group research projects. Students worked in one group and elected to collect data on campus. The group designed a research project and completed the IRB process for approval. All students scored in the excellent range for all categories of the integrative learning rubric.

Students in PSYC320, Learning, a majors-only research elective offered face to face during the spring 2022 semester, also involved group research projects. Students were divided into 2 groups to complete goldfish training projects (animal learning). Students enrolled in PSYC320 were also required to complete a write up of their final project. The integrative learning section includes connection to experience, some students performed at an exceptionally high level in comparison to their peers. Students completed group presentations in front of the class and explained their contributions to the group project, which contributed to the variation of scores on the integrative learning rubric. Also, the student scores variation in the categories of the integrative learning rubric may be due to sophomores, juniors, and seniors taking this course. Differences in scoring on this rubric point relate more to the individual strengths of students, rather than a need for instructional change.

Students in PSYC420, History and Systems, a four-credit course for Psychology majors was offered face to face during spring 2022 semester. Students enrolled in PSYC420 were required to complete a final research paper related to individuals who contributed to the field of psychology. While all students in a group submitted the same paper, they highlighted their personal contributions. In addition, to the research paper, students completed individual presentations in front of the class. This was effective in determining the workload and quality of work for each student. All students scored in the capstone and milestone range for all categories of the integrative learning rubric. Student scores varied between capstone and milestone due to the enrollment of juniors and seniors.

It seems that students in spring 2022 psychology students are progressing through the program. Students appear to be learning the foundations of PSYC110 (General Psychology), PSYC211

(Experimental Psychology), and PSYC215 (Statistics of Behavioral Science) and applying the concepts to the research electives. While no actionable change is necessary at this point, these data reinforce a need to be mindful of such interactions and to consider additional outreach for those students who may not be grasping all of the related concepts on their own.

Section E: Future Actions/Program Improvement Plan

### **E. Future Actions/Program Improvement Plan**

1. For comparison, psychology programs at Alderson-Broaddus University, Duquesne University, and Thomas More University were reviewed (based on size, demographics, and diocesan connection). While WU psychology has a growing interest in internship opportunities, we see a need to develop more intentional experiential learning throughout the curriculum. A goal for the 2022-2023 academic year is to implement experiential and service learning throughout the curriculum to align with the mission of Wheeling University.
2. In PSYC320- Learning, addition research activities will be provided to expose students to different research methods. Students will be provided additional resources on designing graphs and tables pertaining to research.
3. In core classes and PSYC320-Learning, enrollment involves sophomores, juniors, and seniors. Program improvement begins with understanding individual limitations and strengths to assist students where needed.
4. Assessment data needs to be collected regularly to determine if any additional delivery or curricular changes need implemented. As it stands, students appear to be progressing through the major and effectively developing PEG and APA program goals.
5. Students are underperforming on the Major Fields Test. One of the areas needing support is related to History and Systems of Psychology. The department intends to have all junior students enroll in this course rather than waiting until their senior year to take it. Students are also being supported for MFT review through additional practice testing.
6. Curricular options for students interested in pursuing Community Mental Health as a pathway are being developed. A new certificate option was created and will be active in the fall 2022 semester.

## MASTER OF ARTS IN EDUCATION: EDUCATIONAL LEADERSHIP ASSESSMENT REPORT: FALL 2021

Section A: Introduction/Background

Program: Master of Arts in Education: Education Leadership

Semester/Academic Year: Fall 2022

Course Numbers:

- MEL-550: Field-Based Action Research
- MEL-560: Administrative Technology: Data Driven Decision Making
- MEL-570: Residency I
- MEL-580: Residency II

Number of sections assessed for AAQEP:

- MEL-550
  - AAQEP Assessment 2: Action Research Final Paper
  
- MEL-570
  - AAQEP Assessment 1: Disposition
  - AAQEP Assessment 4: Evaluation
  - AAQEP Assessment 6: Professional Standards for Educational Leaders
  
- MEL-580
  - AAQEP Assessment 1: Disposition
  - AAQEP Assessment 4: Evaluation
  - AAQEP Assessment 5: Mock Interview
  - AAQEP Assessment 6: Professional Standards for Educational Leaders

Program Goal: The Master of Arts in Education: Education Leadership program prepares candidates for meaningful leadership careers in the field of education as teacher leaders, principals, instructors of supervision, and superintendents.

Section B: Student Learning Outcomes Assessed
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1. Disposition:
  - Human Relationships
  - Professional Judgment
  - Continuous Improvement
  - Dependability
  - Quality of Work
  
2. Action Research Final Paper:
  - Introduction/Rationale
  - Research Question
  - Background/Context
  - Literature Review
  - Method/Data Collection
  - Findings/Analysis/Discussion
  - Implication for Practice and Further Research
  - References
  
3. Evaluation:
  - Shared Vision of Teaching and Learning
  - Continuous School Improvement
  - Learning Environment
  - Instructional Leadership
  - Resource Management
  - Safety

- Teacher Leadership
  - Home, School, and Community Partnerships
  - Ethical Behavior and Decision Making
  - Advocacy
4. Professional Standards for Educational Leaders:
    - Mission, Vision, Core Values
    - Ethics and Professional Norms
    - Equity and Cultural Responsiveness
    - Curriculum, Instruction, and Assessment
    - Community of Care and Support for Students
    - Professional Capacity of School Personnel
    - Professional Community for Teachers and Staff
    - Meaningful Engagement of Families and Community
    - Operations and Management
    - School Improvement
  5. Mock Interview:
    - Shared Vision of Teaching and Learning
    - Continuous School Improvement
    - Learning Environment
    - Instructional Leadership
    - Resource Management
    - Safety
    - Teacher Leadership
    - Home, School, and Community Partnerships
    - Ethical Behavior and Decision Making
    - Advocacy
    - Communication
  6. Evaluation Leadership Institute (ELI):
    - Online module offered by the West Virginia Department of Education
  7. Praxis 5412: Educational Leadership: Administration and Supervision

Section C: Assessment Method
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1. How did you measure each of the learning outcomes associated with your course?
  - The student learning outcomes are assessed by validated rubrics, the ELI certificate (if applicable), and the Praxis Score Report (if applicable).
2. List the measures (e.g., course material, assignments, tests, etc.) you used to assess the student learnings.
  - MEL-550: Rubric
    - AAQEP Assessment 2: Action Research Final Paper

- MEL-570: Rubrics
  - AAQEP Assessment 1: Disposition
  - AAQEP Assessment 4: Evaluation
  - AAQEP Assessment 6: Professional Standards for Educational Leaders
  
- MEL-580: Rubrics
  - AAQEP Assessment 1: Disposition
  - AAQEP Assessment 4: Evaluation
  - AAQEP Assessment 5: Mock Interview
  - AAQEP Assessment 6: Professional Standards for Educational Leaders

Section D: Results/Findings
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Data Interpretation:

**Fall 2021**

**MEL-550: Field-Based Action Research**

**2022 AAQEP MEL 550 Assessment 2: Action Research Final Paper**

2022 AAQEP MEL550 Assessment 2: Action Research Final Paper

2021-12-20 - 2021-12-20

Courses Included							
Learning Activity	Course	Instructors	Enrollment	Evaluations	Percent	# Pass	% Pass
2022 AAQEP MEL550 Assessment 2: Action Research Final Paper	2021FA Field-Based Action Research (2021FA-MEL-550-80)	Vargo, Dianna; Vittek, Jeremy	8	8	100	8	100

Summary Statistics					
Scored Evaluations	8	# Pass	8	Mean Score	7.87
Rows	8	% Pass	100	Median Score	7.85
Possible Item Scores	64	Highest Score	8	Std Dev	0.13
Actual Item Scores	64	Lowest Score	7.63	KR(20) / Cronbach Alpha	0.43

Fall 2021  
MEL-570: Residency I

## 2022 AAQEP MEL 570 Assessment 1: Disposition\_Coach

2022 AAQEP MEL 570 Assessment 1: Disposition\_Coach

2022-02-19 - 2022-02-19

Courses Included							
Learning Activity	Course	Instructors	Enrollment	Evaluations	Percent	# Pass	% Pass
2022 AAQEP MEL 570 Assessment 1: Disposition_Coach	2021FA Residency I (2021FA-MEL-570-80)	Vargo, Dianna	3	3	100	3	100

Summary Statistics					
Scored Evaluations	3	# Pass	3	Mean Score	4.5
Rows	5	% Pass	100	Median Score	4.5
Possible Item Scores	15	Highest Score	4.75	Std Dev	0.2
Actual Item Scores	15	Lowest Score	4.25	KR(20) / Cronbach Alpha	0

## 2022 AAQEP MEL 570 Assessment 4: Evaluation

2022 AAQEP MEL 570 Assessment 4: Evaluation

2021-12-20 - 2021-12-20

Courses Included							
Learning Activity	Course	Instructors	Enrollment	Evaluations	Percent	# Pass	% Pass
2022 AAQEP MEL 570 Assessment 4: Evaluation	2021FA Residency I (2021FA-	Vargo, Dianna	3	3	100	3	100



Courses Included							
Learning Activity	Course	Instructors	Enrollment	Evaluations	Percent	# Pass	% Pass
	MEL-570-80)						

Summary Statistics							
Scored Evaluations	3	# Pass	3	Mean Score	8.67		
Rows	10	% Pass	100	Median Score	9		
Possible Item Scores	30	Highest Score	9.25	Std Dev	0.66		
Actual Item Scores	30	Lowest Score	7.75	KR(20) / Cronbach Alpha	0.61		

## 2022 AAQEP MEL 570 Assessment 6: Professional Standards for Educational Leaders

2022 AAQEP MEL 570 Assessment 6: Professional Standards for Educational Leaders

2021-12-20 - 2021-12-20

Courses Included							
Learning Activity	Course	Instructors	Enrollment	Evaluations	Percent	# Pass	% Pass
2022 AAQEP MEL 570 Assessment 6: Professional Standards for Educational Leaders	2021FA Residency I (2021FA-MEL-570-80)	Vargo, Dianna	3	3	100	0	0

Summary Statistics							
Scored Evaluations	3	# Pass	0	Mean Score	8.33		
Rows	93	% Pass	0	Median Score	8		
Possible Item Scores	279	Highest Score	9	Std Dev	0.47		
Actual Item Scores	30	Lowest Score	8	KR(20) / Cronbach Alpha	NaN		

Fall 2021  
MEL-580: Residency II

## 2022 AAQEP MEL 580 Assessment 1: Disposition\_Coach

2022 AAQEP MEL580 Assessment 1: Disposition\_Instructional Coach

2022-02-19 - 2022-02-19

Courses Included							
Learning Activity	Course	Instructors	Enrollment	Evaluations	Percent	# Passes	% Passes
2022 AAQEP MEL580 Assessment 1: Disposition_Instructional Coach	2021FA Residency II (2021FA-MEL-580-80)	Vargo, Dianna	5	4	80	4	100

Summary Statistics					
Scored Evaluations	4	# Pass	4	Mean Score	4.69
Rows	5	% Pass	100	Median Score	4.5
Possible Item Scores	20	Highest Score	5	Std Dev	0.32
Actual Item Scores	20	Lowest Score	4.25	KR(20) / Cronbach Alpha	0.74

## 2022 AAQEP MEL 580 Assessment 4: Evaluation

2022 AAQEP MEL580 Assessment 4: Evaluation

2021-12-20 - 2022-02-19

Courses Included							
Learning Activity	Course	Instructors	Enrollment	Evaluations	Percent	# Passes	% Passes
2022 AAQEP MEL580 Assessment 4: Evaluation	2021FA Residency II (2021FA-MEL-580-80)	Vargo, Dianna	5	4	80	4	100

Summary Statistics					
Scored Evaluations	4	# Pass	4	Mean Score	8.5
Rows	10	% Pass	100	Median Score	7.75
Possible Item Scores	40	Highest Score	10	Std Dev	0.98
Actual Item Scores	40	Lowest Score	7.5	KR(20) / Cronbach Alpha	0.92

## 2022 AAQEP MEL 580 Assessment 5: Mock Interview

2022 AAQEP MEL580 Assessment 5: Mock Interview

2021-12-20 - 2022-02-19

Courses Included							
Learning Activity	Course	Instructors	Enrollment	Evaluations	Percent	# Pass	% Pass
2022 AAQEP MEL580 Assessment 5: Mock Interview	2021FA Residency II (2021FA-MEL-580-80)	Vargo, Dianna	5	4	80	4	100

Summary Statistics					
Scored Evaluations	4	# Pass	4	Mean Score	12
Rows	12	% Pass	100	Median Score	12
Possible Item Scores	48	Highest Score	12	Std Dev	0
Actual Item Scores	48	Lowest Score	12	KR(20) / Cronbach Alpha	NaN

## 2022 AQQEP MEL 580 Assessment 6: Professional Standards for Educational Leaders

2022 AAQEP MEL580 Assessment 6: Professional Standards for Educational Leaders

2021-12-20 - 2022-02-19

Courses Included							
Learning Activity	Course	Instructors	Enrollment	Evaluations	Percent	# Pass	% Pass
2022 AAQEP MEL580 Assessment 6: Professional Standards for Educational Leaders	2021FA Residency II (2021FA- MEL-580- 80)	Vargo, Dianna	5	4	80	0	0

Summary Statistics					
Scored Evaluations	4	# Pass	0	Mean Score	8.25
Rows	93	% Pass	0	Median Score	7.5
Possible Item Scores	372	Highest Score	10	Std Dev	1.35
Actual Item Scores	40	Lowest Score	6.5	KR(20) / Cronbach Alpha	NaN

**Fall 2021****MEL 550: Field-Based Action Research***Institute Based Reflective Practices:*

- The leadership candidates were Distinguished in all areas.

**Fall 2021****MEL 570: Residency I***Institute Based Reflective Practices:*

- The leadership candidates were Distinguished, Accomplished, or Emerging in all areas.
- The leadership candidates completed 200 hours of residency experiences at the school level.

**Fall 2021****MEL 580: Residency II***Institute Based Reflective Practices:*

- The leadership candidates were Distinguished, Accomplished, or Emerging in all areas.
- The leadership candidates completed 200 hours of residency experiences at the school system level.

**Data Summary:**

- The data reflects that the Educator Residents are mastering the state and national standards aligned with the Master of Arts in Education: Education Leadership program.

What is the greatest strength of the program?

- The Master of Arts in Education: Education Leadership degree program offers working educators the opportunity to earn a master's degree in as little as one year in School and School System Leadership for Principal, Supervisor of Instruction, and Superintendent certification or Instructional Leadership for teacher leadership. The entire program is offered online. The program relies on experienced and committed instructors who are current or former school administrators. As part of this program, our Educator Residents undertake a one-year residency with administrators in their particular school districts.

What criteria were achieved?

- Educator Residents mastered the Professional Standards for Educational Leaders, the Standards of Professional Practice for West Virginia Superintendents, Principals, and Teacher Leaders (WV Policy 5800), and the National Educational Technology Standards for Administrators through their coursework, the 400 hours of residency experiences at the school and the school system level, and the portfolio.

Any comparisons with the previous term's results? Are students improving?

- Our Educator Residents are successfully completing the MEL program. They learn from some of the best educators in the state and region, from their Instructional Coaches, from their course instructors, and from each other. They gain a combination of classroom experience, mentoring, theory, and practical skills. Individuals accepted into this program must be self-directed and motivated learners. They receive support and feedback from colleagues to become part of a professional learning community.

### Section E: Future Actions/Program Improvement Plan

What steps/actions need to be implemented for the program improvement?

- We will receive feedback from our Self-Study that is due to AAQEP on April 4, 2022.

Are those actions program-related or curriculum related?

- These actions are both program-related and curriculum related.

What areas in the student learning need to be improved?

- The Blackboard Resource Center for the Portfolio will help our Educator Residents with the creation of their portfolios.

What changes need to make to refine the assessment process?

- The assessments for the MEL program were updated in Fall 2020 to align with our AAQEP accreditation requirements.
- The MEL rubrics were validated in the 2020-2021 school year.
- The creation of the Blackboard Resource Center for the Portfolio

Date of implementation.

- Reflection of Fall 2021 data during the Spring 2022 semester
- Reflective data is based on the MEL AAQEP Inventory listed below:



## Wheeling University

### Master of Arts in Education: Education Leadership (MEL)

### AAQEP Evidence Inventory & Documentation

The Evidence Inventory is a tool to assist in identifying (a) the measures you already use to assess the aspects of Standards 1 and 2, (b) areas where new measures might be useful, and (c) how you currently document program practices for aspects of Standards 3 and 4. Completing the inventory prepares providers to judiciously select a subset of the available evidence to present in the Quality Assurance Report.

#### Standard 1: Candidate/Completer Performance

Successful candidate performance requires knowledge of learners, context, and content. Candidates demonstrate the ability to plan for and enact and/or support instruction and assessment that is differentiated and culturally responsive.

Evidence shows that, by the time of program completion, candidates exhibit knowledge, skills, and abilities of professional educators appropriate to their target credential or degree.

Evidence must include multiple measures from multiple perspectives (faculty, P-12 partners, completers, employers), and direct evidence from a clinical setting.

	<b>Measures</b>					
	X=eXisting data source, P=Planned/proposed/piloted data source					
<b>When will data be collected?</b>	Coursework	Fieldwork	Internship	License tests	Employment	Other
<b>Whose perspective?</b> <i>Candidates, Completers, Faculty, P-12 partners, Employers</i>	Faculty	P-12 partners: Instructional Coach  Faculty: Instructor  Faculty: Residency Field Placement Coordinator  Leadership Candidates	P-12 partners: Instructional Coach  Faculty: Instructor  Leadership Candidates	Faculty: Advisor  Completers  P-12 partners  EPPAC Leadership Candidates	Faculty: Advisor  Employers  Completers  Leadership Candidates	Faculty: Advisor  Completers: Completer Survey  P-12 partners: Instructional Coach  Leadership Candidates
<b>What measure(s)?</b> <i>Products, Performance, Observations, Ratings, Surveys, P-12 Student Measures</i>	Products: Course Assignments	Products/ Performance/ Observations/ Ratings/Surveys	Products/ Performance/ Observations/ Ratings/Surveys	Products/ Performance  ets.org praxis exam	Surveys: Employer Survey  Products	Surveys: Completer Survey  Products

	Performance: GPA  Ratings	P-12 Student Measures	Evaluation Assessment	Evaluation Leadership Institute (ELI)		
<b>Aspects</b> <i>Evidence shows that, by the time of program completion, candidates exhibit knowledge, skills, and abilities of professional educators appropriate to their target credential or degree, including:</i>						
1a. Content knowledge (relevant to credential or degree sought); pedagogical knowledge; AND/OR professional knowledge relevant to the credential or degree sought	X – AAQEP Assessment 7: Portfolio	X- AAQEP Assessment 4: Evaluation	X- AAQEP Assessment 4: Evaluation	X- Praxis Exam  X - WV ELI: Evaluation Leadership Institute	P- Employer Survey	X- Completer Survey  X - Residency Coach Survey
1b. Learners, learning theory (social, emotional, and academic); application of learning theory in practice	X – AAQEP Assessment 5: Mock Interview  X - AAQEP Assessment 4: Evaluation	X – AAQEP Assessment 5: Mock Interview  X - AAQEP Assessment 4: Evaluation	X – AAQEP Assessment 5: Mock Interview  X - AAQEP Assessment 4: Evaluation	X- Praxis Exam  X - WV ELI: Evaluation Leadership Institute	P- Employer Survey	X- Completer Survey  X - Residency Coach Survey
1c. Culturally responsive practice (race, ethnicity, class, gender, sexual identity); impact of language acquisition and literacy development on learning	X – AAQEP Assessment 7: Portfolio  X – AAQEP Assessment 6: Professional Standards for Educational Leaders (Standards 3 and 4)  X – MEL600: Systems Thinking for Education Leaders Discussion Board & I Learned Paper	X – AAQEP Assessment 7: Portfolio  X – AAQEP Assessment 6: Professional Standards for Educational Leaders (Standards 3 and 4)  X – AAQEP Assessment 7: Portfolio	X – AAQEP Assessment 7: Portfolio  X – AAQEP Assessment 6: Professional Standards for Educational Leaders (Standards 3 and 4)  X – AAQEP Assessment 7: Portfolio	      X- Praxis Exam  WV ELI: Evaluation Leadership Institute	      P- Employer Survey	X- Completer Survey  X - Residency Coach Survey

1d. Assessment of and for student learning; assessment and data literacy; use of data to inform practice	X – AAQEP Assessment 2: Action Research Final Paper  X – AAQEP Assessment 7: Portfolio (Standard 4 - Professional Standards for Educational Leaders)	X – AAQEP Assessment 2: Action Research Final Paper  X – AAQEP Assessment 7: Portfolio (Standard 4 - Professional Standards for Educational Leaders)	X – AAQEP Assessment 2: Action Research Final Paper  X – AAQEP Assessment 7: Portfolio (Standard 4 - Professional Standards for Educational Leaders)	X- Praxis Exam  X - WV ELI: Evaluation Leadership Institute	P- Employer Survey	X- Completer Survey  X - Residency Coach Survey
1e. Creation and development of positive learning and work environments	X – AAQEP Assessment 1: Disposition  X – AAQEP Assessment 4: Evaluation	X- AAQEP Assessment 1: Disposition  X – AAQEP Assessment 4: Evaluation	X- AAQEP Assessment 1: Disposition  X – AAQEP Assessment 4: Evaluation	X-Praxis Exam  X - WV ELI: Evaluation Leadership Institute	P- Employer Survey	X- Completer Survey  X - Residency Coach Survey
1f. Dispositions and behaviors required for successful professional practice	X – AAQEP Assessment 1: Disposition  X – AAQEP Assessment 4: Evaluation (Instructional Leadership)	X- AAQEP Assessment 1: Disposition  X – AAQEP Assessment 4: Evaluation (Instructional Leadership)	X- AAQEP Assessment 1: Disposition  X – AAQEP Assessment 4: Evaluation (Instructional Leadership)	X- Praxis Exam  WV ELI: Evaluation Leadership Institute	P- Employer Survey	X- Completer Survey  X - Residency Coach Survey

### Standard 2: Completer Professional Growth and Competence

Program completers engage in professional practice in educational settings and show that they have the skills and abilities to do so in a variety of additional settings and community/cultural contexts.

For example, candidates must have broad and general knowledge of the impact of culture and language on learning, yet they cannot, within the context of any given program, experience working with the entire diversity of student identities, or in all types of school environments.

Candidate preparation includes first-hand professional experience accompanied by reflection that prepares candidates to engage effectively in different contexts they may encounter throughout their careers.



	<b>Measures</b> X=eXisting data source, P=Planned/proposed/piloted data source					
<b>When will data be collected?</b>	Coursework	Fieldwork	Internship	License tests	Employment	Other
<b>Whose perspective?</b> <i>Candidates, Completers, Faculty, P-12 partners, Employers</i>	Faculty	P-12 partners: Instructional Coach  Faculty: Instructor  Faculty: Residency Field Placement Coordinator  Leadership Candidates	P-12 partners: Instructional Coach  Faculty: Instructor  Leadership Candidates	Faculty: Advisor  Completers  P-12 partners  EPPAC  Leadership Candidates	P-12 partners: Administrators  Completers: Advisory Group  Employers  Leadership Candidates	Completers: Completer Survey  P-12 partners: Residency Coach Survey  Leadership Candidates
<b>What measure(s)?</b> <i>Products, Performance, Observations, Ratings, Surveys, P-12 Student Measures</i>	Products: Course Assignments  Performance: GPA  Ratings	Products/ Performance/ Observations/ Ratings/Surveys  P-12 Student Measures	Products/ Performance/ Observations/ Ratings/Surveys  Evaluation Assessment	Products/ Performance  ets.org praxis exam  Evaluation Leadership Institute (ELI)	Surveys: Employer Survey  Products	Surveys: Completer Survey  Products
<b>Aspects</b> <i>Evidence shows that completers:</i>						
2a. Understand and engage local school and cultural communities and communicate and foster relationships with diverse families/guardians/caregivers	X – AAQEP Assessment 7: Portfolio  X – AAQEP Assessment 4: Evaluation  X – AAQEP Assessment 6: Professional Standards for Educational Leaders (Standards 3 and 5)	X – AAQEP Assessment 7: Portfolio  X – AAQEP Assessment 4: Evaluation  X – AAQEP Assessment 6: Professional Standards for Educational Leaders (Standards 3 and 5)	X – AAQEP Assessment 7: Portfolio  X – AAQEP Assessment 4: Evaluation  X – AAQEP Assessment 6: Professional Standards for Educational Leaders (Standards 3 and 5)	X- Praxis Exam  WV ELI: Evaluation Leadership Institute	P- Employer Survey	X- Completer Survey  X - Residency Coach Survey
2b. Engage in culturally responsive educational practices with diverse learners and so in in	X – AAQEP Assessment 4: Evaluation	X- AAQEP Assessment 4: Evaluation	X- AAQEP Assessment 4: Evaluation	X- Praxis Exam	P- Employer Survey	X- Completer Survey

diverse cultural and socioeconomic community contexts.	X – AAQEP Assessment 6: Professional Standards for Educational Leaders (Standards 3 and 5)	X – AAQEP Assessment 6: Professional Standards for Educational Leaders (Standards 3 and 5)	X – AAQEP Assessment 6: Professional Standards for Educational Leaders (Standards 3 and 5)	WV ELI: Evaluation Leadership Institute		X - Residency Coach Survey
2c. Create productive learning environments and use strategies to develop productive learning environments in diverse contexts	X – AAQEP Assessment 4: Evaluation X – AAQEP Assessment 6: Professional Standards for Educational Leaders (Standards 4 and 5)	X- AAQEP Assessment 4: Evaluation X – AAQEP Assessment 6: Professional Standards for Educational Leaders (Standards 4 and 5)	X- AAQEP Assessment 4: Evaluation X – AAQEP Assessment 6: Professional Standards for Educational Leaders (Standards 4 and 5)	X- Praxis Exam X - WV ELI: Evaluation Leadership Institute	P- Employer Survey	X- Completer Survey X - Residency Coach Survey
2d. Support students' growth in international and global perspectives	X – MEL500: Global Teaching & Learning: Philosophy Paper X – MEL550: Field-Based Action Research AAQEP Assessment 2: Action Research Final Paper	X – MEL500: Global Teaching & Learning: Philosophy Paper X – MEL550: Field-Based Action Research AAQEP Assessment 2: Action Research Final Paper	X – MEL500: Global Teaching & Learning: Philosophy Paper X – MEL550: Field-Based Action Research AAQEP Assessment 2: Action Research Final Paper	X- Praxis Exam X - WV ELI: Evaluation Leadership Institute	P- Employer Survey	X- Completer Survey X - Residency Coach Survey
2e. Establish goals for their own professional growth and engage in self-assessment, goal setting, and reflection	X – AAQEP Assessment 1: Disposition X – AAQEP Assessment 5: Mock Interview	X – AAQEP Assessment 1: Disposition X – AAQEP Assessment 5: Mock Interview X – AAQEP Assessment 7: Portfolio	X – AAQEP Assessment 1: Disposition X – AAQEP Assessment 5: Mock Interview X – AAQEP Assessment 7: Portfolio	X- Praxis Exam X - WV ELI: Evaluation Leadership Institute	P- Employer Survey	X- Completer Survey X - Residency Coach Survey

	X – AAQEP Assessment 7: Portfolio					
2f. Collaborate with colleagues to support professional learning	X – AAQEP Assessment 3: Professional Development Design  X – AAQEP Assessment 7: Portfolio	X – AAQEP Assessment 3: Professional Development Design  X – AAQEP Assessment 7: Portfolio	X – AAQEP Assessment 3: Professional Development Design  X – AAQEP Assessment 7: Portfolio	X - Praxis Exam  X - WV ELI: Evaluation Leadership Institute	P- Employer Survey	X- Completer Survey  X - Residency Coach Survey

### Standard 3: Quality Program Practices

Preparation programs ensure that candidates, upon completion, are ready to engage in professional practice, to adapt to a variety of professional settings, and to grow throughout their careers.

Effective program practices include consistent offering of coherent curricula; high-quality, diverse clinical experiences; dynamic, mutually beneficial partnerships with stakeholders; and comprehensive and transparent quality assurance processes informed by trustworthy evidence.

Evidence related to this standard will include documentation of program practices and resources as well as the program's rationale for its structure and operation.

<b>Aspects</b> (* indicates supporting appendix) <i>Evidence shows the program:</i>	<b>Narrative</b> <i>Explanation of evidence/ documentation, process used</i>	<b>Documents</b> <i>Evidence – agendas, data, action plans</i>	<b>Analysis</b> <i>Gap analysis, disaggregation of data</i>
3a. Offers coherent curricula with clear expectations aligned with state and national standards, as applicable <i>*Appendix C</i>	Faculty to determine which courses and assessments aligned to each of the standards.	AAQEP curriculum map of common courses to all programs and faculty qualifications chart.	No gaps found.
3b. Develops and implements quality clinical experiences, where appropriate, in the context of documented and effective partnerships with P-12 schools and districts	Faculty determine activities and assessments for residency field experiences aligned to each of the courses.	Graduate Catalog and MEL Handbook descriptions, Residency descriptions, and Time Verification Forms.	Revisit to confirm AAQEP standards align since developed with CAEP.

<p>3c. Engages multiple stakeholders, including completers, local educators, schools, and districts, in data collection, analysis, planning, improvement, and innovation</p>	<p>EPPAC meetings, Department meetings, and Graduate Policy Committee (GPC) meetings are held where data collection, assessments, analysis, planning, improvement, and innovation are discussed and determined.</p>	<p>Agendas and minutes from EPPAC, Department, and GPC meetings.</p>	<p>EPPAC meetings have moved to a virtual platform as a result of COVID.</p> <p>Department Meetings are face-to-face.</p> <p>GPC meetings are face-to-face.</p> <p>Completer surveys are completed; however, not all completers have moved into an administrative position yet. A Focus Completer group is helping to fill this gap. Additionally, discussions at EPPAC meetings are helping to fill this gap.</p> <p>Completer Employer surveys have a low rate; however, a Program Satisfaction survey has been used with Instructional Coaches in Residency I and Residency II courses to provide feedback about the program.</p>
<p>3d. Enacts admission and monitoring processes linked to candidate success as part of a quality assurance system aligned to state requirements and professional standards <i>*Appendix A</i></p>	<p>The Director of Graduate Education and Accelerated Certification for Teaching (ACT) Programs works collaboratively with the Graduate Admissions Representative once a MEL application is received to make sure all requirements are met.</p> <p>The Director of Graduate Education and ACT Programs contacts the MEL applicant. A Program of Study is emailed to the MEL applicant based on the pathway chosen.</p> <p>The Director of Graduate Education and ACT Programs provides information to</p>	<p>The Director of Graduate Education and ACT Programs discusses (email and phone) course selections with leadership candidates prior to each semester. The Program of Study is used as the guide for course registration in order to make sure that program requirements are being met.</p> <p>Additionally, state requirements for administrative certification are discussed (email and phone).</p> <p>MEL enrollment packet.</p> <p>MEL flyer.</p>	<p>The West Virginia Department of Education requires the following for administrative certification:</p> <ul style="list-style-type: none"> <li>• Praxis Exam</li> <li>• Evaluation Leadership Institute (ELI)</li> </ul> <p>The coursework in the MEL program supports the standards on the praxis exam. A guide for the exam is provided on the ets.org website. This site is shared with students in their residency courses.</p> <p>The ELI focuses on staff evaluation. The ELI is an online module; however, when leadership candidates accept an</p>

	<p>the leadership candidate about the Student Identification Number, Student Accounts, Wheeling University email address, Blackboard login information, and Self-Service.</p> <p>The Director of Graduate Education and ACT Programs serves as the advisor for all MEL leadership candidates.</p> <p>The Director of Graduate Education and ACT Programs works collaboratively with the leadership candidate to select courses. The Director of Graduate Education and ACT Programs and the Administrative Assistant register the leadership candidate for courses.</p> <p>The Director of Graduate Education and ACT Programs mails a packet with enrollment information as well as background check information to the leadership candidate. Folders and Wheeling University promotional materials, provided by the Graduate Admissions Representative, are also included in the packet.</p>		<p>administrative position the ELI is taken again in a face-to-face training.</p> <p>The Director of Graduate Education and ACT Programs maintains a file for each leadership candidate. The file contains the Program of Study, courses completed for each semester, transcripts, Praxis score, and ELI certificate.</p>
<p>3e. Engages in continuous improvement of program and program components and investigates opportunities for innovation through an effective quality assurance system <i>*Appendices D, E</i></p>	<p>AAQEP program assessments are run two weeks after each semester. Gaps and trends are identified. Reports are provided at Fall EPPAC meeting.</p> <p>The Wheeling University MEL Annual</p>	<p>EPPAC, Department Meeting, and GPC agendas, data reports, spreadsheets, GPAs, Praxis Score, and ELI Certificate.</p> <p>MEL Annual Progress Assessment Report.</p>	<p>Reviewing the 2019-2021 data areas to be addressed were:</p> <ul style="list-style-type: none"> <li>• Global Awareness</li> <li>• Multicultural</li> <li>• Updated Professional Standards for Educational Leaders</li> <li>• Portfolio Assessment</li> <li>• Course Syllabi</li> </ul>

	<p>Progress Assessment Report is submitted to the VPAA in the spring.</p> <p>AAQEP Cohort meetings and WV/AAQEP Continuous Improvement Meetings provide opportunities to explore other continuous improvement options.</p>		<ul style="list-style-type: none"> <li>Using data to inform instruction</li> </ul>
3f. Maintains capacity for quality in staffing, resources, operational processes, and institutional commitment <i>*Appendix C</i>	Staffing, resources, operational processes, and institutional commitment addressed with VPAA and Human Resources.	Discussions and emails from VPAA and Human Resources.	Faculty and adjuncts assigned to all courses. There are seven MEL adjuncts. A MEL adjunct willing serves as the second reader for the portfolio assessment.

#### Standard 4. Program Engagement in System Improvement

The program is committed to and invests in strengthening and improving the education profession and the P-20 education system. Each program's context (or multiple contexts) provides particular opportunities to engage the field's shared challenges and to foster and support innovation. Engagement with critical issues is essential and must be contextualized.

Evidence for this standard will address identified issues in light of local and institutional context.

<b>Aspects</b> (* indicates supporting appendix) <i>The program provides evidence that it:</i>	<b>Narrative</b> <i>Explanation of evidence/ documentation, process used</i>	<b>Documents</b> <i>Evidence – agendas, data, action plans</i>	<b>Analysis</b> <i>Gap analysis, disaggregation of data</i>
4a. Engages with local partners and stakeholders to support high-need schools and participates in efforts to reduce disparities in educational outcomes	The tri-state area schools are low SES schools. Many WV schools qualify for the CEP (Community Eligibility Provision) program.	<p>Interagency Agreements signed with county/district school systems for residency field placements.</p> <p>WVDE SY 202-2021 CEP Data.</p> <p>Agendas and minutes of all meetings.</p>	The enrollment for leadership candidates has seen a decline since the COVID-19 pandemic. The majority of leadership candidates are classroom teachers and they have experienced teaching challenges due to the pandemic.
4b. Seeks to meet state and local educator workforce needs and to diversify participation in the educator workforce through candidate recruitment and support	The Director of Graduate Education and ACT Programs works collaboratively with Admissions, Student Accounts, and Financial Aid to recruit and support educators to become school	MEL Information packets are mailed to Instructional Coaches (along with a "thank you" letter after each semester for serving as an Instructional Coach) and new MEL leadership candidates.	MEL leadership candidates may be referred to the program by school leaders as well as school leaders who have completed the MEL program. MEL leadership candidates also learn

	<p>leaders. The Graduate Admissions Representative serves on the GPC. Discussions about recruiting occur at Department Meetings, EPPAC Meetings, GPC Meetings, and TEAC Meetings. A recruiting video about Wheeling University has been given to the WVDE to post on the WVDE website.</p> <p>The Director of Graduate Education and ACT Programs completes a transcript analysis for potential MEL leadership candidates who have courses that will transfer to the MEL program.</p> <p>Wheeling University has an agreement with the Diocese of Wheeling-Charleston to help school leaders employed by the Diocese to receive WV administrative certification.</p> <p>Assist leadership candidates with administrative certification outside of West Virginia.</p>	<p>MEL flyer.</p> <p>The Director of Graduate Education and ACT Programs documents transfer credits on to the Program of Study for potential MEL leadership candidates.</p> <p>Agendas and minutes from Department, EPPAC, GPC meetings.</p> <p>MEL Packets were created for the 2021-2022 school year and given to the Director of Curriculum for the Diocese to distribute to principals and administrators at their annual meeting.</p> <p>Graduate Schedule of Charges.</p> <p>The Director of Graduate Education and ACT Programs presented at the Diocese of Wheeling-Charleston Virtual Teacher Conference in August, 2021.</p> <p>The Director of Graduate Education and ACT Programs presented at the WVDE Juvenile Education Conference in September, 2019.</p> <p>Letters are written to state department of educations for MEL leadership candidates applying for certification outside of West Virginia.</p>	<p>about the MEL program from their peers who are enrolled in the program or who have completed the program.</p> <p>Several ACT completers have enrolled in the MEL program.</p> <p>Leadership candidates are enrolled from the Diocese of Wheeling-Charleston schools.</p> <p>Letters have been written to the Ohio Department of Education on behalf of leadership candidates applying for certification in Ohio.</p>
4c. Supports completers' entry into and/or continuation in their professional role, as appropriate to the credential or degree being earned *Appendix B	Leadership candidates complete an online portfolio as a requirement of the MEL program. The portfolio may be used as part of	AAQEP Assessment 7: Portfolio and AAQEP Assessment 5: Mock Interview. The assessments are aligned with the WVDE	The MEL program is an online program that can be completed in one year. The leadership candidates do not always have the

	<p>the interview process by leadership candidates for administrative positions. The online format allows for updates to be made to the portfolio.</p> <p>A Mock Interview occurs in the Residency II course. The interview provides leadership candidates with the opportunity to provide evidence from their MEL program that supports the state and national standards for educational leaders.</p> <p>Support provided for Praxis Exam, ELI, and administrative certification process.</p> <p>Approval of the WVDE forms for Administrative Certification and Endorsement Certification.</p> <p>The online MEL elective course, MEL-620: Constructivist Workshop (3 credits), is offered to educators at a local school system to support the renewal of their teacher certification. The local educators are employed by a local school system that is in partnership with Wheeling University.</p>	<p>Policy 5800: Standards of Professional Practice for WV Principals, Superintendents, and Teacher Leaders.</p> <p>MEL Completer Survey and MEL Completer Satisfaction Survey.</p> <p>EPPAC minutes (MEL leadership candidates invited to attend and several EPPA members are MEL completers).</p> <p>MEL-620: Constructivist Workshop applications on file with Graduate Admissions Office.</p> <p>Signed Interagency Agreements on file.</p>	<p>opportunity to accept administrative positions upon graduating with their Master of Arts in Education: Education Leadership. As a result, a Focus Group of MEL completers who have accepted administrative positions has just been created. They recently completed the MEL Completer Survey. Some of them serve on our EPPAC, serve as Instructional Coaches, and serve as adjuncts in the Education Department.</p> <p>Wheeling University transcript with MEL-620: Constructivist Workshop (3 credits).</p>
<p>4d. Investigates available and trustworthy evidence regarding completer placement, effectiveness, and retention in the profession and uses that information to improve programs</p>	<p>MEL Satisfaction surveys and MEL Program Satisfaction surveys are distributed after each term (fall, spring, and summer).</p> <p>Completer surveys and Employer surveys are on schedule for distribution.</p> <p>Additionally, P-12 partners, leadership candidates, and MEL</p>	<p>MEL Satisfaction surveys and MEL Program Satisfaction surveys.</p> <p>Completer surveys and Employer surveys.</p> <p>MEL Completer Focus Group surveys.</p>	<p>Continual conversation on survey completion rates.</p> <p>Not all MEL completers have the opportunity to accept administrative positions upon graduating from the MEL program. The WVDE has recognized this and as a result the ELI is a required online module that leadership candidates must</p>



	completers are members of the EPPAC. EPPAC meeting agendas include time for reflection of the curriculum, program, and residency field experiences to meet the needs of leadership candidates and P-12 students.		complete to receive their initial administrative certification. However, leadership candidates must attend a face-to-face ELI training once they are hired as a school administrator. The ELI focuses on the evaluation of staff and the laws and policies may change by the time the leadership candidate accepts an administrative position.
4e. Meets obligations and mandates established by the state, states, or jurisdiction within which it operates	There are Interagency Agreements with all county/district school systems that leadership candidates complete residency field placements. The Education Program follows WVDE Polices 5100 and 5202. The Director of the Education Program and the Director of Graduate Education and ACT Programs attend monthly meetings hosted by the WVDE Office of Certification. Both Directors attend TEAC meetings.	Interagency Agreements on file.  Applications for Administrative Certification and Administrative Endorsement are uploaded to the WVDE portal for state approval.  Agendas and minutes from TEAC meetings and monthly meetings with the WVDE Office of Certification.	The faculty of the Wheeling University Education Department believe that we are following all guidelines and protocol as stated by the LEAs, the WVDE, and the federal government.
4f. Investigates its own effectiveness relative to its institutional and/or programmatic mission and commitments	The MEL Annual Progress Assessment Report submitted to the VPAA in the spring is a time designated to investigate institutional and programmatic mission and commitments as they are warranted as well as during the Summer I Term.	Data analysis and interpretation.  Blackboard Resource site for MEL adjuncts.	Program faculty maintain a high level of excellence while addressing gaps and areas for improvement.

## MASTER OF ARTS IN EDUCATION: EDUCATIONAL LEADERSHIP ASSESSMENT REPORT: SPRING 2022

Section A: Introduction/Background

**Program:** Master of Arts in Education: Education Leadership Semester/Academic Year: Spring  
Semester: 2021-2022 Course Numbers:

- MEL-500: Global Teaching & Learning
- MEL-510: Communication & Negotiation
- MEL-520: Education Law & Ethics
- MEL-525: Psychology of Student Engagement
- MEL-530: Transformational Leadership
- MEL-535: Problem-Based Learning
- MEL-540: School Resource Management
- MEL-550: Field-Based Action Research
- MEL-555: Meeting Unique Learning Needs
- MEL-560: Administrative Technology: Data Driven Decision Making
- MEL-565: Differentiating Instruction
- MEL-570: Residency I
- MEL-580: Residency II
- MEL-590: Professional Development Design
- MEL-600: Systems Thinking for Education Leaders

Number of sections assessed for AAQEP:

- MEL-510 • MEL-550 • MEL-570 • MEL-580
- MEL-590
- Portfolio
- Evaluation Leadership Institute
- Praxis Exam

**Program Goal:** The Master of Arts in Education: Education Leadership program prepares candidates for meaningful leadership careers in the field of education as teacher leaders, principals, instructors of supervision, and superintendents.

Section B: Student Learning Outcomes Assessed
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1. Disposition:
  - Human Relationships
  - Professional Judgment
  - Continuous Improvement
  - Dependability
  - Quality of Work
2. Action Research Final Paper:
  - Introduction/Rationale
  - Research Question
  - Background/Context
  - Literature Review
  - Method/Data Collection

- Findings/Analysis/Discussion
- Implication for Practice and Further Research
- References
- 3. Evaluation:
  - Shared Vision of Teaching and Learning
  - Continuous School Improvement
  - Learning Environment
  - Instructional Leadership
  - Resource Management
  - Safety
  - Teacher Leadership
  - Home, School, and Community Partnerships
  - Ethical Behavior and Decision Making
  - Advocacy
- 4. Professional Standards for Educational Leaders:
  - Mission, Vision, Core Values
  - Ethics and Professional Norms
  - Equity and Cultural Responsiveness
  - Curriculum, Instruction, and Assessment
  - Community of Care and Support for Students
  - Professional Capacity of School Personnel
  - Professional Community for Teachers and Staff
  - Meaningful Engagement of Families and Community
  - Operations and Management
  - School Improvement
- 5. Mock Interview:
  - Shared Vision of Teaching and Learning
  - Continuous School Improvement
  - Learning Environment
  - Instructional Leadership
  - Resource Management
  - Safety
  - Teacher Leadership
  - Home, School, and Community Partnerships
  - Ethical Behavior and Decision Making
  - Advocacy
  - Communication
  - Language
- 6. Professional Development Design
  - Needs Assessment Data
  - Broad Professional Development Goals
  - Professional Development Objectives
  - Rationale
  - Delivery Strategy Plan

- Materials
  - Instructional Procedures
  - Evaluation of Sessions
  - Follow-Up for Sustained Professional Development
  - Justification and Citation
7. Portfolio:
- Standards of Professional Practice for West Virginia Superintendents, Principals, and Teacher Leaders (WV Policy 5800)
    - Demonstrates Interpersonal Collaborative Skills
      - Creates a Clear and Focused Learning Mission
    - Facilitates Rigorous Curriculum, Engaging Instruction and Balanced Assessments
    - Builds and Sustains a Positive Learning Climate and Cohesive Culture
      - Promotes Continual Professional Growth and Attracts and Retains Quality Staff
      - Acts as a Student Advocate and Creates Support Systems for Student Success
      - Manages Operations to Promote Learning
      - Connects to Families and the Larger Community
      - Effects Continuous Improvement
      - National Educational Technology Standards for Administrators
      - Equity and Citizenship
      - Visionary Planner
      - Empowering Leader
      - Systems Designer
      - Connected Learner
8. Evaluation Leadership Institute (ELI):
- Online module offered by the West Virginia Department of Education
9. Praxis 5412: Educational Leadership: Administration and Supervision



Section C: Assessment Method
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1. How did you measure each of the learning outcomes associated with your course?
  - The student learning outcomes are assessed by validated rubrics, the ELI certificate (if applicable), and the Praxis Score Report (if applicable).
2. List the measures (e.g., course material, assignments, tests, etc.) you used to assess the student learnings.
  - MEL-510: Disposition completed by the Instructor
  - MEL-550: Action Research Final Paper



2022 AAQEP MEL 570 Assessment 1: Disposition	2022SP Residency I (2022SPMEL- 570- 80)	Vargo, Dianna	7	7	100	7	100
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Summary Statistics					
Scored Evaluations	7	# Pass	7	Mean Score	4.57
Rows	5	% Pass	100	Median Score	4.5
Possible Item Scores	35	Highest Score	5	Std Dev	0.39
Actual Item Scores	35	Lowest Score	3.75	KR(20) / Cronbach Alpha	0.74

Details				
No	Row	Average	Levels Of Achievement	Distribution
1	Human Relationships InTASC 10 WVPTS 4,5 PSEL 2 WVSP 4.2.a., 5.2.a., 6.2.a.	0.93	<ul style="list-style-type: none"> <li>■ 5 (71.4%) Distinguished</li> <li>■ 2 (28.6%) Accomplished</li> <li>■ 0 (0%) Emerging</li> <li>■ 0 (0%) Unacceptable</li> </ul>	
Details				
No	Row	Average	Levels Of Achievement	Distribution
2	Professional Judgment InTASC 9 WVPTS 5 PSEL 2 WVSP 4.2.a., 5.2.a., 6.2.a.	0.86	<ul style="list-style-type: none"> <li>■ 3 (42.9%) Distinguished</li> <li>■ 4 (57.1%) Accomplished</li> <li>■ 0 (0%) Emerging</li> <li>■ 0 (0%) Unacceptable</li> </ul>	


3	Continuous Improvement InTASC 9 WVPTS 4 PSEL 10 WVSP 4.2.i., 5.2.i., 6.2.i.	0.89	<ul style="list-style-type: none"> <li>■ 4 (57.1%) Distinguished</li> <li>■ 3 (42.9%) Accomplished</li> <li>■ 0 (0%) Emerging</li> <li>■ 0 (0%) Unacceptable</li> </ul>	
4	Dependability InTASC 9 WVPTS 3 PSEL 2 WVSP 4.2.a., 5.2.a., 6.2.a.	0.93	<ul style="list-style-type: none"> <li>■ 5 (71.4%) Distinguished</li> <li>■ 2 (28.6%) Accomplished</li> <li>■ 0 (0%) Emerging</li> <li>■ 0 (0%) Unacceptable</li> </ul>	
5	Quality of Work InTASC 10 WVPTS 4 PSEL 2 WVSP 4.2.a., 5.2.a., 6.2.a.	0.96	<ul style="list-style-type: none"> <li>■ 6 (85.7%) Distinguished</li> <li>■ 1 (14.3%) Accomplished</li> <li>■ 0 (0%) Emerging</li> <li>■ 0 (0%) Unacceptable</li> </ul>	


## 2022 AAQEP MEL 570 Assessment 4: Evaluation

2022-05-09 - 2022-05-09

Courses Included							
Learning Activity	Course	Instructors	Enrollment	Evaluations	Percent	# Pass	% Pass
2022 AAQEP MEL 570 Assessment 4: Evaluation	2022SP Residency I (2022SPMEL-570-80)	Vargo, Dianna	7	7	100	7	100

Summary Statistics					
Scored Evaluations	7	# Pass	7	Mean Score	8.64
Rows	10	% Pass	100	Median Score	8.5
Possible Item Scores	70	Highest Score	10	Std Dev	1.25
Actual Item Scores	69	Lowest Score	6.5	KR(20) / Cronbach Alpha	0.93

Details				
No	Row	Average	Levels Of Achievement	Distribution
1	Shared Vision of Teaching and Learning InTASC 10WVPTS 4,5 PSEL 1 WVSP 4.2.b., 5.2.b., 6.2.b.	0.89	<ul style="list-style-type: none"> <li>■ 4 (57.1%) Distinguished</li> <li>■ 3 (42.9%) Accomplished</li> <li>■ 0 (0%) Emerging</li> <li>■ 0 (0%) Unsatisfactory</li> </ul>	





Details				
No	Row	Average	Levels Of Achievement	Distribution
2	Continuous School Improvement InTASC 10WVPTS 4,5 PSEL 10 WVSP 4.2.i., 5.2.i., 6.2.i.	0.86	<ul style="list-style-type: none"> <li>■ 4 (57.1%) Distinguished</li> <li>■ 2 (28.6%) Accomplished</li> <li>■ 1 (14.3%) Emerging</li> <li>■ 0 (0%) Unsatisfactory</li> </ul>	



3	Learning Environment InTASC 1,2,3,4,5,6,7WVPTS 3 PSEL 4,5 WVSP 4.2.c., 5.2.c., 6.2.c.	0.89	<ul style="list-style-type: none"> <li>■ 5 (71.4%) Distinguished</li> <li>■ 1 (14.3%) Accomplished</li> <li>■ 1 (14.3%) Emerging</li> <li>■ 0 (0%) Unsatisfactory</li> </ul>	
4	Instructional Leadership InTASC 3,7,8,10WVPTS 4,5 PSEL 4 WVSP 4.2.e., 5.2.e., 6.2.e.	0.86	<ul style="list-style-type: none"> <li>■ 4 (57.1%) Distinguished</li> <li>■ 2 (28.6%) Accomplished</li> <li>■ 1 (14.3%) Emerging</li> <li>■ 0 (0%) Unsatisfactory</li> </ul>	
5	Resource Management InTASC 10WVPTS 5 PSEL 9 WVSP 4.2.g., 5.2.g., 6.2.g.	0.79	<ul style="list-style-type: none"> <li>■ 2 (28.6%) Distinguished</li> <li>■ 4 (57.1%) Accomplished</li> <li>■ 1 (14.3%) Emerging</li> <li>■ 0 (0%) Unsatisfactory</li> </ul>	
6	Safety InTASC 3WVPTS 2 PSEL 5 WVSP 4.2.d., 5.2.d., 6.2.d.	0.82	<ul style="list-style-type: none"> <li>■ 4 (57.1%) Distinguished</li> <li>■ 1 (14.3%) Accomplished</li> <li>■ 2 (28.6%) Emerging</li> <li>■ 0 (0%) Unsatisfactory</li> </ul>	

**Details**

No	Row	Average	Levels Of Achievement	Distribution
			<ul style="list-style-type: none"> <li>■ 0 (0%) Unsatisfactory</li> </ul>	

7	Teacher Leadership InTASC 10WVPTS 4,5 PSEL 6,7 WVSP 4.2.e., 5.2.e., 6.2.e.	0.86	<ul style="list-style-type: none"> <li>■ 4 (57.1%) Distinguished</li> <li>■ 2 (28.6%) Accomplished</li> <li>■ 1 (14.3%) Emerging</li> <li>■ 0 (0%) Unsatisfactory</li> </ul>	
8	Home, School, and Community Partnerships InTASC 9,10WVPTS 4 PSEL 8 WVSP 4.2.h., 5.2.h., 6.2.h.	0.93	<ul style="list-style-type: none"> <li>■ 5 (71.4%) Distinguished</li> <li>■ 2 (28.6%) Accomplished</li> <li>■ 0 (0%) Emerging</li> <li>■ 0 (0%) Unsatisfactory</li> </ul>	
9	Ethical Behavior and Decision Making InTASC 9,10WVPTS 4 PSEL 2,3,5 WVSP 4.2.f., 5.2.f., 6.2.f.	0.96	<ul style="list-style-type: none"> <li>■ 6 (85.7%) Distinguished</li> <li>■ 1 (14.3%) Accomplished</li> <li>■ 0 (0%) Emerging</li> <li>■ 0 (0%) Unsatisfactory</li> </ul>	
10	Advocacy InTASC 10WVPTS 4 PSEL 3,5,8 WVSP 4.2.f., 5.2.f., 6.2.f.	0.92	<ul style="list-style-type: none"> <li>■ 4 (66.7%) Distinguished</li> <li>■ 2 (33.3%) Accomplished</li> <li>■ 0 (0%) Emerging</li> <li>■ 0 (0%) Unsatisfactory</li> </ul>	

## 2022 AQQEP MEL 570 Assessment 6: Professional Standards for Educational Leaders

2022-05-09 - 2022-05-09

Courses Included							
Learning Activity	Course	Instructors	Enrollment	Evaluations	Percent	# Pass	% Pass
2022 AAQEP MEL 570 Assessment 6: Professional Standards for Educational Leaders	2022SP Residency I (2022SPMEL-570-80)	Vargo, Dianna	7	7	100	0	0


Summary Statistics					
Scored Evaluations	7	# Pass	0	Mean Score	8.54
Rows	93	% Pass	0	Median Score	9
Possible Item Scores	651	Highest Score	10	Std Dev	1.44
Actual Item Scores	70	Lowest Score	6.5	KR(20) / Cronbach Alpha	NaN

Details				
No	Row	Average	Levels Of Achievement	Distribution
1	Standard 1: Mission, Vision, and Core Values Effective leaders:	0.86	<ul style="list-style-type: none"> <li>■ 4 (57.1%) Distinguished</li> <li>■ 2 (28.6%) Accomplished</li> <li>■ 1 (14.3%) Emerging</li> <li>■ 0 (0%) Unsatisfactory</li> </ul>	


Details				
No	Row	Average	Levels Of Achievement	Distribution

2	Standard 1: Mission, Vision, and Core Values Effective leaders: a. Develop an educational mission for the school to promote the academic success and wellbeing of each student.	NaN	<ul style="list-style-type: none"> <li>■ 0 (NaN%) Distinguished</li> <li>■ 0 (NaN%) Accomplished</li> <li>■ 0 (NaN%) Emerging</li> <li>■ 0 (NaN%) Unsatisfactory</li> </ul>	
3	Standard 1: Mission, Vision, and Core Values Effective leaders: b. In collaboration with members of the school and the community and using relevant data, develop and promote a vision for the school on the successful learning and development of each child and on instructional and organizational practices that promote success.	NaN	<ul style="list-style-type: none"> <li>■ 0 (NaN%) Distinguished</li> <li>■ 0 (NaN%) Accomplished</li> <li>■ 0 (NaN%) Emerging</li> <li>■ 0 (NaN%) Unsatisfactory</li> </ul>	
4	Standard 1: Mission, Vision, and Core Values Effective leaders: c. Articulate, advocate, and cultivate core values that define the school's culture and stress the imperative of child-centered education; high expectations and student support; equity, inclusiveness, and social justice; openness, caring, and trust; and continuous improvement.	NaN	<ul style="list-style-type: none"> <li>■ 0 (NaN%) Distinguished</li> <li>■ 0 (NaN%) Accomplished</li> <li>■ 0 (NaN%) Emerging</li> <li>■ 0 (NaN%) Unsatisfactory</li> </ul>	
5	Standard 1: Mission, Vision, and Core Values Effective leaders: d. Strategically develop, implement, and evaluate actions to achieve the vision for the school.	NaN	<ul style="list-style-type: none"> <li>■ 0 (NaN%) Distinguished</li> <li>■ 0 (NaN%) Accomplished</li> <li>■ 0 (NaN%) Emerging</li> <li>■ 0 (NaN%) Unsatisfactory</li> </ul>	

Details				
No	Row	Average	Levels Of Achievement	Distribution

6	Standard 1: Mission, Vision, and Core Values Effective leaders: e. Review the school's mission and vision and adjust them to changing expectations and opportunities for the school, and changing needs and situations of students.	NaN	<ul style="list-style-type: none"> <li>0 (NaN%) Distinguished</li> <li>0 (NaN%) Accomplished</li> <li>0 (NaN%) Emerging</li> <li>0 (NaN%) Unsatisfactory</li> </ul>	
7	Standard 1: Mission, Vision, and Core Values Effective leaders:f. Develop shared understanding of and commitment to mission, vision, and core values within the school and the community.	NaN	<ul style="list-style-type: none"> <li>0 (NaN%) Distinguished</li> <li>0 (NaN%) Accomplished</li> <li>0 (NaN%) Emerging</li> <li>0 (NaN%) Unsatisfactory</li> </ul>	
8	Standard 1: Mission, Vision, and Core Values Effective leaders:g. Model and pursue the school's mission, vision, and core values in all aspects of leadership.	NaN	<ul style="list-style-type: none"> <li>0 (NaN%) Distinguished</li> <li>0 (NaN%) Accomplished</li> <li>0 (NaN%) Emerging</li> <li>0 (NaN%) Unsatisfactory</li> </ul>	
9	Standard 2: Ethics and Professional Norms Effective leaders:	0.96	<ul style="list-style-type: none"> <li>6 (85.7%) Distinguished</li> <li>1 (14.3%) Accomplished</li> <li>0 (0%) Emerging</li> <li>0 (0%) Unsatisfactory</li> </ul>	
10	Standard 2: Ethics and Professional Norms Effective leaders: a. Act ethically and professionally in personal conduct, relationships with others, decision-making, stewardship of the school's resources, and all aspects of school leadership.	NaN	<ul style="list-style-type: none"> <li>0 (NaN%) Distinguished</li> <li>0 (NaN%) Accomplished</li> <li>0 (NaN%) Emerging</li> <li>0 (NaN%) Unsatisfactory</li> </ul>	

Details				
No	Row	Average	Levels Of Achievement	Distribution
			Emerging ■ 0 (NaN%) Unsatisfactory	
11	Standard 2: Ethics and Professional Norms Effective leaders:b. Act according to and promote the professional norms of integrity, fairness, transparency, trust, collaboration, perseverance, learning, and continuous improvement.	NaN	■ 0 (NaN%) Distinguished ■ 0 (NaN%) Accomplished ■ 0 (NaN%) Emerging ■ 0 (NaN%) Unsatisfactory	
12	Standard 2: Ethics and Professional Norms Effective leaders:c. Place children at the center of education and accept responsibility for each student's academic success and well-being.	NaN	■ 0 (NaN%) Distinguished ■ 0 (NaN%) Accomplished ■ 0 (NaN%) Emerging ■ 0 (NaN%) Unsatisfactory	
13	Standard 2: Ethics and Professional Norms Effective leaders:d. Safeguard and promote the values of democracy, individual freedom and responsibility, equity, social justice, community, and diversity.	NaN	■ 0 (NaN%) Distinguished ■ 0 (NaN%) Accomplished ■ 0 (NaN%) Emerging ■ 0 (NaN%) Unsatisfactory	
14	Standard 2: Ethics and Professional Norms Effective leaders:e. Lead with interpersonal and communication skill, social-emotional insight and understanding of all students' and staff members' backgrounds and cultures.	NaN	■ 0 (NaN%) Distinguished ■ 0 (NaN%) Accomplished ■ 0 (NaN%) Emerging ■ 0 (NaN%) Unsatisfactory	


Details				
No	Row	Average	Levels Of Achievement	Distribution
15	Standard 2: Ethics and Professional Norms Effective leaders:f. Provide moral direction for the school and promote ethical and professional behavior among faculty and staff.	NaN	<ul style="list-style-type: none"> <li>0 (NaN%) Distinguished</li> <li>0 (NaN%) Accomplished</li> <li>0 (NaN%) Emerging</li> <li>0 (NaN%) Unsatisfactory</li> </ul>	
16	Standard 3: Equity and Cultural Responsiveness Effective leaders:	0.93	<ul style="list-style-type: none"> <li>5 (71.4%) Distinguished</li> <li>2 (28.6%) Accomplished</li> <li>0 (0%) Emerging</li> <li>0 (0%) Unsatisfactory</li> </ul>	
17	Standard 3: Equity and Cultural Responsiveness Effective leaders: a. Ensure that each student is treated fairly, respectfully, and with an understanding of each student's culture and context.	NaN	<ul style="list-style-type: none"> <li>0 (NaN%) Distinguished</li> <li>0 (NaN%) Accomplished</li> <li>0 (NaN%) Emerging</li> <li>0 (NaN%) Unsatisfactory</li> </ul>	
18	Standard 3: Equity and Cultural Responsiveness Effective leaders:b. Recognize, respect, and employ each student's strengths, diversity, and culture as assets for teaching and learning.	NaN	<ul style="list-style-type: none"> <li>0 (NaN%) Distinguished</li> <li>0 (NaN%) Accomplished</li> <li>0 (NaN%) Emerging</li> <li>0 (NaN%) Unsatisfactory</li> </ul>	

19	Standard 3: Equity and Cultural Responsiveness Effective leaders:c. Ensure that each student has equitable access to effective teachers, learning opportunities, academic and social support, and other resources necessary for success.	NaN	<p>■ 0 (NaN%) Distinguished</p> <p>■ 0 (NaN%) Accomplished</p> <p>■ 0 (NaN%)</p>	
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Details				
No	Row	Average	Levels Of Achievement	Distribution
			<p>Emerging</p> <p>■ 0 (NaN%) Unsatisfactory</p>	
20	Standard 3: Equity and Cultural Responsiveness Effective leaders: d. Develop student policies and address student misconduct in a positive, fair, and unbiased manner.	NaN	<p>■ 0 (NaN%) Distinguished</p> <p>■ 0 (NaN%) Accomplished</p> <p>■ 0 (NaN%) Emerging</p> <p>■ 0 (NaN%) Unsatisfactory</p>	
21	Standard 3: Equity and Cultural Responsiveness Effective leaders: e. Confront and alter institutional biases of student marginalization, deficit-based schooling, and low expectations associated with race, class, culture and language, gender and sexual orientation, and disability or special status.	NaN	<p>■ 0 (NaN%) Distinguished</p> <p>■ 0 (NaN%) Accomplished</p> <p>■ 0 (NaN%) Emerging</p> <p>■ 0 (NaN%) Unsatisfactory</p>	
22	Standard 3: Equity and Cultural Responsiveness Effective leaders: f. Promote the preparation of students to live productively in and contribute to the diverse cultural contexts of a global society.	NaN	<p>■ 0 (NaN%) Distinguished</p> <p>■ 0 (NaN%) Accomplished</p> <p>■ 0 (NaN%) Emerging</p> <p>■ 0 (NaN%) Unsatisfactory</p>	




23	Standard 3: Equity and Cultural Responsiveness Effective leaders: g. Act with cultural competence and responsiveness in their interactions, decision making, and practice.	NaN	<ul style="list-style-type: none"> <li>0 (NaN%) Distinguished</li> <li>0 (NaN%) Accomplished</li> <li>0 (NaN%) Emerging</li> <li>0 (NaN%) Unsatisfactory</li> </ul>	
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Details				
No	Row	Average	Levels Of Achievement	Distribution
24	Standard 3: Equity and Cultural Responsiveness Effective leaders: h. Address matters of equity and cultural responsiveness in all aspects of leadership.	NaN	<ul style="list-style-type: none"> <li>0 (NaN%) Distinguished</li> <li>0 (NaN%) Accomplished</li> <li>0 (NaN%) Emerging</li> <li>0 (NaN%) Unsatisfactory</li> </ul>	
25	Standard 4: Curriculum, Instruction, and Assessment Effective leaders:	0.86	<ul style="list-style-type: none"> <li>4 (57.1%) Distinguished</li> <li>2 (28.6%) Accomplished</li> <li>1 (14.3%) Emerging</li> <li>0 (0%) Unsatisfactory</li> </ul>	
26	Standard 4: Curriculum, Instruction, and Assessment Effective leaders: a. Implement coherent systems of curriculum, instructions, and assessment that promote the mission, vision, and core values of the school, embody high expectations for student learning, align with academic standards, and are culturally responsive.	NaN	<ul style="list-style-type: none"> <li>0 (NaN%) Distinguished</li> <li>0 (NaN%) Accomplished</li> <li>0 (NaN%) Emerging</li> <li>0 (NaN%) Unsatisfactory</li> </ul>	






27	Standard 4: Curriculum, Instruction, and Assessment Effective leaders: b. Align and focus systems of curriculum, instruction, and assessment within and across grade levels to promote student academic success, love of learning, the identities and habits of learners, and healthy sense of self.	NaN	<p>■ 0 (NaN%) Distinguished</p> <p>■ 0 (NaN%) Accomplished</p> <p>■ 0 (NaN%) Emerging</p> <p>■ 0 (NaN%) Unsatisfactory</p>	
28	Standard 4: Curriculum, Instruction, and Assessment Effective leaders: c. Promote instructional practice that is consistent with knowledge of child learning and development, effective pedagogy, and the needs of each student.	NaN	<p>■ 0 (NaN%) Distinguished</p> <p>■ 0 (NaN%) Accomplished</p> <p>■ 0 (NaN%)</p>	


Details				
No	Row	Average	Levels Of Achievement	Distribution
			<p>Emerging</p> <p>■ 0 (NaN%) Unsatisfactory</p>	
29	Standard 4: Curriculum, Instruction, and Assessment Effective leaders: d. Ensure instructional practice that is intellectually challenging, authentic to student experiences, recognizes student strengths, and is differentiated and personalized.	NaN	<p>■ 0 (NaN%) Distinguished</p> <p>■ 0 (NaN%) Accomplished</p> <p>■ 0 (NaN%) Emerging</p> <p>■ 0 (NaN%) Unsatisfactory</p>	
30	Standard 4: Curriculum, Instruction, and Assessment Effective leaders: e. Promote the effective use of technology in the service of teaching and learning.	NaN	<p>■ 0 (NaN%) Distinguished</p> <p>■ 0 (NaN%) Accomplished</p> <p>■ 0 (NaN%) Emerging</p> <p>■ 0 (NaN%) Unsatisfactory</p>	

31	Standard 4: Curriculum, Instruction, and Assessment Effective leaders: f. Employ valid assessments that are consistent with knowledge of child learning and development and technical standards of measurement.	NaN	<ul style="list-style-type: none"> <li>0 (NaN%) Distinguished</li> <li>0 (NaN%) Accomplished</li> <li>0 (NaN%) Emerging</li> <li>0 (NaN%) Unsatisfactory</li> </ul>	
32	Standard 4: Curriculum, Instruction, and Assessment Effective leaders: g. Use assessment data appropriately and within technical limitations to monitor student progress and improve instruction.	NaN	<ul style="list-style-type: none"> <li>0 (NaN%) Distinguished</li> <li>0 (NaN%) Accomplished</li> <li>0 (NaN%) Emerging</li> <li>0 (NaN%) Unsatisfactory</li> </ul>	

Details				
No	Row	Average	Levels Of Achievement	Distribution
33	Standard 5: Community of Care and Support for Students Effective leaders:	0.86	<ul style="list-style-type: none"> <li>3 (42.9%) Distinguished</li> <li>4 (57.1%) Accomplished</li> <li>0 (0%) Emerging</li> <li>0 (0%) Unsatisfactory</li> </ul>	
34	Standard 5: Community of Care and Support for Students Effective leaders: a. Build and maintain a safe, caring, and healthy school environment that meets that the academic, social, emotional, and physical needs of each student.	NaN	<ul style="list-style-type: none"> <li>0 (NaN%) Distinguished</li> <li>0 (NaN%) Accomplished</li> <li>0 (NaN%) Emerging</li> <li>0 (NaN%) Unsatisfactory</li> </ul>	

35	Standard 5: Community of Care and Support for Students Effective leaders: b. Create and sustain a school environment in which each student is known, accepted and valued, trusted and respected, cared for, and encouraged to be an active and responsible member of the school community.	NaN	 0 (NaN%) Distinguished  0 (NaN%) Accomplished  0 (NaN%) Emerging  0 (NaN%) Unsatisfactory	
36	Standard 5: Community of Care and Support for Students Effective leaders: c. Provide coherent systems of academic and social supports, services, extracurricular activities, and accommodations to meet the range of learning needs of each student.	NaN	 0 (NaN%) Distinguished  0 (NaN%) Accomplished  0 (NaN%) Emerging  0 (NaN%) Unsatisfactory	
37	Standard 5: Community of Care and Support for Students Effective leaders: d. Promote adult-student, student=peer, and school-community relationships that value and support academic learning and	NaN	 0 (NaN%) Distinguished  0 (NaN%) Accomplished  0 (NaN%)	


Details				
No	Row	Average	Levels Of Achievement	Distribution
	positive social and emotional development.		Emerging  0 (NaN%) Unsatisfactory	
38	Standard 5: Community of Care and Support for Students Effective leaders: e. Cultivate and reinforce student engagement in school and positive student conduct.	NaN	 0 (NaN%) Distinguished  0 (NaN%) Accomplished  0 (NaN%) Emerging  0 (NaN%) Unsatisfactory	

39	Standard 5: Community of Care and Support for Students Effective leaders: f. Infuse the school’s learning environment with the cultures and languages of the school’s community.	NaN	<ul style="list-style-type: none"> <li>0 (NaN%) Distinguished</li> <li>0 (NaN%) Accomplished</li> <li>0 (NaN%) Emerging</li> <li>0 (NaN%) Unsatisfactory</li> </ul>	
40	Standard 6: Professional Capacity of School Personnel Effective leaders:	0.82	<ul style="list-style-type: none"> <li>4 (57.1%) Distinguished</li> <li>1 (14.3%) Accomplished</li> <li>2 (28.6%) Emerging</li> <li>0 (0%) Unsatisfactory</li> </ul>	
41	Standard 6: Professional Capacity of School Personnel Effective leaders: a. Recruit, hire, support, develop, and retain effective and caring teachers and other professional staff and form them into an educationally effective faculty.	NaN	<ul style="list-style-type: none"> <li>0 (NaN%) Distinguished</li> <li>0 (NaN%) Accomplished</li> <li>0 (NaN%) Emerging</li> <li>0 (NaN%) Unsatisfactory</li> </ul>	

Details				
No	Row	Average	Levels Of Achievement	Distribution
42	Standard 6: Professional Capacity of School Personnel Effective leaders: b. Plan for and manage staff turnover and succession, providing opportunities for effective induction and mentoring of new personnel.	NaN	<ul style="list-style-type: none"> <li>0 (NaN%) Distinguished</li> <li>0 (NaN%) Accomplished</li> <li>0 (NaN%) Emerging</li> <li>0 (NaN%) Unsatisfactory</li> </ul>	

43	Standard 6: Professional Capacity of School Personnel Effective leaders: c. Develop teachers' and staff members' professional knowledge, skills, and practice through differentiated opportunities for learning and growth, guided by understanding of professional and adult learning and development.	NaN	<p>■ 0 (NaN%) Distinguished</p> <p>■ 0 (NaN%) Accomplished</p> <p>■ 0 (NaN%) Emerging</p> <p>■ 0 (NaN%) Unsatisfactory</p>	
44	Standard 6: Professional Capacity of School Personnel Effective leaders: d. Foster continuous improvement of individual and collective instructional capacity to achieve outcomes envisioned for each student.	NaN	<p>■ 0 (NaN%) Distinguished</p> <p>■ 0 (NaN%) Accomplished</p> <p>■ 0 (NaN%) Emerging</p> <p>■ 0 (NaN%) Unsatisfactory</p>	
45	Standard 6: Professional Capacity of School Personnel Effective leaders: e. Deliver actionable feedback about instruction and other professional practice through valid, research-anchored systems of supervision and evaluation to support the development of teachers' and staff members' knowledge, skills, and practice.	NaN	<p>■ 0 (NaN%) Distinguished</p> <p>■ 0 (NaN%) Accomplished</p> <p>■ 0 (NaN%) Emerging</p> <p>■ 0 (NaN%) Unsatisfactory</p>	
46	Standard 6: Professional Capacity of School Personnel Effective leaders: f. Empower and motivate teachers and staff to the highest levels of professional practice and to continuous learning and improvement.	NaN	<p>■ 0 (NaN%) Distinguished</p> <p>■ 0 (NaN%) Accomplished</p> <p>■ 0 (NaN%)</p>	

Details				
No	Row	Average	Levels Of Achievement	Distribution
			<p>Emerging</p> <p>■ 0 (NaN%) Unsatisfactory</p>	

47	Standard 6: Professional Capacity of School Personnel Effective leaders: g. Develop the capacity, opportunities, and support for teacher leadership and leadership from other members of the school community.	NaN	<ul style="list-style-type: none"> <li>0 (NaN%) Distinguished</li> <li>0 (NaN%) Accomplished</li> <li>0 (NaN%) Emerging</li> <li>0 (NaN%) Unsatisfactory</li> </ul>	
48	Standard 6: Professional Capacity of School Personnel Effective leaders: h. Promote the personal and professional health, wellbeing, and work-life balance of faculty and staff.	NaN	<ul style="list-style-type: none"> <li>0 (NaN%) Distinguished</li> <li>0 (NaN%) Accomplished</li> <li>0 (NaN%) Emerging</li> <li>0 (NaN%) Unsatisfactory</li> </ul>	
49	Standard 6: Professional Capacity of School Personnel Effective leaders: i. Tend to their own learning and effectiveness through reflection, study, and improvement, maintaining a healthy work-life balance.	NaN	<ul style="list-style-type: none"> <li>0 (NaN%) Distinguished</li> <li>0 (NaN%) Accomplished</li> <li>0 (NaN%) Emerging</li> <li>0 (NaN%) Unsatisfactory</li> </ul>	
50	Standard 7: Professional Community for Teachers and Staff Effective leaders:	0.82	<ul style="list-style-type: none"> <li>4 (57.1%) Distinguished</li> <li>1 (14.3%) Accomplished</li> <li>2 (28.6%) Emerging</li> <li>0 (0%) Unsatisfactory</li> </ul>	

Details				
No	Row	Average	Levels Of Achievement	Distribution

51	Standard 7: Professional Community for Teachers and Staff Effective leaders: a. Develop workplace conditions for teachers and other professional staff that promote effective professional development, practice, and student learning.	NaN	<ul style="list-style-type: none"> <li>■ 0 (NaN%) Distinguished</li> <li>■ 0 (NaN%) Accomplished</li> <li>■ 0 (NaN%) Emerging</li> <li>■ 0 (NaN%) Unsatisfactory</li> </ul>	
52	Standard 7: Professional Community for Teachers and Staff Effective leaders: b. Empower and entrust teachers and staff with collective responsibility for meeting the academic, social, emotional, and physical needs of each student, pursuant to the mission, vision, and core values of the school.	NaN	<ul style="list-style-type: none"> <li>■ 0 (NaN%) Distinguished</li> <li>■ 0 (NaN%) Accomplished</li> <li>■ 0 (NaN%) Emerging</li> <li>■ 0 (NaN%) Unsatisfactory</li> </ul>	
53	Standard 7: Professional Community for Teachers and Staff Effective leaders: c. Establish and sustain a professional culture of engagement and commitment to shared vision, goals, and objectives pertaining to the education of the whole child; high expectations for professional work; ethical and equitable practice; trust and open communication; collaboration, collective efficacy, and continuous individual and organizational learning and improvement.	NaN	<ul style="list-style-type: none"> <li>■ 0 (NaN%) Distinguished</li> <li>■ 0 (NaN%) Accomplished</li> <li>■ 0 (NaN%) Emerging</li> <li>■ 0 (NaN%) Unsatisfactory</li> </ul>	
54	Standard 7: Professional Community for Teachers and Staff Effective leaders: d. Promote mutual accountability among teachers and other professional staff for each student's success and the effectiveness of the school as a whole.	NaN	<ul style="list-style-type: none"> <li>■ 0 (NaN%) Distinguished</li> <li>■ 0 (NaN%) Accomplished</li> <li>■ 0 (NaN%) Emerging</li> <li>■ 0 (NaN%) Unsatisfactory</li> </ul>	

Details				
No	Row	Average	Levels Of Achievement	Distribution



55	Standard 7: Professional Community for Teachers and Staff Effective leaders: e. Develop and support open, productive, caring, and trusting working relationships among leaders, faculty, and staff to promote professional capacity and the improvement of practice.	NaN	<ul style="list-style-type: none"> <li>■ 0 (NaN%) Distinguished</li> <li>■ 0 (NaN%) Accomplished</li> <li>■ 0 (NaN%) Emerging</li> <li>■ 0 (NaN%) Unsatisfactory</li> </ul>	
56	Standard 7: Professional Community for Teachers and Staff Effective leaders: f. Design and implement job-embedded and other opportunities for professional learning collaboratively with faculty and staff.	NaN	<ul style="list-style-type: none"> <li>■ 0 (NaN%) Distinguished</li> <li>■ 0 (NaN%) Accomplished</li> <li>■ 0 (NaN%) Emerging</li> <li>■ 0 (NaN%) Unsatisfactory</li> </ul>	
57	Standard 7: Professional Community for Teachers and Staff Effective leaders: g. Provide opportunities for collaborative examination of practice, collegial feedback, and collective learning.	NaN	<ul style="list-style-type: none"> <li>■ 0 (NaN%) Distinguished</li> <li>■ 0 (NaN%) Accomplished</li> <li>■ 0 (NaN%) Emerging</li> <li>■ 0 (NaN%) Unsatisfactory</li> </ul>	
58	Standard 7: Professional Community for Teachers and Staff Effective leaders: h. Encourage faculty-initiated improvement of programs and practices.	NaN	<ul style="list-style-type: none"> <li>■ 0 (NaN%) Distinguished</li> <li>■ 0 (NaN%) Accomplished</li> <li>■ 0 (NaN%) Emerging</li> <li>■ 0 (NaN%) Unsatisfactory</li> </ul>	
59	Standard 8: Meaningful Engagement of Families and Community Effective leaders:	0.89	<ul style="list-style-type: none"> <li>■ 4 (57.1%) Distinguished</li> <li>■ 3 (42.9%) Accomplished</li> <li>■ 0 (0%) Emerging</li> </ul>	


**Details**

No	Row	Average	Levels Of Achievement	Distribution
			Emerging ■ 0 (0%) Unsatisfactory	
60	Standard 8: Meaningful Engagement of Families and CommunityEffective leaders: a. Are approachable, accessible, and welcoming to families and members of the community.	NaN	■ 0 (NaN%) Distinguished ■ 0 (NaN%) Accomplished ■ 0 (NaN%) Emerging ■ 0 (NaN%) Unsatisfactory	
61	Standard 8: Meaningful Engagement of Families and CommunityEffective leaders: b. Create and sustain positive, collaborative, and productive relationships with families and the community for the benefit of students.	NaN	■ 0 (NaN%) Distinguished ■ 0 (NaN%) Accomplished ■ 0 (NaN%) Emerging ■ 0 (NaN%) Unsatisfactory	
62	Standard 8: Meaningful Engagement of Families and CommunityEffective leaders: c. Engage in regular and open two-way communication with families and the community about the school, students, needs, problems, and accomplishments.	NaN	■ 0 (NaN%) Distinguished ■ 0 (NaN%) Accomplished ■ 0 (NaN%) Emerging ■ 0 (NaN%) Unsatisfactory	
63	Standard 8: Meaningful Engagement of Families and CommunityEffective leaders: d. Maintain a presence in the community to understand its strengths and needs, develop productive relationships, and engage its resources for the school.	NaN	■ 0 (NaN%) Distinguished ■ 0 (NaN%) Accomplished ■ 0 (NaN%) Emerging ■ 0 (NaN%) Unsatisfactory	

Details				
No	Row	Average	Levels Of Achievement	Distribution
64	Standard 8: Meaningful Engagement of Families and CommunityEffective leaders: e. Create means for the school community to partner with families to support student learning in and out of school.	NaN	<p>■ 0 (NaN%) Distinguished</p> <p>■ 0 (NaN%) Accomplished</p> <p>■ 0 (NaN%) Emerging</p> <p>■ 0 (NaN%) Unsatisfactory</p>	
65	Standard 8: Meaningful Engagement of Families and CommunityEffective leaders: f. Understand, value, and employ the community’s cultural, social, intellectual, and political resources to promote student learning and school improvement.	NaN	<p>■ 0 (NaN%) Distinguished</p> <p>■ 0 (NaN%) Accomplished</p> <p>■ 0 (NaN%) Emerging</p> <p>■ 0 (NaN%) Unsatisfactory</p>	
66	Standard 8: Meaningful Engagement of Families and CommunityEffective leaders: g. Develop and provide the school as a resource for families and the community.	NaN	<p>■ 0 (NaN%) Distinguished</p> <p>■ 0 (NaN%) Accomplished</p> <p>■ 0 (NaN%) Emerging</p> <p>■ 0 (NaN%) Unsatisfactory</p>	
67	Standard 8: Meaningful Engagement of Families and CommunityEffective leaders: h. Advocate for the school and district, and for the importance of education and student needs and priorities to families and the community.	NaN	<p>■ 0 (NaN%) Distinguished</p> <p>■ 0 (NaN%) Accomplished</p> <p>■ 0 (NaN%) Emerging</p> <p>■ 0 (NaN%) Unsatisfactory</p>	

68	Standard 8: Meaningful Engagement of Families and CommunityEffective leaders: i. Advocate publicly for the needs and priorities of students, families, and the community.	NaN	<ul style="list-style-type: none"> <li>■ 0 (NaN%) Distinguished</li> <li>■ 0 (NaN%) Accomplished</li> <li>■ 0 (NaN%)</li> </ul>	
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**Details**

No	Row	Average	Levels Of Achievement	Distribution
			Emerging ■ 0 (NaN%) Unsatisfactory	
69	Standard 8: Meaningful Engagement of Families and CommunityEffective leaders: j. Build and sustain productive partnerships with public and private sectors to promote school improvement and student learning.	NaN	<ul style="list-style-type: none"> <li>■ 0 (NaN%) Distinguished</li> <li>■ 0 (NaN%) Accomplished</li> <li>■ 0 (NaN%) Emerging</li> <li>■ 0 (NaN%) Unsatisfactory</li> </ul>	
70	Standard 9: Operations and ManagementEffective leaders:	0.79	<ul style="list-style-type: none"> <li>■ 3 (42.9%) Distinguished</li> <li>■ 2 (28.6%) Accomplished</li> <li>■ 2 (28.6%) Emerging</li> <li>■ 0 (0%) Unsatisfactory</li> </ul>	
71	Standard 9: Operations and ManagementEffective leaders: a. Institute, manage, and monitor operations and administrative systems that promote the mission and vision of the school.	NaN	<ul style="list-style-type: none"> <li>■ 0 (NaN%) Distinguished</li> <li>■ 0 (NaN%) Accomplished</li> <li>■ 0 (NaN%) Emerging</li> <li>■ 0 (NaN%) Unsatisfactory</li> </ul>	


72	Standard 9: Operations and Management Effective leaders: b. Strategically manage staff resources, assigning and scheduling teachers and staff to roles and responsibilities that optimize their professional capacity to address each student's learning needs.	NaN	<ul style="list-style-type: none"> <li>■ 0 (NaN%) Distinguished</li> <li>■ 0 (NaN%) Accomplished</li> <li>■ 0 (NaN%) Emerging</li> <li>■ 0 (NaN%) Unsatisfactory</li> </ul>	
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Details				
No	Row	Average	Levels Of Achievement	Distribution
73	Standard 9: Operations and Management Effective leaders: c. Seek, acquire, and manage fiscal, physical, and other resources to support curriculum, instruction, and assessment; student learning community; professional capacity and community; and family and community engagement.	NaN	<ul style="list-style-type: none"> <li>■ 0 (NaN%) Distinguished</li> <li>■ 0 (NaN%) Accomplished</li> <li>■ 0 (NaN%) Emerging</li> <li>■ 0 (NaN%) Unsatisfactory</li> </ul>	
74	Standard 9: Operations and Management Effective leaders: d. Are responsible, ethical, and accountable stewards of the school's monetary and non-monetary resources, engaging in effective budgeting and accounting practices.	NaN	<ul style="list-style-type: none"> <li>■ 0 (NaN%) Distinguished</li> <li>■ 0 (NaN%) Accomplished</li> <li>■ 0 (NaN%) Emerging</li> <li>■ 0 (NaN%) Unsatisfactory</li> </ul>	
75	Standard 9: Operations and Management Effective leaders: e. Protect teachers' and other staff members' work and learning from disruption.	NaN	<ul style="list-style-type: none"> <li>■ 0 (NaN%) Distinguished</li> <li>■ 0 (NaN%) Accomplished</li> <li>■ 0 (NaN%) Emerging</li> <li>■ 0 (NaN%) Unsatisfactory</li> </ul>	

76	Standard 9: Operations and Management Effective leaders: f. Employ technology to improve the quality and efficiency of operations and management.	NaN	<ul style="list-style-type: none"> <li>■ 0 (NaN%) Distinguished</li> <li>■ 0 (NaN%) Accomplished</li> <li>■ 0 (NaN%) Emerging</li> <li>■ 0 (NaN%) Unsatisfactory</li> </ul>	
77	Standard 9: Operations and Management Effective leaders: g. Develop and maintain data and communication systems to deliver actionable information for classroom and school improvement.	NaN	<ul style="list-style-type: none"> <li>■ 0 (NaN%) Distinguished</li> <li>■ 0 (NaN%) Accomplished</li> <li>■ 0 (NaN%) Emerging</li> </ul>	

Details				
No	Row	Average	Levels Of Achievement	Distribution
			<ul style="list-style-type: none"> <li>■ 0 (NaN%) Emerging</li> <li>■ 0 (NaN%) Unsatisfactory</li> </ul>	
78	Standard 9: Operations and Management Effective leaders: h. Know, comply with, and help the school community understand local, state, and federal laws, rights, policies, and regulations so as to promote student success.	NaN	<ul style="list-style-type: none"> <li>■ 0 (NaN%) Distinguished</li> <li>■ 0 (NaN%) Accomplished</li> <li>■ 0 (NaN%) Emerging</li> <li>■ 0 (NaN%) Unsatisfactory</li> </ul>	
79	Standard 9: Operations and Management Effective leaders: i. Develop and manage relationships with feeder and connecting schools for enrollment management and curricular and instructional articulation.	NaN	<ul style="list-style-type: none"> <li>■ 0 (NaN%) Distinguished</li> <li>■ 0 (NaN%) Accomplished</li> <li>■ 0 (NaN%) Emerging</li> <li>■ 0 (NaN%) Unsatisfactory</li> </ul>	

80	Standard 9: Operations and Management Effective leaders: j. Develop and manage relationships with feeder and connecting schools for enrollment management and curricular instructional articulation.	NaN	<ul style="list-style-type: none"> <li>■ 0 (NaN%) Distinguished</li> <li>■ 0 (NaN%) Accomplished</li> <li>■ 0 (NaN%) Emerging</li> <li>■ 0 (NaN%) Unsatisfactory</li> </ul>	
81	Standard 9: Operations and Management Effective leaders: k. Develop and administer systems for fair and equitable management of conflict among students, faculty and staff, leaders, families, and community.	NaN	<ul style="list-style-type: none"> <li>■ 0 (NaN%) Distinguished</li> <li>■ 0 (NaN%) Accomplished</li> <li>■ 0 (NaN%) Emerging</li> <li>■ 0 (NaN%) Unsatisfactory</li> </ul>	

Details				
No	Row	Average	Levels Of Achievement	Distribution
82	Standard 9: Operations and Management Effective leaders: l. Manage governance processes and internal and external politics toward achieving the school's mission and vision.	NaN	<ul style="list-style-type: none"> <li>■ 0 (NaN%) Distinguished</li> <li>■ 0 (NaN%) Accomplished</li> <li>■ 0 (NaN%) Emerging</li> <li>■ 0 (NaN%) Unsatisfactory</li> </ul>	
83	Standard 10: School Improvement Effective leaders:	0.75	<ul style="list-style-type: none"> <li>■ 2 (28.6%) Distinguished</li> <li>■ 3 (42.9%) Accomplished</li> <li>■ 2 (28.6%) Emerging</li> <li>■ 0 (0%) Unsatisfactory</li> </ul>	

84	Standard 10: School ImprovementEffective leaders:a. Seek to make school more effective for each student, teachers and staff, families, and the community.	NaN	<ul style="list-style-type: none"> <li>■ 0 (NaN%) Distinguished</li> <li>■ 0 (NaN%) Accomplished</li> <li>■ 0 (NaN%) Emerging</li> <li>■ 0 (NaN%) Unsatisfactory</li> </ul>	
85	Standard 10: School ImprovementEffective leaders:b. Use methods of continuous improvement to achieve the vision, fulfill the mission, and promote the core values of the school.	NaN	<ul style="list-style-type: none"> <li>■ 0 (NaN%) Distinguished</li> <li>■ 0 (NaN%) Accomplished</li> <li>■ 0 (NaN%) Emerging</li> <li>■ 0 (NaN%) Unsatisfactory</li> </ul>	
86	Standard 10: School ImprovementEffective leaders:c. Prepare the school and the community for improvement, promoting readiness, an imperative for improvement, instilling mutual commitment and accountability, and developing the	NaN	<ul style="list-style-type: none"> <li>■ 0 (NaN%) Distinguished</li> <li>■ 0 (NaN%) Accomplished</li> <li>■ 0 (NaN%) Emerging</li> <li>■ 0 (NaN%) Unsatisfactory</li> </ul>	

Details				
No	Row	Average	Levels Of Achievement	Distribution
	knowledge, skills, and motivation to succeed in improvement.		<ul style="list-style-type: none"> <li>■ 0 (NaN%) Unsatisfactory</li> <li>■ 0 (NaN%) Emerging</li> </ul>	
87	Standard 10: School ImprovementEffective leaders:d. Engage others in an ongoing process of evidence-based inquiry, learning, strategic goal setting, planning, implementation, and evaluation for continuous school and classroom improvement.	NaN	<ul style="list-style-type: none"> <li>■ 0 (NaN%) Distinguished</li> <li>■ 0 (NaN%) Accomplished</li> <li>■ 0 (NaN%) Emerging</li> <li>■ 0 (NaN%) Unsatisfactory</li> </ul>	



88	Standard 10: School ImprovementEffective leaders:e. Employ situationally-appropriate strategies for improvement, including transformational and incremental, adaptive approaches and attention to different phases of implementation.	NaN	<ul style="list-style-type: none"> <li>■ 0 (NaN%) Distinguished</li> <li>■ 0 (NaN%) Accomplished</li> <li>■ 0 (NaN%) Emerging</li> <li>■ 0 (NaN%) Unsatisfactory</li> </ul>	
89	Standard 10: School ImprovementEffective leaders:f. Assess and develop the capacity of staff to assess the value and applicability of emerging educational trends and the findings of research for the school and its improvement.	NaN	<ul style="list-style-type: none"> <li>■ 0 (NaN%) Distinguished</li> <li>■ 0 (NaN%) Accomplished</li> <li>■ 0 (NaN%) Emerging</li> <li>■ 0 (NaN%) Unsatisfactory</li> </ul>	
90	Standard 10: School ImprovementEffective leaders:g. Develop technically appropriate systems of data collection, management, analysis, and use, connecting as needed to the district office and external partners for support in planning, implementation, monitoring, feedback, and evaluation.	NaN	<ul style="list-style-type: none"> <li>■ 0 (NaN%) Distinguished</li> <li>■ 0 (NaN%) Accomplished</li> <li>■ 0 (NaN%) Emerging</li> <li>■ 0 (NaN%) Unsatisfactory</li> </ul>	
<b>Details</b>				
No	Row	Average	Levels Of Achievement	Distribution
91	Standard 10: School ImprovementEffective leaders:h. Adopt a systems perspective and promote coherence among improvement efforts and all aspects of school organization, programs, and services.	NaN	<ul style="list-style-type: none"> <li>■ 0 (NaN%) Distinguished</li> <li>■ 0 (NaN%) Accomplished</li> <li>■ 0 (NaN%) Emerging</li> <li>■ 0 (NaN%) Unsatisfactory</li> </ul>	

92	Standard 10: School Improvement Effective leaders:i. Manage uncertainty, risk, competing initiatives, and politics of change with courage and perseverance, providing support and encouragement, and openly communicating the need for, process for, and outcomes of improvement efforts.	NaN	<ul style="list-style-type: none"> <li>■ 0 (NaN%) Distinguished</li> <li>■ 0 (NaN%) Accomplished</li> <li>■ 0 (NaN%) Emerging</li> <li>■ 0 (NaN%) Unsatisfactory</li> </ul>	
93	Standard 10: School Improvement Effective leaders:j. Develop and promote leadership among teachers and staff for inquiry, experimentation and innovation, and initiating and implementing improvement.	NaN	<ul style="list-style-type: none"> <li>■ 0 (NaN%) Distinguished</li> <li>■ 0 (NaN%) Accomplished</li> <li>■ 0 (NaN%) Emerging</li> <li>■ 0 (NaN%) Unsatisfactory</li> </ul>	




## 2022 AAQEP MEL 580 Assessment 1: Disposition



2022-05-09 - 2022-05-09

Courses Included							
Learning Activity	Course	Instructors	Enrollment	Evaluations	Percent	# Passes	% Passes
2022 AAQEP MEL580 Assessment 1: Disposition_Instructional Coach	2022SP Residency II (2022SP-MEL-580-80)	Vargo, Dianna	2	2	100	2	100

Summary Statistics					
Scored Evaluations	2	# Pass	2	Mean Score	5

Rows	5	% Pass	100	Median Score	5
Possible Item Scores	10	Highest Score	5	Std Dev	0
Actual Item Scores	10	Lowest Score	5	KR(20) / Cronbach Alpha	NaN

Details				
No	Row	Average	Levels Of Achievement	Distribution
1	Human Relationships InTASC 10 WVPTS 4,5 PSEL 2 WVSP 4.2.a., 5.2.a., 6.2.a.	1	<ul style="list-style-type: none"> <li>■ 2 (100%) Distinguished</li> <li>■ 0 (0%) Accomplished</li> <li>■ 0 (0%) Emerging</li> <li>■ 0 (0%) Unacceptable</li> </ul>	
2	Professional Judgment InTASC 9 WVPTS 5 PSEL 2 WVSP 4.2.a., 5.2.a., 6.2.a.	1	<ul style="list-style-type: none"> <li>■ 2 (100%) Distinguished</li> <li>■ 0 (0%) Accomplished</li> <li>■ 0 (0%) Emerging</li> <li>■ 0 (0%) Unacceptable</li> </ul>	
Details				
No	Row	Average	Levels Of Achievement	Distribution
3	Continuous Improvement InTASC 9 WVPTS 4 PSEL 10 WVSP 4.2.i., 5.2.i., 6.2.i.	1	<ul style="list-style-type: none"> <li>■ 2 (100%) Distinguished</li> <li>■ 0 (0%) Accomplished</li> <li>■ 0 (0%) Emerging</li> <li>■ 0 (0%) Unacceptable</li> </ul>	

4	Dependability InTASC 9 WVPTS 3 PSEL 2 WVSPP 4.2.a., 5.2.a., 6.2.a.	1	<ul style="list-style-type: none"> <li>■ 2 (100%) Distinguished</li> <li>■ 0 (0%) Accomplished</li> <li>■ 0 (0%) Emerging</li> <li>■ 0 (0%) Unacceptable</li> </ul>	
5	Quality of Work InTASC 10 WVPTS 4 PSEL 2 WVSPP 4.2.a., 5.2.a., 6.2.a.	1	<ul style="list-style-type: none"> <li>■ 2 (100%) Distinguished</li> <li>■ 0 (0%) Accomplished</li> <li>■ 0 (0%) Emerging</li> <li>■ 0 (0%) Unacceptable</li> </ul>	



## 2022 AAQEP MEL 580 Assessment 4: Evaluation


2022-05-09 - 2022-05-09

Courses Included							
Learning Activity	Course	Instructors	Enrollment	Evaluations	Percent	# Pass	% Pass
2022 AAQEP MEL580 Assessment 4: Evaluation	2022SP Residency II (2022SPMEL-580-80)	Vargo, Dianna	2	2	100	2	100

Summary Statistics					
Scored Evaluations	2	# Pass	2	Mean Score	9.75
Rows	10	% Pass	100	Median Score	9.75
Possible Item Scores	20	Highest Score	9.75	Std Dev	0

Actual Item Scores	20	Lowest Score	9.75	KR(20) / Cronbach Alpha	-Infinity
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Details				
No	Row	Average	Levels Of Achievement	Distribution
1	Shared Vision of Teaching and Learning InTASC 10WVPTS 4,5 PSEL 1 WVSP 4.2.b., 5.2.b., 6.2.b.	1	<ul style="list-style-type: none"> <li>■ 2 (100%) Distinguished</li> <li>■ 0 (0%) Accomplished</li> <li>■ 0 (0%) Emerging</li> <li>■ 0 (0%) Unsatisfactory</li> </ul>	
2	Continuous School Improvement InTASC 10WVPTS 4,5 PSEL 10 WVSP 4.2.i., 5.2.i., 6.2.i.	1	<ul style="list-style-type: none"> <li>■ 2 (100%) Distinguished</li> <li>■ 0 (0%) Accomplished</li> <li>■ 0 (0%) Emerging</li> <li>■ 0 (0%) Unsatisfactory</li> </ul>	

Details				
No	Row	Average	Levels Of Achievement	Distribution
3	Learning Environment InTASC 1,2,3,4,5,6,7WVPTS 3 PSEL 4,5 WVSP 4.2.c., 5.2.c., 6.2.c.	1	<ul style="list-style-type: none"> <li>■ 2 (100%) Distinguished</li> <li>■ 0 (0%) Accomplished</li> <li>■ 0 (0%) Emerging</li> <li>■ 0 (0%) Unsatisfactory</li> </ul>	

4	Instructional Leadership InTASC 3,7,8,10WVPTS 4,5 PSEL 4 WVSP 4.2.e., 5.2.e., 6.2.e.	1	<ul style="list-style-type: none"> <li>■ 2 (100%) Distinguished</li> <li>■ 0 (0%) Accomplished</li> <li>■ 0 (0%) Emerging</li> <li>■ 0 (0%) Unsatisfactory</li> </ul>	
5	Resource Management InTASC 10WVPTS 5 PSEL 9 WVSP 4.2.g., 5.2.g., 6.2.g.	0.88	<ul style="list-style-type: none"> <li>■ 1 (50%) Distinguished</li> <li>■ 1 (50%) Accomplished</li> <li>■ 0 (0%) Emerging</li> <li>■ 0 (0%) Unsatisfactory</li> </ul>	
6	Safety InTASC 3WVPTS 2 PSEL 5 WVSP 4.2.d., 5.2.d., 6.2.d.	1	<ul style="list-style-type: none"> <li>■ 2 (100%) Distinguished</li> <li>■ 0 (0%) Accomplished</li> <li>■ 0 (0%) Emerging</li> <li>■ 0 (0%) Unsatisfactory</li> </ul>	
7	Teacher Leadership InTASC 10WVPTS 4,5 PSEL 6,7 WVSP 4.2.e., 5.2.e., 6.2.e.	1	<ul style="list-style-type: none"> <li>■ 2 (100%) Distinguished</li> <li>■ 0 (0%) Accomplished</li> <li>■ 0 (0%) Emerging</li> <li>■ 0 (0%) Unsatisfactory</li> </ul>	

**Details**

No	Row	Average	Levels Of Achievement	Distribution
			<ul style="list-style-type: none"> <li>■ 0 (0%) Emerging</li> <li>■ 0 (0%) Unsatisfactory</li> </ul>	



8	Home, School, and Community Partnerships InTASC 9,10WVPTS 4 PSEL 8 WVSPP 4.2.h., 5.2.h., 6.2.h.	1	<ul style="list-style-type: none"> <li>■ 2 (100%) Distinguished</li> <li>■ 0 (0%) Accomplished</li> <li>■ 0 (0%) Emerging</li> <li>■ 0 (0%) Unsatisfactory</li> </ul>	
9	Ethical Behavior and Decision Making InTASC 9,10WVPTS 4 PSEL 2,3,5 WVSPP 4.2.f., 5.2.f., 6.2.f.	1	<ul style="list-style-type: none"> <li>■ 2 (100%) Distinguished</li> <li>■ 0 (0%) Accomplished</li> <li>■ 0 (0%) Emerging</li> <li>■ 0 (0%) Unsatisfactory</li> </ul>	
10	Advocacy InTASC 10WVPTS 4 PSEL 3,5,8 WVSPP 4.2.f., 5.2.f., 6.2.f.	0.88	<ul style="list-style-type: none"> <li>■ 1 (50%) Distinguished</li> <li>■ 1 (50%) Accomplished</li> <li>■ 0 (0%) Emerging</li> <li>■ 0 (0%) Unsatisfactory</li> </ul>	

## 2022 AAQEP MEL 580 Assessment 5: Mock Interview

2022-05-09 - 2022-05-09






Courses Included							
Learning Activity	Course	Instructors	Enrollment	Evaluations	Percent	# Pass	% Pass
2022 AAQEP MEL580 Assessment 5: Mock Interview	2022SP Residency II (2022SPMEL-580-80)	Vargo, Dianna	2	2	100	2	100

Summary Statistics					
Scored Evaluations	2	# Pass	2	Mean Score	12
Rows	12	% Pass	100	Median Score	12
Possible Item Scores	24	Highest Score	12	Std Dev	0
Actual Item Scores	24	Lowest Score	12	KR(20) / Cronbach Alpha	NaN





Details				
No	Row	Average	Levels Of Achievement	Distribution
1	Shared Vision of Teaching and Learning InTASC 10WVPTS 4,5 PSEL 1 WVSP 4.2.b.,5.2.b.,6.2.b.	1	<ul style="list-style-type: none"> <li>■ 2 (100%) Distinguished</li> <li>■ 0 (0%) Accomplished</li> <li>■ 0 (0%) Emerging</li> <li>■ 0 (0%) Unsatisfactory</li> </ul>	
2	Continuous School Improvement InTASC 10WVPTS 4,5 PSEL 10 WVSP 4.2.i.,5.2.i.,6.2.i.	1	<ul style="list-style-type: none"> <li>■ 2 (100%) Distinguished</li> <li>■ 0 (0%) Accomplished</li> <li>■ 0 (0%) Emerging</li> <li>■ 0 (0%) Unsatisfactory</li> </ul>	


Details				
No	Row	Average	Levels Of Achievement	Distribution



3	Learning Environment InTASC 1,2,3,4,5,6,7WVPTS 3 PSEL 4,5 WVSP 4.2.c.,5.2.c.,6.2.c.	1	<ul style="list-style-type: none"> <li>■ 2 (100%) Distinguished</li> <li>■ 0 (0%) Accomplished</li> <li>■ 0 (0%) Emerging</li> <li>■ 0 (0%) Unsatisfactory</li> </ul>	
4	Instructional Leadership InTASC 3,7,8,10WVPTS 4,5 PSEL 4 WVSP 4.2.e.,5.2.e.,6.2.e.	1	<ul style="list-style-type: none"> <li>■ 2 (100%) Distinguished</li> <li>■ 0 (0%) Accomplished</li> <li>■ 0 (0%) Emerging</li> <li>■ 0 (0%) Unsatisfactory</li> </ul>	
5	Resource Management InTASC 10WVPTS 5 PSEL 4 WVSP 4.2.g.,5.2.g.,6.2.g.	1	<ul style="list-style-type: none"> <li>■ 2 (100%) Distinguished</li> <li>■ 0 (0%) Accomplished</li> <li>■ 0 (0%) Emerging</li> <li>■ 0 (0%) Unsatisfactory</li> </ul>	
6	Safety InTASC 3WVPTS 2 PSEL 5 WVSP 4.2.d.,5.2.d.,6.2.d.	1	<ul style="list-style-type: none"> <li>■ 2 (100%) Distinguished</li> <li>■ 0 (0%) Accomplished</li> <li>■ 0 (0%) Emerging</li> <li>■ 0 (0%) Unsatisfactory</li> </ul>	
7	Teacher Leadership InTASC 10WVPTS 4,5 PSEL 6,7 WVSP 4.2.e.,5.2.e.,6.2.e.	1	<ul style="list-style-type: none"> <li>■ 2 (100%) Distinguished</li> <li>■ 0 (0%) Accomplished</li> <li>■ 0 (0%) Emerging</li> <li>■ 0 (0%) Unsatisfactory</li> </ul>	

**Details**

No	Row	Average	Levels Of Achievement	Distribution
			Emerging ■ 0 (0%) Unsatisfactory	
8	Home, School, and Community Partnerships InTASC 9,10WVPTS 4 PSEL 8 WVSP 4.2.h.,5.2.h.,6.2.h.	1	■ 2 (100%) Distinguished ■ 0 (0%) Accomplished ■ 0 (0%) Emerging ■ 0 (0%) Unsatisfactory	
9	Ethical Behavior and Decision Making InTASC 9,10WVPTS 4 PSEL 2,3,5 WVSP 4.2.f.,5.2.f.,6.2.f.	1	■ 2 (100%) Distinguished ■ 0 (0%) Accomplished ■ 0 (0%) Emerging ■ 0 (0%) Unsatisfactory	
10	Advocacy InTASC 10WVPTS 4 PSEL 3,5,8 WVSP 4.2.f.,5.2.f.,6.2.f.	1	■ 2 (100%) Distinguished ■ 0 (0%) Accomplished ■ 0 (0%) Emerging ■ 0 (0%) Unsatisfactory	
11	Communication InTASC 9WVPTS 5 PSEL 2 WVSP 4.2.a.,5.2.a.,6.2.a.	1	■ 2 (100%) Distinguished ■ 0 (0%) Accomplished ■ 0 (0%) Emerging ■ 0 (0%) Unsatisfactory	
<b>Details</b>				


No	Row	Average	Levels Of Achievement	Distribution
12	Language InTASC 9WVPTS 5 PSEL 2 WVSP 4.2.a.,5.2.a.,6.2.a.	1	<ul style="list-style-type: none"> <li>■ 2 (100%) Distinguished</li> <li>■ 0 (0%) Accomplished</li> <li>■ 0 (0%) Emerging</li> <li>■ 0 (0%) Unsatisfactory</li> </ul>	

## 2022 AQQEP MEL 580 Assessment 6: Professional Standards for Educational Leaders

2022-05-09 - 2022-05-09

Courses Included							
Learning Activity	Course	Instructors	Enrollment	Evaluations	Percent	# Pass	% Pass
2022 AAQEP MEL580 Assessment 6: Professional Standards for Educational Leaders	2022SP Residency II (2022SPMEL-580-80)	Vargo, Dianna	2	2	100	0	0


Summary Statistics					
Scored Evaluations	2	# Pass	0	Mean Score	9.5
Rows	93	% Pass	0	Median Score	9.5
Possible Item Scores	186	Highest Score	9.5	Std Dev	0
Actual Item Scores	20	Lowest Score	9.5	KR(20) / Cronbach Alpha	NaN

Details				
No	Row	Average	Levels Of Achievement	Distribution
1	Standard 1: Mission, Vision, and Core Values Effective leaders:	1	<ul style="list-style-type: none"> <li>■ 2 (100%) Distinguished</li> <li>■ 0 (0%) Accomplished</li> <li>■ 0 (0%) Emerging</li> <li>■ 0 (0%) Unsatisfactory</li> </ul>	
2	Standard 1: Mission, Vision, and Core Values Effective leaders: a. Develop an educational mission for the school to promote the academic success and wellbeing of each student.	NaN	<ul style="list-style-type: none"> <li>■ 0 (NaN%) Distinguished</li> <li>■ 0 (NaN%) Accomplished</li> <li>■ 0 (NaN%) Emerging</li> </ul>	

Details				
No	Row	Average	Levels Of Achievement	Distribution
			<ul style="list-style-type: none"> <li>■ 0 (NaN%) Unsatisfactory</li> </ul>	
3	Standard 1: Mission, Vision, and Core Values Effective leaders: b. In collaboration with members of the school and the community and using relevant data, develop and promote a vision for the school on the successful learning and development of each child and on instructional and organizational practices that promote success.	NaN	<ul style="list-style-type: none"> <li>■ 0 (NaN%) Distinguished</li> <li>■ 0 (NaN%) Accomplished</li> <li>■ 0 (NaN%) Emerging</li> <li>■ 0 (NaN%) Unsatisfactory</li> </ul>	

4	Standard 1: Mission, Vision, and Core Values Effective leaders: c. Articulate, advocate, and cultivate core values that define the school's culture and stress the imperative of child-centered education; high expectations and student support; equity, inclusiveness, and social justice; openness, caring, and trust; and continuous improvement.	NaN	<ul style="list-style-type: none"> <li>■ 0 (NaN%) Distinguished</li> <li>■ 0 (NaN%) Accomplished</li> <li>■ 0 (NaN%) Emerging</li> <li>■ 0 (NaN%) Unsatisfactory</li> </ul>	
5	Standard 1: Mission, Vision, and Core Values Effective leaders: d. Strategically develop, implement, and evaluate actions to achieve the vision for the school.	NaN	<ul style="list-style-type: none"> <li>■ 0 (NaN%) Distinguished</li> <li>■ 0 (NaN%) Accomplished</li> <li>■ 0 (NaN%) Emerging</li> <li>■ 0 (NaN%) Unsatisfactory</li> </ul>	
6	Standard 1: Mission, Vision, and Core Values Effective leaders: e. Review the school's mission and vision and adjust them to changing expectations and opportunities for the school, and changing needs and situations of students.	NaN	<ul style="list-style-type: none"> <li>■ 0 (NaN%) Distinguished</li> <li>■ 0 (NaN%) Accomplished</li> <li>■ 0 (NaN%) Emerging</li> <li>■ 0 (NaN%) Unsatisfactory</li> </ul>	


Details				
No	Row	Average	Levels Of Achievement	Distribution
7	Standard 1: Mission, Vision, and Core Values Effective leaders:f. Develop shared understanding of and commitment to mission, vision, and core values within the school and the community.	NaN	<ul style="list-style-type: none"> <li>■ 0 (NaN%) Distinguished</li> <li>■ 0 (NaN%) Accomplished</li> <li>■ 0 (NaN%) Emerging</li> <li>■ 0 (NaN%) Unsatisfactory</li> </ul>	

8	Standard 1: Mission, Vision, and Core Values Effective leaders:g. Model and pursue the school’s mission, vision, and core values in all aspects of leadership.	NaN	<ul style="list-style-type: none"> <li>■ 0 (NaN%) Distinguished</li> <li>■ 0 (NaN%) Accomplished</li> <li>■ 0 (NaN%) Emerging</li> <li>■ 0 (NaN%) Unsatisfactory</li> </ul>	
9	Standard 2: Ethics and Professional Norms Effective leaders:	1	<ul style="list-style-type: none"> <li>■ 2 (100%) Distinguished</li> <li>■ 0 (0%) Accomplished</li> <li>■ 0 (0%) Emerging</li> <li>■ 0 (0%) Unsatisfactory</li> </ul>	
10	Standard 2: Ethics and Professional Norms Effective leaders: a. Act ethically and professionally in personal conduct, relationships with others, decision-making, stewardship of the school’s resources, and all aspects of school leadership.	NaN	<ul style="list-style-type: none"> <li>■ 0 (NaN%) Distinguished</li> <li>■ 0 (NaN%) Accomplished</li> <li>■ 0 (NaN%) Emerging</li> <li>■ 0 (NaN%) Unsatisfactory</li> </ul>	
11	Standard 2: Ethics and Professional Norms Effective leaders: b. Act according to and promote the professional norms of integrity, fairness, transparency, trust, collaboration, perseverance, learning, and continuous improvement.	NaN	<ul style="list-style-type: none"> <li>■ 0 (NaN%) Distinguished</li> <li>■ 0 (NaN%) Accomplished</li> <li>■ 0 (NaN%) Emerging</li> <li>■ 0 (NaN%) Unsatisfactory</li> </ul>	

Details				
No	Row	Average	Levels Of Achievement	Distribution
			<ul style="list-style-type: none"> <li>■ 0 (NaN%) Emerging</li> <li>■ 0 (NaN%) Unsatisfactory</li> </ul>	


















12	Standard 2: Ethics and Professional NormsEffective leaders:c. Place children at the center of education and accept responsibility for each student’s academic success and well-being.	NaN	 0 (NaN%) Distinguished 0 (NaN%) Accomplished 0 (NaN%) Emerging 0 (NaN%) Unsatisfactory	
13	Standard 2: Ethics and Professional NormsEffective leaders:d. Safeguard and promote the values of democracy, individual freedom and responsibility, equity, social justice, community, and diversity.	NaN	 0 (NaN%) Distinguished 0 (NaN%) Accomplished 0 (NaN%) Emerging 0 (NaN%) Unsatisfactory	
14	Standard 2: Ethics and Professional NormsEffective leaders:e. Lead with interpersonal and communication skill, social-emotional insight and understanding of all students’ and staff members’ backgrounds and cultures.	NaN	 0 (NaN%) Distinguished 0 (NaN%) Accomplished 0 (NaN%) Emerging 0 (NaN%) Unsatisfactory	
15	Standard 2: Ethics and Professional NormsEffective leaders:f. Provide moral direction for the school and promote ethical and professional behavior among faculty and staff.	NaN	 0 (NaN%) Distinguished 0 (NaN%) Accomplished 0 (NaN%) Emerging 0 (NaN%) Unsatisfactory	

Details				
No	Row	Average	Levels Of Achievement	Distribution

16	Standard 3: Equity and Cultural ResponsivenessEffective leaders:	1	<ul style="list-style-type: none"> <li>■ 2 (100%) Distinguished</li> <li>■ 0 (0%) Accomplished</li> <li>■ 0 (0%) Emerging</li> <li>■ 0 (0%) Unsatisfactory</li> </ul>	
17	Standard 3: Equity and Cultural ResponsivenessEffective leaders: a. Ensure that each student is treated fairly, respectfully, and with an understanding of each student's culture and context.	NaN	<ul style="list-style-type: none"> <li>■ 0 (NaN%) Distinguished</li> <li>■ 0 (NaN%) Accomplished</li> <li>■ 0 (NaN%) Emerging</li> <li>■ 0 (NaN%) Unsatisfactory</li> </ul>	
18	Standard 3: Equity and Cultural ResponsivenessEffective leaders:b. Recognize, respect, and employ each student's strengths, diversity, and culture as assets for teaching and learning.	NaN	<ul style="list-style-type: none"> <li>■ 0 (NaN%) Distinguished</li> <li>■ 0 (NaN%) Accomplished</li> <li>■ 0 (NaN%) Emerging</li> <li>■ 0 (NaN%) Unsatisfactory</li> </ul>	
19	Standard 3: Equity and Cultural ResponsivenessEffective leaders:c. Ensure that each student has equitable access to effective teachers, learning opportunities, academic and social support, and other resources necessary for success.	NaN	<ul style="list-style-type: none"> <li>■ 0 (NaN%) Distinguished</li> <li>■ 0 (NaN%) Accomplished</li> <li>■ 0 (NaN%) Emerging</li> <li>■ 0 (NaN%) Unsatisfactory</li> </ul>	
20	Standard 3: Equity and Cultural ResponsivenessEffective leaders: d. Develop student policies and address student misconduct in a positive, fair, and unbiased manner.	NaN	<ul style="list-style-type: none"> <li>■ 0 (NaN%) Distinguished</li> <li>■ 0 (NaN%) Accomplished</li> <li>■ 0 (NaN%) Emerging</li> <li>■ 0 (NaN%) Unsatisfactory</li> </ul>	

**Details**




No	Row	Average	Levels Of Achievement	Distribution
			Emerging  0 (NaN%) Unsatisfactory	
21	Standard 3: Equity and Cultural ResponsivenessEffective leaders: e. Confront and alter institutional biases of student marginalization, deficit-based schooling, and low expectations associated with race, class, culture and language, gender and sexual orientation, and disability or special status.	NaN	 0 (NaN%) Distinguished  0 (NaN%) Accomplished  0 (NaN%) Emerging  0 (NaN%) Unsatisfactory	
22	Standard 3: Equity and Cultural ResponsivenessEffective leaders: f. Promote the preparation of students to live productively in and contribute to the diverse cultural contexts of a global society.	NaN	 0 (NaN%) Distinguished  0 (NaN%) Accomplished  0 (NaN%) Emerging  0 (NaN%) Unsatisfactory	
23	Standard 3: Equity and Cultural ResponsivenessEffective leaders: g. Act with cultural competence and responsiveness in their interactions, decision making, and practice.	NaN	 0 (NaN%) Distinguished  0 (NaN%) Accomplished  0 (NaN%) Emerging  0 (NaN%) Unsatisfactory	
24	Standard 3: Equity and Cultural ResponsivenessEffective leaders: h. Address matters of equity and cultural responsiveness in all aspects of leadership.	NaN	 0 (NaN%) Distinguished  0 (NaN%) Accomplished  0 (NaN%) Emerging  0 (NaN%) Unsatisfactory	

Details				
No	Row	Average	Levels Of Achievement	Distribution
25	Standard 4: Curriculum, Instruction, and AssessmentEffective leaders:	0.75	<ul style="list-style-type: none"> <li>■ 0 (0%) Distinguished</li> <li>■ 2 (100%) Accomplished</li> <li>■ 0 (0%) Emerging</li> <li>■ 0 (0%) Unsatisfactory</li> </ul>	
26	Standard 4: Curriculum, Instruction, and AssessmentEffective leaders: a. Implement coherent systems of curriculum, instructions, and assessment that promote the mission, vision, and core values of the school, embody high expectations for student learning, align with academic standards, and are culturally responsive.	NaN	<ul style="list-style-type: none"> <li>■ 0 (NaN%) Distinguished</li> <li>■ 0 (NaN%) Accomplished</li> <li>■ 0 (NaN%) Emerging</li> <li>■ 0 (NaN%) Unsatisfactory</li> </ul>	
27	Standard 4: Curriculum, Instruction, and AssessmentEffective leaders: b. Align and focus systems of curriculum, instruction, and assessment within and across grade levels to promote student academic success, love of learning, the identities and habits of learners, and healthy sense of self.	NaN	<ul style="list-style-type: none"> <li>■ 0 (NaN%) Distinguished</li> <li>■ 0 (NaN%) Accomplished</li> <li>■ 0 (NaN%) Emerging</li> <li>■ 0 (NaN%) Unsatisfactory</li> </ul>	
28	Standard 4: Curriculum, Instruction, and AssessmentEffective leaders: c. Promote instructional practice that is consistent with knowledge of child learning and development, effective pedagogy, and the needs of each student.	NaN	<ul style="list-style-type: none"> <li>■ 0 (NaN%) Distinguished</li> <li>■ 0 (NaN%) Accomplished</li> <li>■ 0 (NaN%) Emerging</li> <li>■ 0 (NaN%) Unsatisfactory</li> </ul>	


29	Standard 4: Curriculum, Instruction, and Assessment Effective leaders: d. Ensure instructional practice that is intellectually challenging, authentic to student experiences, recognizes student strengths, and is differentiated and personalized.	NaN	<ul style="list-style-type: none"> <li>■ 0 (NaN%) Distinguished</li> <li>■ 0 (NaN%) Accomplished</li> <li>■ 0 (NaN%)</li> </ul>	
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Details				
No	Row	Average	Levels Of Achievement	Distribution
			Emerging ■ 0 (NaN%) Unsatisfactory	
30	Standard 4: Curriculum, Instruction, and Assessment Effective leaders: e. Promote the effective use of technology in the service of teaching and learning.	NaN	<ul style="list-style-type: none"> <li>■ 0 (NaN%) Distinguished</li> <li>■ 0 (NaN%) Accomplished</li> <li>■ 0 (NaN%) Emerging</li> <li>■ 0 (NaN%) Unsatisfactory</li> </ul>	
31	Standard 4: Curriculum, Instruction, and Assessment Effective leaders: f. Employ valid assessments that are consistent with knowledge of child learning and development and technical standards of measurement.	NaN	<ul style="list-style-type: none"> <li>■ 0 (NaN%) Distinguished</li> <li>■ 0 (NaN%) Accomplished</li> <li>■ 0 (NaN%) Emerging</li> <li>■ 0 (NaN%) Unsatisfactory</li> </ul>	
32	Standard 4: Curriculum, Instruction, and Assessment Effective leaders: g. Use assessment data appropriately and within technical limitations to monitor student progress and improve instruction.	NaN	<ul style="list-style-type: none"> <li>■ 0 (NaN%) Distinguished</li> <li>■ 0 (NaN%) Accomplished</li> <li>■ 0 (NaN%) Emerging</li> <li>■ 0 (NaN%) Unsatisfactory</li> </ul>	

33	Standard 5: Community of Care and Support for StudentsEffective leaders:	1	<ul style="list-style-type: none"> <li>■ 2 (100%) Distinguished</li> <li>■ 0 (0%) Accomplished</li> <li>■ 0 (0%) Emerging</li> <li>■ 0 (0%) Unsatisfactory</li> </ul>	
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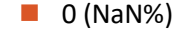
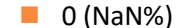
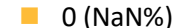

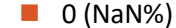
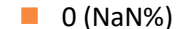
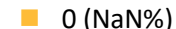
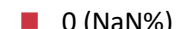
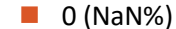
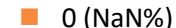
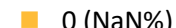
Details				
No	Row	Average	Levels Of Achievement	Distribution
34	Standard 5: Community of Care and Support for StudentsEffective leaders: a. Build and maintain a safe, caring, and healthy school environment that meets that the academic, social, emotional, and physical needs of each student.	NaN	<ul style="list-style-type: none"> <li>■ 0 (NaN%) Distinguished</li> <li>■ 0 (NaN%) Accomplished</li> <li>■ 0 (NaN%) Emerging</li> <li>■ 0 (NaN%) Unsatisfactory</li> </ul>	
35	Standard 5: Community of Care and Support for StudentsEffective leaders: b. Create and sustain a school environment in which each student is known, accepted and valued, trusted and respected, cared for, and encouraged to be an active and responsible member of the school community.	NaN	<ul style="list-style-type: none"> <li>■ 0 (NaN%) Distinguished</li> <li>■ 0 (NaN%) Accomplished</li> <li>■ 0 (NaN%) Emerging</li> <li>■ 0 (NaN%) Unsatisfactory</li> </ul>	
36	Standard 5: Community of Care and Support for StudentsEffective leaders: c. Provide coherent systems of academic and social supports, services, extracurricular activities, and accommodations to meet the range of learning needs of each student.	NaN	<ul style="list-style-type: none"> <li>■ 0 (NaN%) Distinguished</li> <li>■ 0 (NaN%) Accomplished</li> <li>■ 0 (NaN%) Emerging</li> <li>■ 0 (NaN%) Unsatisfactory</li> </ul>	


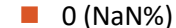
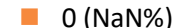
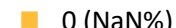
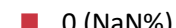
37	Standard 5: Community of Care and Support for StudentsEffective leaders: d. Promote adult-student, student=peer, and school-community relationships that value and support academic learning and positive social and emotional development.	NaN	<ul style="list-style-type: none"> <li>■ 0 (NaN%) Distinguished</li> <li>■ 0 (NaN%) Accomplished</li> <li>■ 0 (NaN%) Emerging</li> <li>■ 0 (NaN%) Unsatisfactory</li> </ul>	
38	Standard 5: Community of Care and Support for StudentsEffective leaders: e. Cultivate and reinforce student engagement in school and positive student conduct.	NaN	<ul style="list-style-type: none"> <li>■ 0 (NaN%) Distinguished</li> <li>■ 0 (NaN%) Accomplished</li> <li>■ 0 (NaN%) Emerging</li> </ul>	


Details				
No	Row	Average	Levels Of Achievement	Distribution
			<ul style="list-style-type: none"> <li>Emerging</li> <li>■ 0 (NaN%) Unsatisfactory</li> </ul>	
39	Standard 5: Community of Care and Support for StudentsEffective leaders: f. Infuse the school’s learning environment with the cultures and languages of the school’s community.	NaN	<ul style="list-style-type: none"> <li>■ 0 (NaN%) Distinguished</li> <li>■ 0 (NaN%) Accomplished</li> <li>■ 0 (NaN%) Emerging</li> <li>■ 0 (NaN%) Unsatisfactory</li> </ul>	
40	Standard 6: Professional Capacity of School PersonnelEffective leaders:	0.88	<ul style="list-style-type: none"> <li>■ 1 (50%) Distinguished</li> <li>■ 1 (50%) Accomplished</li> <li>■ 0 (0%) Emerging</li> <li>■ 0 (0%) Unsatisfactory</li> </ul>	

41	Standard 6: Professional Capacity of School Personnel Effective leaders: a. Recruit, hire, support, develop, and retain effective and caring teachers and other professional staff and form them into an educationally effective faculty.	NaN	<ul style="list-style-type: none"> <li>■ 0 (NaN%) Distinguished</li> <li>■ 0 (NaN%) Accomplished</li> <li>■ 0 (NaN%) Emerging</li> <li>■ 0 (NaN%) Unsatisfactory</li> </ul>	
42	Standard 6: Professional Capacity of School Personnel Effective leaders: b. Plan for and manage staff turnover and succession, providing opportunities for effective induction and mentoring of new personnel.	NaN	<ul style="list-style-type: none"> <li>■ 0 (NaN%) Distinguished</li> <li>■ 0 (NaN%) Accomplished</li> <li>■ 0 (NaN%) Emerging</li> <li>■ 0 (NaN%) Unsatisfactory</li> </ul>	

Details				
No	Row	Average	Levels Of Achievement	Distribution
43	Standard 6: Professional Capacity of School Personnel Effective leaders: c. Develop teachers' and staff members' professional knowledge, skills, and practice through differentiated opportunities for learning and growth, guided by understanding of professional and adult learning and development.	NaN	<ul style="list-style-type: none"> <li>■ 0 (NaN%) Distinguished</li> <li>■ 0 (NaN%) Accomplished</li> <li>■ 0 (NaN%) Emerging</li> <li>■ 0 (NaN%) Unsatisfactory</li> </ul>	
44	Standard 6: Professional Capacity of School Personnel Effective leaders: d. Foster continuous improvement of individual and collective instructional capacity to achieve outcomes envisioned for each student.	NaN	<ul style="list-style-type: none"> <li>■ 0 (NaN%) Distinguished</li> <li>■ 0 (NaN%) Accomplished</li> <li>■ 0 (NaN%) Emerging</li> <li>■ 0 (NaN%) Unsatisfactory</li> </ul>	

45	Standard 6: Professional Capacity of School Personnel Effective leaders: e. Deliver actionable feedback about instruction and other professional practice through valid, research-anchored systems of supervision and evaluation to support the development of teachers' and staff members' knowledge, skills, and practice.	NaN	   	
46	Standard 6: Professional Capacity of School Personnel Effective leaders: f. Empower and motivate teachers and staff to the highest levels of professional practice and to continuous learning and improvement.	NaN	   	
47	Standard 6: Professional Capacity of School Personnel Effective leaders: g. Develop the capacity, opportunities, and support for teacher leadership and leadership from other members of the school community.	NaN	  	

Details				
No	Row	Average	Levels Of Achievement	Distribution
				
48	Standard 6: Professional Capacity of School Personnel Effective leaders: h. Promote the personal and professional health, wellbeing, and work-life balance of faculty and staff.	NaN	   	


49	Standard 6: Professional Capacity of School Personnel Effective leaders: i. Tend to their own learning and effectiveness through reflection, study, and improvement, maintaining a healthy work-life balance.	NaN	<ul style="list-style-type: none"> <li>■ 0 (NaN%) Distinguished</li> <li>■ 0 (NaN%) Accomplished</li> <li>■ 0 (NaN%) Emerging</li> <li>■ 0 (NaN%) Unsatisfactory</li> </ul>	
50	Standard 7: Professional Community for Teachers and Staff Effective leaders:	1	<ul style="list-style-type: none"> <li>■ 2 (100%) Distinguished</li> <li>■ 0 (0%) Accomplished</li> <li>■ 0 (0%) Emerging</li> <li>■ 0 (0%) Unsatisfactory</li> </ul>	
51	Standard 7: Professional Community for Teachers and Staff Effective leaders: a. Develop workplace conditions for teachers and other professional staff that promote effective professional development, practice, and student learning.	NaN	<ul style="list-style-type: none"> <li>■ 0 (NaN%) Distinguished</li> <li>■ 0 (NaN%) Accomplished</li> <li>■ 0 (NaN%) Emerging</li> <li>■ 0 (NaN%) Unsatisfactory</li> </ul>	

Details				
No	Row	Average	Levels Of Achievement	Distribution
52	Standard 7: Professional Community for Teachers and Staff Effective leaders: b. Empower and entrust teachers and staff with collective responsibility for meeting the academic, social, emotional, and physical needs of each student, pursuant to the mission, vision, and core values of the school.	NaN	<ul style="list-style-type: none"> <li>■ 0 (NaN%) Distinguished</li> <li>■ 0 (NaN%) Accomplished</li> <li>■ 0 (NaN%) Emerging</li> <li>■ 0 (NaN%) Unsatisfactory</li> </ul>	



53	Standard 7: Professional Community for Teachers and StaffEffective leaders: c. Establish and sustain a professional culture of engagement and commitment to shared vision, goals, and objectives pertaining to the education of the whole child; high expectations for professional work; ethical and equitable practice; trust and open communication; collaboration, collective efficacy, and continuous individual and organizational learning and improvement.	NaN	<ul style="list-style-type: none"> <li>■ 0 (NaN%) Distinguished</li> <li>■ 0 (NaN%) Accomplished</li> <li>■ 0 (NaN%) Emerging</li> <li>■ 0 (NaN%) Unsatisfactory</li> </ul>	
54	Standard 7: Professional Community for Teachers and StaffEffective leaders: d. Promote mutual accountability among teachers and other professional staff for each student’s success and the effectiveness of the school as a whole.	NaN	<ul style="list-style-type: none"> <li>■ 0 (NaN%) Distinguished</li> <li>■ 0 (NaN%) Accomplished</li> <li>■ 0 (NaN%) Emerging</li> <li>■ 0 (NaN%) Unsatisfactory</li> </ul>	
55	Standard 7: Professional Community for Teachers and StaffEffective leaders: e. Develop and support open, productive, caring, and trusting working relationships among leaders, faculty, and staff to promote professional capacity and the improvement of practice.	NaN	<ul style="list-style-type: none"> <li>■ 0 (NaN%) Distinguished</li> <li>■ 0 (NaN%) Accomplished</li> <li>■ 0 (NaN%) Emerging</li> <li>■ 0 (NaN%) Unsatisfactory</li> </ul>	

Details				
No	Row	Average	Levels Of Achievement	Distribution
56	Standard 7: Professional Community for Teachers and StaffEffective leaders: f. Design and implement job-embedded and other opportunities for professional learning collaboratively with faculty and staff.	NaN	<ul style="list-style-type: none"> <li>■ 0 (NaN%) Distinguished</li> <li>■ 0 (NaN%) Accomplished</li> <li>■ 0 (NaN%) Emerging</li> <li>■ 0 (NaN%) Unsatisfactory</li> </ul>	

57	Standard 7: Professional Community for Teachers and Staff Effective leaders: g. Provide opportunities for collaborative examination of practice, collegial feedback, and collective learning.	NaN	<ul style="list-style-type: none"> <li>0 (NaN%) Distinguished</li> <li>0 (NaN%) Accomplished</li> <li>0 (NaN%) Emerging</li> <li>0 (NaN%) Unsatisfactory</li> </ul>	
58	Standard 7: Professional Community for Teachers and Staff Effective leaders: h. Encourage faculty-initiated improvement of programs and practices.	NaN	<ul style="list-style-type: none"> <li>0 (NaN%) Distinguished</li> <li>0 (NaN%) Accomplished</li> <li>0 (NaN%) Emerging</li> <li>0 (NaN%) Unsatisfactory</li> </ul>	
59	Standard 8: Meaningful Engagement of Families and Community Effective leaders:	1	<ul style="list-style-type: none"> <li>2 (100%) Distinguished</li> <li>0 (0%) Accomplished</li> <li>0 (0%) Emerging</li> <li>0 (0%) Unsatisfactory</li> </ul>	
60	Standard 8: Meaningful Engagement of Families and Community Effective leaders: a. Are approachable, accessible, and welcoming to families and members of the community.	NaN	<ul style="list-style-type: none"> <li>0 (NaN%) Distinguished</li> <li>0 (NaN%) Accomplished</li> <li>0 (NaN%) Emerging</li> <li>0 (NaN%) Unsatisfactory</li> </ul>	


Details				
No	Row	Average	Levels Of Achievement	Distribution
			<ul style="list-style-type: none"> <li>0 (NaN%) Emerging</li> <li>0 (NaN%) Unsatisfactory</li> </ul>	

61	Standard 8: Meaningful Engagement of Families and CommunityEffective leaders: b. Create and sustain positive, collaborative, and productive relationships with families and the community for the benefit of students.	NaN	 0 (NaN%) Distinguished 0 (NaN%) Accomplished 0 (NaN%) Emerging 0 (NaN%) Unsatisfactory	
62	Standard 8: Meaningful Engagement of Families and CommunityEffective leaders: c. Engage in regular and open two-way communication with families and the community about the school, students, needs, problems, and accomplishments.	NaN	 0 (NaN%) Distinguished 0 (NaN%) Accomplished 0 (NaN%) Emerging 0 (NaN%) Unsatisfactory	
63	Standard 8: Meaningful Engagement of Families and CommunityEffective leaders: d. Maintain a presence in the community to understand its strengths and needs, develop productive relationships, and engage its resources for the school.	NaN	 0 (NaN%) Distinguished 0 (NaN%) Accomplished 0 (NaN%) Emerging 0 (NaN%) Unsatisfactory	
64	Standard 8: Meaningful Engagement of Families and CommunityEffective leaders: e. Create means for the school community to partner with families to support student learning in and out of school.	NaN	 0 (NaN%) Distinguished 0 (NaN%) Accomplished 0 (NaN%) Emerging 0 (NaN%) Unsatisfactory	

Details				
No	Row	Average	Levels Of Achievement	Distribution

65	Standard 8: Meaningful Engagement of Families and Community Effective leaders: f. Understand, value, and employ the community's cultural, social, intellectual, and political resources to promote student learning and school improvement.	NaN	<ul style="list-style-type: none"> <li>■ 0 (NaN%) Distinguished</li> <li>■ 0 (NaN%) Accomplished</li> <li>■ 0 (NaN%) Emerging</li> <li>■ 0 (NaN%) Unsatisfactory</li> </ul>	
66	Standard 8: Meaningful Engagement of Families and Community Effective leaders: g. Develop and provide the school as a resource for families and the community.	NaN	<ul style="list-style-type: none"> <li>■ 0 (NaN%) Distinguished</li> <li>■ 0 (NaN%) Accomplished</li> <li>■ 0 (NaN%) Emerging</li> <li>■ 0 (NaN%) Unsatisfactory</li> </ul>	
67	Standard 8: Meaningful Engagement of Families and Community Effective leaders: h. Advocate for the school and district, and for the importance of education and student needs and priorities to families and the community.	NaN	<ul style="list-style-type: none"> <li>■ 0 (NaN%) Distinguished</li> <li>■ 0 (NaN%) Accomplished</li> <li>■ 0 (NaN%) Emerging</li> <li>■ 0 (NaN%) Unsatisfactory</li> </ul>	
68	Standard 8: Meaningful Engagement of Families and Community Effective leaders: i. Advocate publicly for the needs and priorities of students, families, and the community.	NaN	<ul style="list-style-type: none"> <li>■ 0 (NaN%) Distinguished</li> <li>■ 0 (NaN%) Accomplished</li> <li>■ 0 (NaN%) Emerging</li> <li>■ 0 (NaN%) Unsatisfactory</li> </ul>	
69	Standard 8: Meaningful Engagement of Families and Community Effective leaders: j. Build and sustain productive partnerships with public and private sectors to promote school improvement and student learning.	NaN	<ul style="list-style-type: none"> <li>■ 0 (NaN%) Distinguished</li> <li>■ 0 (NaN%) Accomplished</li> <li>■ 0 (NaN%) Emerging</li> </ul>	

**Details**


No	Row	Average	Levels Of Achievement	Distribution
			Emerging ■ 0 (NaN%) Unsatisfactory	
70	Standard 9: Operations and Management Effective leaders:	0.88	■ 1 (50%) Distinguished ■ 1 (50%) Accomplished ■ 0 (0%) Emerging ■ 0 (0%) Unsatisfactory	
71	Standard 9: Operations and Management Effective leaders: a. Institute, manage, and monitor operations and administrative systems that promote the mission and vision of the school.	NaN	■ 0 (NaN%) Distinguished ■ 0 (NaN%) Accomplished ■ 0 (NaN%) Emerging ■ 0 (NaN%) Unsatisfactory	
72	Standard 9: Operations and Management Effective leaders: b. Strategically manage staff resources, assigning and scheduling teachers and staff to roles and responsibilities that optimize their professional capacity to address each student's learning needs.	NaN	■ 0 (NaN%) Distinguished ■ 0 (NaN%) Accomplished ■ 0 (NaN%) Emerging ■ 0 (NaN%) Unsatisfactory	
73	Standard 9: Operations and Management Effective leaders: c. Seek, acquire, and manage fiscal, physical, and other resources to support curriculum, instruction, and assessment; student learning community; professional capacity and community; and family and community engagement.	NaN	■ 0 (NaN%) Distinguished ■ 0 (NaN%) Accomplished ■ 0 (NaN%) Emerging ■ 0 (NaN%) Unsatisfactory	

Details				
No	Row	Average	Levels Of Achievement	Distribution
74	Standard 9: Operations and Management Effective leaders: d. Are responsible, ethical, and accountable stewards of the school's monetary and non-monetary resources, engaging in effective budgeting and accounting practices.	NaN	<ul style="list-style-type: none"> <li>■ 0 (NaN%) Distinguished</li> <li>■ 0 (NaN%) Accomplished</li> <li>■ 0 (NaN%) Emerging</li> <li>■ 0 (NaN%) Unsatisfactory</li> </ul>	
75	Standard 9: Operations and Management Effective leaders: e. Protect teachers' and other staff members' work and learning from disruption.	NaN	<ul style="list-style-type: none"> <li>■ 0 (NaN%) Distinguished</li> <li>■ 0 (NaN%) Accomplished</li> <li>■ 0 (NaN%) Emerging</li> <li>■ 0 (NaN%) Unsatisfactory</li> </ul>	
76	Standard 9: Operations and Management Effective leaders: f. Employ technology to improve the quality and efficiency of operations and management.	NaN	<ul style="list-style-type: none"> <li>■ 0 (NaN%) Distinguished</li> <li>■ 0 (NaN%) Accomplished</li> <li>■ 0 (NaN%) Emerging</li> <li>■ 0 (NaN%) Unsatisfactory</li> </ul>	
77	Standard 9: Operations and Management Effective leaders: g. Develop and maintain data and communication systems to deliver actionable information for classroom and school improvement.	NaN	<ul style="list-style-type: none"> <li>■ 0 (NaN%) Distinguished</li> <li>■ 0 (NaN%) Accomplished</li> <li>■ 0 (NaN%) Emerging</li> <li>■ 0 (NaN%) Unsatisfactory</li> </ul>	

78	Standard 9: Operations and Management Effective leaders: h. Know, comply with, and help the school community understand local, state, and federal laws, rights, policies, and	NaN	<p>0 (NaN%) Distinguished</p> <p>0 (NaN%) Accomplished</p> <p>0 (NaN%)</p>	
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Details				
No	Row	Average	Levels Of Achievement	Distribution
	regulations so as to promote student success.		<p>Emerging</p> <p>0 (NaN%) Unsatisfactory</p>	
79	Standard 9: Operations and Management Effective leaders: i. Develop and manage relationships with feeder and connecting schools for enrollment management and curricular and instructional articulation.	NaN	<p>0 (NaN%) Distinguished</p> <p>0 (NaN%) Accomplished</p> <p>0 (NaN%) Emerging</p> <p>0 (NaN%) Unsatisfactory</p>	
80	Standard 9: Operations and Management Effective leaders: j. Develop and manage relationships with feeder and connecting schools for enrollment management and curricular instructional articulation.	NaN	<p>0 (NaN%) Distinguished</p> <p>0 (NaN%) Accomplished</p> <p>0 (NaN%) Emerging</p> <p>0 (NaN%) Unsatisfactory</p>	
81	Standard 9: Operations and Management Effective leaders: k. Develop and administer systems for fair and equitable management of conflict among students, faculty and staff, leaders, families, and community.	NaN	<p>0 (NaN%) Distinguished</p> <p>0 (NaN%) Accomplished</p> <p>0 (NaN%) Emerging</p> <p>0 (NaN%) Unsatisfactory</p>	

82	Standard 9: Operations and Management Effective leaders: I. Manage governance processes and internal and external politics toward achieving the school's mission and vision.	NaN	<ul style="list-style-type: none"> <li>■ 0 (NaN%) Distinguished</li> <li>■ 0 (NaN%) Accomplished</li> <li>■ 0 (NaN%) Emerging</li> <li>■ 0 (NaN%) Unsatisfactory</li> </ul>	
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Details				
No	Row	Average	Levels Of Achievement	Distribution
83	Standard 10: School Improvement Effective leaders:	1	<ul style="list-style-type: none"> <li>■ 2 (100%) Distinguished</li> <li>■ 0 (0%) Accomplished</li> <li>■ 0 (0%) Emerging</li> <li>■ 0 (0%) Unsatisfactory</li> </ul>	
84	Standard 10: School Improvement Effective leaders:a. Seek to make school more effective for each student, teachers and staff, families, and the community.	NaN	<ul style="list-style-type: none"> <li>■ 0 (NaN%) Distinguished</li> <li>■ 0 (NaN%) Accomplished</li> <li>■ 0 (NaN%) Emerging</li> <li>■ 0 (NaN%) Unsatisfactory</li> </ul>	
85	Standard 10: School Improvement Effective leaders:b. Use methods of continuous improvement to achieve the vision, fulfill the mission, and promote the core values of the school.	NaN	<ul style="list-style-type: none"> <li>■ 0 (NaN%) Distinguished</li> <li>■ 0 (NaN%) Accomplished</li> <li>■ 0 (NaN%) Emerging</li> <li>■ 0 (NaN%) Unsatisfactory</li> </ul>	



86	Standard 10: School ImprovementEffective leaders:c. Prepare the school and the community for improvement, promoting readiness, an imperative for improvement, instilling mutual commitment and accountability, and developing the knowledge, skills, and motivation to succeed in improvement.	NaN	<p>■ 0 (NaN%) Distinguished</p> <p>■ 0 (NaN%) Accomplished</p> <p>■ 0 (NaN%) Emerging</p> <p>■ 0 (NaN%) Unsatisfactory</p>	
87	Standard 10: School ImprovementEffective leaders:d. Engage others in an ongoing process of evidence-based inquiry, learning, strategic goal setting, planning, implementation, and evaluation for	NaN	<p>■ 0 (NaN%) Distinguished</p> <p>■ 0 (NaN%) Accomplished</p> <p>■ 0 (NaN%)</p>	

Details				
No	Row	Average	Levels Of Achievement	Distribution
	continuous school and classroom improvement.		<p>Emerging</p> <p>■ 0 (NaN%) Unsatisfactory</p>	
88	Standard 10: School ImprovementEffective leaders:e. Employ situationally-appropriate strategies for improvement, including transformational and incremental, adaptive approaches and attention to different phases of implementation.	NaN	<p>■ 0 (NaN%) Distinguished</p> <p>■ 0 (NaN%) Accomplished</p> <p>■ 0 (NaN%) Emerging</p> <p>■ 0 (NaN%) Unsatisfactory</p>	
89	Standard 10: School ImprovementEffective leaders:f. Assess and develop the capacity of staff to assess the value and applicability of emerging educational trends and the findings of research for the school and its improvement.	NaN	<p>■ 0 (NaN%) Distinguished</p> <p>■ 0 (NaN%) Accomplished</p> <p>■ 0 (NaN%) Emerging</p> <p>■ 0 (NaN%) Unsatisfactory</p>	

90	Standard 10: School ImprovementEffective leaders:g. Develop technically appropriate systems of data collection, management, analysis, and use, connecting as needed to the district office and external partners for support in planning, implementation, monitoring, feedback, and evaluation.	NaN	<p>0 (NaN%) Distinguished</p> <p>0 (NaN%) Accomplished</p> <p>0 (NaN%) Emerging</p> <p>0 (NaN%) Unsatisfactory</p>	
91	Standard 10: School ImprovementEffective leaders:h. Adopt a systems perspective and promote coherence among improvement efforts and all aspects of school organization, programs, and services.	NaN	<p>0 (NaN%) Distinguished</p> <p>0 (NaN%) Accomplished</p> <p>0 (NaN%) Emerging</p> <p>0 (NaN%) Unsatisfactory</p>	
Details				
No	Row	Average	Levels Of Achievement	Distribution
92	Standard 10: School ImprovementEffective leaders:i. Manage uncertainty, risk, competing initiatives, and politics of change with courage and perseverance, providing support and encouragement, and openly communicating the need for, process for, and outcomes of improvement efforts.	NaN	<p>0 (NaN%) Distinguished</p> <p>0 (NaN%) Accomplished</p> <p>0 (NaN%) Emerging</p> <p>0 (NaN%) Unsatisfactory</p>	
93	Standard 10: School ImprovementEffective leaders:j. Develop and promote leadership among teachers and staff for inquiry, experimentation and innovation, and initiating and implementing improvement.	NaN	<p>0 (NaN%) Distinguished</p> <p>0 (NaN%) Accomplished</p> <p>0 (NaN%) Emerging</p> <p>0 (NaN%) Unsatisfactory</p>	

**Data Summary:**

- The data reflects that the Leadership Candidates are successfully completing their 200 hours of field experiences at the school and at the school system level.

- The data reflects that the Leadership Candidates are mastering the state and national standards aligned with the Master of Arts in Education: Education Leadership program. Additionally, the AAQEP Evaluation Assessments indicate that our Instructional Coaches would recommend our Leadership Candidates for leadership positions.
- The data summary that was compiled for the AAQEP Self-Study based on the Completer Surveys, Employer Surveys, and Focus Group Surveys indicate that we have an opportunity to enhance the Cultural Competence standard in our program. The Cultural Competence Module in MEL-600: Systems Thinking for Educators was enhanced in Spring 2022. A meeting was held in April 2022 with the Director of the MEL program, the MEL-600 instructor, and the YWCA Cultural Diversity and Community Outreach Program Director. The meeting focused on including videos created by the Program Director that are currently used in schools to educate students about cultural competence in MEL-600. We also discussed including these videos in the Accelerated Certification for Teaching (ACT) program and the undergraduate curriculum.

#### **What is the greatest strength of the program?**

- The Master of Arts in Education: Education Leadership degree program offers working educators the opportunity to earn a master's degree in as little as one year in School and School System Leadership for Principal, Supervisor of Instruction, and Superintendent certification or Instructional Leadership for teacher leadership. The entire program is offered online. The program relies on experienced and committed instructors who are current or former school administrators. As part of this program, our Educator Residents undertake a one-year residency with administrators in their particular school districts.

#### **What criteria were achieved?**

- Leadership Candidates mastered the Professional Standards for Educational Leaders, the Standards of Professional Practice for West Virginia Superintendents, Principals, and Teacher Leaders (WV Policy 5800), and the National Educational Technology Standards for Administrators through their coursework, the 400 hours of residency experiences at the school and the school system level, and the portfolio.

#### **Any comparisons with the previous term's results? Are students improving?**

- Our Leadership Candidates are successfully completing the MEL program. They learn from some of the best educators in the state and region, from their Instructional Coaches, from their course instructors, and from each other. They gain a combination of classroom experience, mentoring, theory, and practical skills. Individuals accepted into this program must be self-directed and motivated learners. They receive support and feedback from colleagues to become part of a professional learning community.

**What steps/actions need to be implemented for the program improvement?**

- The Professional Standards for Educational Leaders have been updated; therefore, a Blackboard Resource Center for the Portfolio has been created to assist students with the updates.
- All course syllabi will be updated with the new Professional Standards for Educational Leaders.
- The rubric for the 2022 AAQEP Assessment 7: Portfolio will be updated in Summer 2022.

**Are those actions program-related or curriculum related?**

- These actions are both program-related and curriculum related.

**What areas in the student learning need to be improved?**

- The Blackboard Resource Center for the Portfolio will help our Educator Residents with the creation of their portfolios.
- The data summary that was compiled for the AAQEP Self-Study based on the Completer Surveys, Employer Surveys, and Focus Group Surveys indicate that we have an opportunity to enhance the Cultural Competence standard in our program. The Cultural Competence Module in MEL-600: Systems Thinking for Educators was enhanced in Spring 2022. A meeting was held in April 2022 with the Director of the MEL program, the MEL-600 instructor, and the YWCA Cultural Diversity and Community Outreach Program Director. The meeting focused on including videos created by the Program Director that are currently used in schools to educate students about cultural competence in MEL-600. We also discussed including these videos in the Accelerated Certification for Teaching (ACT) program and the undergraduate curriculum.

**What changes need to make to refine the assessment process?**

- The assessments for the MEL program were updated in Fall 2020 to align with our AAQEP accreditation requirements.
- The MEL rubrics were validated in the 2020-2021 school year.
- The creation of the Blackboard Resource Center for the Portfolio
- The rubric for the 2022 AAQEP Assessment 7: Portfolio will be updated in Summer 2022.

**Date of implementation.**

- Summer 2022

**MSN/FNP ASSESSMENT REPORT: FALL 2021**

Program MSN/FNP

Semester/Academic Year Fall/2021

Course Numbers MSN 531D-80, MSN 531C-80, MSN 532-80, MSN 566D-80, MSN 568C-80, MSN 569-80

Number of sections assessed 6

Program Goal **Outcome 2: *Demonstrates advanced communication skills with the individual as a person.***

Written Communication refers to the process of conveying a message through the written symbols. In other words, any message exchanged between two or more persons that make use of written words is called a written communication

Section B: Student Learning Outcomes Assessed

Context of and Purpose for Writing: *Outcome 1: Demonstrates advanced communication skills.*

Content Development: *Outcome 8: Assumes leadership roles that contribute to the delivery of nursing care.*

Genre and Disciplinary Conventions: *Outcome 4a: Assumes the role of the family nurse practitioner as a leader in the delivery of health in the primary care setting.*

Sources and Evidence: *Outcome 5: Contributes to the development of nursing knowledge and translates it into evidence-based practice.*

Control of Syntax and Mechanics: *Outcome 3: Demonstrates the use of advanced technologies.*

Section C: Assessment Method

**How did you measure each of the learning outcomes associated with your course?**

The Written Communication Value Rubric was used to measure the overall value of student performance in courses designed to include “Written Communication” content.

**List the measures (e.g., course material, assignments, tests, etc.) you used to assess the student learnings.**

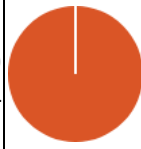

Synthesis of evidence assignment, case studies, H&P assignment, SOAPIE note, Ethical Issue paper.

**Data Interpretation:**

## Written Communication Value Rubric

Case Study 5

2021-12-14 - 2021-12-14

Courses Included							
Learning Activity	Course	Instructors	Enrollment	Evaluations	Percent	# Pass	% Pass
Case Study 5	2021FA Advanced Pharmacology (2021FA- MSN-532-80)	McClenathan, Emily;	8	Sources and Evidence	1	<div style="display: flex; flex-direction: column; align-items: flex-start;"> <div style="display: flex; align-items: center; margin-bottom: 5px;"> <span style="width: 10px; height: 10px; background-color: #E67E22; margin-right: 5px;"></span> 1 (100%)           </div> <div style="display: flex; align-items: center; margin-bottom: 5px;"> <span style="width: 10px; height: 10px; background-color: #F39C12; margin-right: 5px;"></span> 0 (0%)           </div> <div style="display: flex; align-items: center; margin-bottom: 5px;"> <span style="width: 10px; height: 10px; background-color: #F1C40F; margin-right: 5px;"></span> 0 (0%)           </div> <div style="display: flex; align-items: center; margin-bottom: 5px;"> <span style="width: 10px; height: 10px; background-color: #F08080; margin-right: 5px;"></span> 0 (0%)           </div> <div style="display: flex; align-items: center; margin-bottom: 5px;"> <span style="width: 10px; height: 10px; background-color: #34495E; margin-right: 5px;"></span> 0 (0%)           </div> </div> <div style="display: flex; flex-direction: column; align-items: flex-start; margin-top: 5px;"> <div style="margin-bottom: 5px;">Capstone - 4</div> <div style="margin-bottom: 5px;">Milestone - 3</div> <div style="margin-bottom: 5px;">Milestone - 2</div> <div style="margin-bottom: 5px;">Benchmark - 1</div> <div style="margin-bottom: 5px;">Substandard - 0</div> </div> 	
				Control of Syntax and Mechanics	1	<div style="display: flex; flex-direction: column; align-items: flex-start;"> <div style="display: flex; align-items: center; margin-bottom: 5px;"> <span style="width: 10px; height: 10px; background-color: #E67E22; margin-right: 5px;"></span> 1 (100%)           </div> <div style="display: flex; align-items: center; margin-bottom: 5px;"> <span style="width: 10px; height: 10px; background-color: #F39C12; margin-right: 5px;"></span> 0 (0%)           </div> <div style="display: flex; align-items: center; margin-bottom: 5px;"> <span style="width: 10px; height: 10px; background-color: #F1C40F; margin-right: 5px;"></span> 0 (0%)           </div> <div style="display: flex; align-items: center; margin-bottom: 5px;"> <span style="width: 10px; height: 10px; background-color: #F08080; margin-right: 5px;"></span> 0 (0%)           </div> <div style="display: flex; align-items: center; margin-bottom: 5px;"> <span style="width: 10px; height: 10px; background-color: #34495E; margin-right: 5px;"></span> 0 (0%)           </div> </div> <div style="display: flex; flex-direction: column; align-items: flex-start; margin-top: 5px;"> <div style="margin-bottom: 5px;">Capstone - 4</div> <div style="margin-bottom: 5px;">Milestone - 3</div> <div style="margin-bottom: 5px;">Milestone - 2</div> <div style="margin-bottom: 5px;">Benchmark - 1</div> <div style="margin-bottom: 5px;">Substandard - 0</div> </div> 	

Summary Statistics		
Scored Evaluations1	# Pass1	Mean Score4.75
Rows5	% Pass100	Median Score4.75
Possible Item Scores5	Highest Score4.75	Std Dev0
Actual Item Scores5	Lowest Score4.75	KR(20) / Cronbach AlphaNaN

Details				
No	Row	Average	Levels Of Achievement	Distribution
1	Context of and Purpose for Writing	1	<ul style="list-style-type: none"> <li>■ 1 (100%) Capstone - 4</li> <li>■ 0 (0%) Milestone - 3</li> <li>■ 0 (0%) Milestone - 2</li> <li>■ 0 (0%) Benchmark - 1</li> <li>■ 0 (0%) Substandard - 0</li> </ul>	
2	Content Development	0.75	<ul style="list-style-type: none"> <li>■ 0 (0%) Capstone - 4</li> <li>■ 1 (100%) Milestone - 3</li> <li>■ 0 (0%) Milestone - 2</li> <li>■ 0 (0%) Benchmark - 1</li> <li>■ 0 (0%) Substandard - 0</li> </ul>	
3	Genre and Disciplinary Conventions	1	<ul style="list-style-type: none"> <li>■ 1 (100%) Capstone - 4</li> <li>■ 0 (0%) Milestone - 3</li> <li>■ 0 (0%) Milestone - 2</li> <li>■ 0 (0%) Benchmark - 1</li> <li>■ 0 (0%) Substandard - 0</li> </ul>	
4				
5				

## PEG - Written Communication Value Rubric

SOAPIE Note 1

2021-11-27 - 2021-12-12

Courses Included							
Learning Activity	Course	Instructors	Enrollment	Evaluations	Percent	# Pass	% Pass

SOAPIE Note 1	2021FA APN:PC of the Aging Adult (2021FA- MSN-568C-80)	Myndresku, Silvia	7	2	28.57	2	100
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Summary Statistics		
Scored Evaluations2	# Pass2	Mean Score5
Rows5	% Pass100	Median Score5
Possible Item Scores10	Highest Score5	Std Dev0
Actual Item Scores10	Lowest Score5	KR(20) / Cronbach AlphaNaN

Details				
No	Row	Average	Levels Of Achievement	Distribution
1	Context of and Purpose for Writing	1	<ul style="list-style-type: none"> <li>2 (100%) Capstone - 4</li> <li>0 (0%) Milestone - 3</li> <li>0 (0%) Milestone - 2</li> <li>0 (0%) Benchmark - 1</li> <li>0 (0%) Substandard - 0</li> </ul>	
2	Content Development	1	<ul style="list-style-type: none"> <li>2 (100%) Capstone - 4</li> <li>0 (0%) Milestone - 3</li> <li>0 (0%) Milestone - 2</li> <li>0 (0%) Benchmark - 1</li> <li>0 (0%) Substandard - 0</li> </ul>	
3	Genre and Disciplinary Conventions	1	<ul style="list-style-type: none"> <li>2 (100%) Capstone - 4</li> <li>0 (0%) Milestone - 3</li> <li>0 (0%) Milestone - 2</li> <li>0 (0%) Benchmark - 1</li> <li>0 (0%) Substandard - 0</li> </ul>	
4	Sources and Evidence	1	<ul style="list-style-type: none"> <li>2 (100%) Capstone - 4</li> <li>0 (0%) Milestone - 3</li> <li>0 (0%) Milestone - 2</li> <li>0 (0%) Benchmark - 1</li> <li>0 (0%) Substandard - 0</li> </ul>	
5	Control of Syntax and Mechanics	1	<ul style="list-style-type: none"> <li>2 (100%) Capstone - 4</li> <li>0 (0%) Milestone - 3</li> <li>0 (0%) Milestone - 2</li> <li>0 (0%) Benchmark - 1</li> <li>0 (0%) Substandard - 0</li> </ul>	

## PEG - Written Communication Value Rubric

Case Study 2




2021-11-13 - 2021-11-30

Courses Included							
Learning Activity	Course	Instructors	Enrollment	Evaluations	Percent	# Pass	% Pass
Case Study 2	2021FA Advanced Health Assessment (2021FA-MSN-531D-80)	Fahey, Karen	8	7	87.5	6	85.71

Summary Statistics		
Scored Evaluations7	# Pass6	Mean Score4.57
Rows5	% Pass85.71	Median Score5
Possible Item Scores35	Highest Score5	Std Dev0.76
Actual Item Scores35	Lowest Score2.75	KR(20) / Cronbach Alpha0.66

Details				
No	Row	Average	Levels Of Achievement	Distribution
1	Context of and Purpose for Writing	0.86	<ul style="list-style-type: none"> <li>4 (57.1%) Capstone - 4</li> <li>2 (28.6%) Milestone - 3</li> <li>1 (14.3%) Milestone - 2</li> <li>0 (0%) Benchmark - 1</li> <li>0 (0%) Substandard - 0</li> </ul>	
2	Content Development	1	<ul style="list-style-type: none"> <li>7 (100%) Capstone - 4</li> <li>0 (0%) Milestone - 3</li> <li>0 (0%) Milestone - 2</li> <li>0 (0%) Benchmark - 1</li> <li>0 (0%) Substandard - 0</li> </ul>	
3	Genre and Disciplinary Conventions	1	<ul style="list-style-type: none"> <li>7 (100%) Capstone - 4</li> <li>0 (0%) Milestone - 3</li> <li>0 (0%) Milestone - 2</li> <li>0 (0%) Benchmark - 1</li> <li>0 (0%) Substandard - 0</li> </ul>	
4	Sources and Evidence	0.86	<ul style="list-style-type: none"> <li>6 (85.7%) Capstone - 4</li> <li>0 (0%) Milestone - 3</li> <li>0 (0%) Milestone - 2</li> <li>0 (0%) Benchmark - 1</li> <li>1 (14.3%) Substandard - 0</li> </ul>	

5		0.86	<ul style="list-style-type: none"> <li>■ 6 (85.7%) Capstone - 4</li> <li>■ 0 (0%) Milestone - 3</li> <li>■ 0 (0%) Milestone - 2</li> <li>■ 0 (0%) Benchmark - 1</li> <li>■ 1 (14.3%) Substandard - 0</li> </ul>	
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## PEG - Written Communication Value Rubric



11 Synthesis of Evidence Assignment

2021-11-23 - 2021-11-23

Courses Included							
Learning Activity	Course	Instructors	Enrollment	Evaluations	Percent	# Pass	% Pass
11 Synthesis of Evidence Assignment	2021FA Nursing Research I (2021FA-MSN-501-80)	Lohri-Posey, Brenda	2	1	50	1	100

Summary Statistics		
Scored Evaluations1	# Pass1	Mean Score4.5
Rows5	% Pass100	Median Score4.5
Possible Item Scores5	Highest Score4.5	Std Dev0
Actual Item Scores5	Lowest Score4.5	KR(20) / Cronbach AlphaNaN

Details				
No	Row	Average	Levels Of Achievement	Distribution
1	Context of and Purpose for Writing	1	<ul style="list-style-type: none"> <li>■ 1 (100%) Capstone - 4</li> <li>■ 0 (0%) Milestone - 3</li> <li>■ 0 (0%) Milestone - 2</li> <li>■ 0 (0%) Benchmark - 1</li> <li>■ 0 (0%) Substandard - 0</li> </ul>	
2	Content Development	1	<ul style="list-style-type: none"> <li>■ 1 (100%) Capstone - 4</li> <li>■ 0 (0%) Milestone - 3</li> <li>■ 0 (0%) Milestone - 2</li> <li>■ 0 (0%) Benchmark - 1</li> <li>■ 0 (0%) Substandard - 0</li> </ul>	
3	Genre and Disciplinary Conventions	0.75	<ul style="list-style-type: none"> <li>■ 0 (0%) Capstone - 4</li> <li>■ 1 (100%) Milestone - 3</li> <li>■ 0 (0%) Milestone - 2</li> <li>■ 0 (0%) Benchmark - 1</li> <li>■ 0 (0%) Substandard - 0</li> </ul>	

4	Sources and Evidence	0.75	<ul style="list-style-type: none"> <li>0 (0%) Capstone - 4</li> <li>1 (100%) Milestone - 3</li> <li>0 (0%) Milestone - 2</li> <li>0 (0%) Benchmark - 1</li> <li>0 (0%) Substandard - 0</li> </ul>	
5	Control of Syntax and Mechanics	1	<ul style="list-style-type: none"> <li>1 (100%) Capstone - 4</li> <li>0 (0%) Milestone - 3</li> <li>0 (0%) Milestone - 2</li> <li>0 (0%) Benchmark - 1</li> <li>0 (0%) Substandard - 0</li> </ul>	



## PEG - Written Communication Value Rubric

PEG Written Communication

2021-11-13 - 2021-11-13

Courses Included							
Learning Activity	Course	Instructors	Enrollment	Evaluations	Percent	# Pass	% Pass
DB1	2021FA Advanced Practice Role Seminar (2021FA-MSN-569-80)	Fahey, Karen	2	2	100	2	100

Summary Statistics		
Scored Evaluations	2	# Pass 2
Rows	5	% Pass 100
Possible Item Scores	10	Highest Score 5
Actual Item Scores	10	Lowest Score 4.5
		Mean Score 4.75
		Median Score 4.5
		Std Dev 0.25
		KR(20) / Cronbach Alpha 0

Details				
No	Row	Average	Levels Of Achievement	Distribution
1	Context of and Purpose for Writing	1	<ul style="list-style-type: none"> <li>2 (100%) Capstone - 4</li> <li>0 (0%) Milestone - 3</li> <li>0 (0%) Milestone - 2</li> <li>0 (0%) Benchmark - 1</li> <li>0 (0%) Substandard - 0</li> </ul>	
2	Content Development	1	<ul style="list-style-type: none"> <li>2 (100%) Capstone - 4</li> <li>0 (0%) Milestone - 3</li> <li>0 (0%) Milestone - 2</li> <li>0 (0%) Benchmark - 1</li> <li>0 (0%) Substandard - 0</li> </ul>	

3	Genre and Disciplinary Conventions	1	<ul style="list-style-type: none"> <li>■ 2 (100%) Capstone - 4</li> <li>■ 0 (0%) Milestone - 3</li> <li>■ 0 (0%) Milestone - 2</li> <li>■ 0 (0%) Benchmark - 1</li> <li>■ 0 (0%) Substandard - 0</li> </ul>	
4	Sources and Evidence	1	<ul style="list-style-type: none"> <li>■ 2 (100%) Capstone - 4</li> <li>■ 0 (0%) Milestone - 3</li> <li>■ 0 (0%) Milestone - 2</li> <li>■ 0 (0%) Benchmark - 1</li> <li>■ 0 (0%) Substandard - 0</li> </ul>	
5	Control of Syntax and Mechanics	0.75	<ul style="list-style-type: none"> <li>■ 1 (50%) Capstone - 4</li> <li>■ 0 (0%) Milestone - 3</li> <li>■ 1 (50%) Milestone - 2</li> <li>■ 0 (0%) Benchmark - 1</li> <li>■ 0 (0%) Substandard - 0</li> </ul>	

## PEG - Written Communication Value Rubric

Well Visit Comprehensive H&P

2021-12-14 - 2021-12-14

Courses Included							
Learning Activity	Course	Instructors	Enrollment	Evaluations	Percent	# Pass	% Pass
Well Visit Comprehensive H&P	2021FA APN:PC of Reproductive Health (2021FA-MSN-566C-80)	Fahey, Karen; Buckenmeyer, Summer; Buckenmeyer, Summer	4	2	50	2	100

Summary Statistics		
Scored Evaluations2	# Pass2	Mean Score4.25
Rows5	% Pass100	Median Score3.5
Possible Item Scores10	Highest Score5	Std Dev0.75
Actual Item Scores9	Lowest Score3.5	KR(20) / Cronbach Alpha1.11

Details				
No	Row	Average	Levels Of Achievement	Distribution

1	Context and Purpose for Writing	1	<ul style="list-style-type: none"> <li>■ 2 (100%) Capstone - 4</li> <li>■ 0 (0%) Milestone - 3</li> <li>■ 0 (0%) Milestone - 2</li> <li>■ 0 (0%) Benchmark - 1</li> <li>■ 0 (0%) Substandard - 0</li> </ul>	
2	Content Development	1	<ul style="list-style-type: none"> <li>■ 2 (100%) Capstone - 4</li> <li>■ 0 (0%) Milestone - 3</li> <li>■ 0 (0%) Milestone - 2</li> <li>■ 0 (0%) Benchmark - 1</li> <li>■ 0 (0%) Substandard - 0</li> </ul>	
3	Genre and Disciplinary Conventions	1	<ul style="list-style-type: none"> <li>■ 2 (100%) Capstone - 4</li> <li>■ 0 (0%) Milestone - 3</li> <li>■ 0 (0%) Milestone - 2</li> <li>■ 0 (0%) Benchmark - 1</li> <li>■ 0 (0%) Substandard - 0</li> </ul>	
4	Sources and Evidence	0.75	<ul style="list-style-type: none"> <li>■ 1 (50%) Capstone - 4</li> <li>■ 0 (0%) Milestone - 3</li> <li>■ 1 (50%) Milestone - 2</li> <li>■ 0 (0%) Benchmark - 1</li> <li>■ 0 (0%) Substandard - 0</li> </ul>	
5	Control of Syntax and Mechanics	1	<ul style="list-style-type: none"> <li>■ 1 (100%) Capstone - 4</li> <li>■ 0 (0%) Milestone - 3</li> <li>■ 0 (0%) Milestone - 2</li> <li>■ 0 (0%) Benchmark - 1</li> <li>■ 0 (0%) Substandard - 0</li> </ul>	

## PEG - Written Communication Value Rubric






Shoulder Dystocia Case Study 2

2021-11-13 - 2021-11-13

Courses Included							
Learning Activity	Course	Instructors	Enrollment	Evaluations	Percent	# Pass	% Pass
Shoulder Dystocia Case Study 2	2021FA APN:PC of Reproductive Health (2021FA-MSN-566D-80)	Fahey, Karen	5	4	80	4	100

Summary Statistics		
Scored Evaluations	4	# Pass 4
Rows	5	% Pass 100
		Mean Score 4.75
		Median Score 4.75

Possible Item Scores20	Highest Score5	Std Dev0.31
Actual Item Scores20	Lowest Score4.25	KR(20) / Cronbach Alpha0.73

Details				
No	Row	Average	Levels Of Achievement	Distribution
1	Context and Purpose for Writing	0.94	<ul style="list-style-type: none"> <li>3 (75%) Capstone - 4</li> <li>1 (25%) Milestone - 3</li> <li>0 (0%) Milestone - 2</li> <li>0 (0%) Benchmark - 1</li> <li>0 (0%) Substandard - 0</li> </ul>	
2	Content Development	0.94	<ul style="list-style-type: none"> <li>3 (75%) Capstone - 4</li> <li>1 (25%) Milestone - 3</li> <li>0 (0%) Milestone - 2</li> <li>0 (0%) Benchmark - 1</li> <li>0 (0%) Substandard - 0</li> </ul>	
3	Genre and Disciplinary Conventions	1	<ul style="list-style-type: none"> <li>4 (100%) Capstone - 4</li> <li>0 (0%) Milestone - 3</li> <li>0 (0%) Milestone - 2</li> <li>0 (0%) Benchmark - 1</li> <li>0 (0%) Substandard - 0</li> </ul>	
4	Sources and Evidence	1	<ul style="list-style-type: none"> <li>4 (100%) Capstone - 4</li> <li>0 (0%) Milestone - 3</li> <li>0 (0%) Milestone - 2</li> <li>0 (0%) Benchmark - 1</li> <li>0 (0%) Substandard - 0</li> </ul>	
5	Control of Syntax and Mechanics	0.88	<ul style="list-style-type: none"> <li>2 (50%) Capstone - 4</li> <li>2 (50%) Milestone - 3</li> <li>0 (0%) Milestone - 2</li> <li>0 (0%) Benchmark - 1</li> <li>0 (0%) Substandard - 0</li> </ul>	

### What is the greatest strength of the program?

The strength of the program was achieving milestones or capstones in every course.

### Any comparisons with the previous term's results? Are students improving?

The students in the Fall Semester 2021 students in the Spring Semester 2021.

Section E: Future Actions/Program Improvement Plan

### What steps/actions need to be implemented for the program improvement?

Be sure all faculty insert the Written Communication Assessment rubric in each course and that they complete the rubric as directed.

**Are those actions program-related or curriculum related?**

These actions are program-related

**What areas in the student learning need to be improved?**

It would be ideal for all students to achieve milestones especially at the end of the program.

**What changes need to make to refine the assessment process?**

All faculty should have training on how to complete the communication assessment rubrics.

**Date of implementation.**

Fall Semester 2022

## MSN/FNP ASSESSMENT REPORT: SPRING 2022

### Section A: Introduction/Background

Program: MSN (Master of Nursing)/FNP (Family Nurse Practitioner)

Semester/Academic Year: Spring 2022

Course Numbers: MSN 500-80, 525-80, 531D-80, 531C-81, 532-80, 565D-80, 567D-80, 567D-81, 567C-80, 81, 82, 569-80

Number of sections assessed: 12

Program Goal: The goals of the Department of Nursing for the Graduate Division are to prepare registered nurses for professional leadership in advanced practice roles and to contribute to the development of nursing and healthcare knowledge.

### Section B: Student Learning Outcomes Assessed

Context of and Purpose for Writing: Students were able to analyze subjective and objective data using a problem-solving approach to diagnose and communicate data.

Content Development: Students were able to distinguish information from the history and physical examination to plan and manage illnesses.

Genre and Disciplinary Conventions: Students were able to identify the role of the nurse practitioner in the healthcare system.

Sources and Evidence: Students were able to identify sources of evidence.

Control of Syntax and Mechanics: Students were able to control syntax and mechanics by use of the APA manual.

### Section C: Assessment Method

### How did you measure each of the learning outcomes associated with your course?

The Written Communication Value Rubric was used to measure the overall value of student performance in courses designed to include written communication content.

### List the measures (e.g., course material, assignments, tests, etc.) you used to assess the student learnings:

rubrics were used to measure student outcomes on Case Studies, Histories and Physicals, SOAPIE Notes, Discussion Boards, Healthcare Delivery and Management papers, and Nursing Theorist papers.

Data Interpretation:



## PEG - Written Communication Value Rubric

PEG - Written Communication Value Rubric

2022-04-20 - 2022-04-20

Courses Included							
Learning Activity	Course	Instructors	Enrollment	Evaluations	Percent	# Pass	% Pass
PEG - Written Communication Value Rubric	2022SP Advanced Health Assessment (2022SP-MSN-531D-80)	Fahey, Karen	5	5	100	5	100

Summary Statistics		
Scored Evaluations5	# Pass5	Mean Score4.8
Rows5	% Pass100	Median Score5
Possible Item Scores25	Highest Score5	Std Dev0.4
Actual Item Scores25	Lowest Score4	KR(20) / Cronbach Alpha0

Details				
No	Row	Average	Levels Of Achievement	Distribution
1	Context of and Purpose for Writing	1	<ul style="list-style-type: none"> <li>■ 5 (100%) Capstone - 4</li> <li>■ 0 (0%) Milestone - 3</li> <li>■ 0 (0%) Milestone - 2</li> <li>■ 0 (0%) Benchmark - 1</li> <li>■ 0 (0%) Substandard - 0</li> </ul>	
2	Content Development	1	<ul style="list-style-type: none"> <li>■ 5 (100%) Capstone - 4</li> <li>■ 0 (0%) Milestone - 3</li> <li>■ 0 (0%) Milestone - 2</li> <li>■ 0 (0%) Benchmark - 1</li> <li>■ 0 (0%) Substandard - 0</li> </ul>	



3	Genre and Disciplinary Conventions	1	<ul style="list-style-type: none"> <li>■ 5 (100%) Capstone - 4</li> <li>■ 0 (0%) Milestone - 3</li> <li>■ 0 (0%) Milestone - 2</li> <li>■ 0 (0%) Benchmark - 1</li> <li>■ 0 (0%) Substandard - 0</li> </ul>	
4	Sources and Evidence	0.8	<ul style="list-style-type: none"> <li>■ 4 (80%) Capstone - 4</li> <li>■ 0 (0%) Milestone - 3</li> <li>■ 0 (0%) Milestone - 2</li> <li>■ 0 (0%) Benchmark - 1</li> <li>■ 1 (20%) Substandard - 0</li> </ul>	
5	Control of Syntax and Mechanics	1	<ul style="list-style-type: none"> <li>■ 5 (100%) Capstone - 4</li> <li>■ 0 (0%) Milestone - 3</li> <li>■ 0 (0%) Milestone - 2</li> <li>■ 0 (0%) Benchmark - 1</li> <li>■ 0 (0%) Substandard - 0</li> </ul>	

PEG - Written Communication Value Rubric  
2022-04-20 - 2022-04-20

Courses Included							
Learning Activity	Course	Instructors	Enrollment	Evaluations	Percent	# Pass	% Pass
PEG - Written Communication Value Rubric	2022SP Advance Health Assessment Clin (2022SP-MSN-531C-81)	Fahey, Karen	5	4	80	4	100

Summary Statistics		
Scored Evaluations4	# Pass4	Mean Score5
Rows5	% Pass100	Median Score5
Possible Item Scores20	Highest Score5	Std Dev0
Actual Item Scores20	Lowest Score5	KR(20) / Cronbach AlphaNaN

Details				
No	Row	Average	Levels Of Achievement	Distribution
1	Context of and Purpose for Writing	1	<ul style="list-style-type: none"> <li>■ 4 (100%) Capstone - 4</li> <li>■ 0 (0%) Milestone - 3</li> <li>■ 0 (0%) Milestone - 2</li> <li>■ 0 (0%) Benchmark - 1</li> <li>■ 0 (0%) Substandard - 0</li> </ul>	

2	Course Development	1	<ul style="list-style-type: none"> <li>■ 4 (100%) Capstone - 4</li> <li>■ 0 (0%) Milestone - 3</li> <li>■ 0 (0%) Milestone - 2</li> <li>■ 0 (0%) Benchmark - 1</li> <li>■ 0 (0%) Substandard - 0</li> </ul>	
3	Genre and Disciplinary Conventions	1	<ul style="list-style-type: none"> <li>■ 4 (100%) Capstone - 4</li> <li>■ 0 (0%) Milestone - 3</li> <li>■ 0 (0%) Milestone - 2</li> <li>■ 0 (0%) Benchmark - 1</li> <li>■ 0 (0%) Substandard - 0</li> </ul>	
4	Sources and Evidence	1	<ul style="list-style-type: none"> <li>■ 4 (100%) Capstone - 4</li> <li>■ 0 (0%) Milestone - 3</li> <li>■ 0 (0%) Milestone - 2</li> <li>■ 0 (0%) Benchmark - 1</li> <li>■ 0 (0%) Substandard - 0</li> </ul>	
5	Control of Syntax and Mechanics	1	<ul style="list-style-type: none"> <li>■ 4 (100%) Capstone - 4</li> <li>■ 0 (0%) Milestone - 3</li> <li>■ 0 (0%) Milestone - 2</li> <li>■ 0 (0%) Benchmark - 1</li> <li>■ 0 (0%) Substandard - 0</li> </ul>	

## PEG - Written Communication Value Rubric

PEG - Written Communication Value Rubric

2022-04-21 - 2022-04-21

Courses Included							
Learning Activity	Course	Instructors	Enrollment	Evaluations	Percent	# Pass	% Pass
PEG - Written Communication Value Rubric	2022SP Health Care Deliver Sys & Econ (2022SP-MSN-525-80)	Lohri-Posey, Brenda	13	1	7.69	1	100

Summary Statistics		
Scored Evaluations1	# Pass1	Mean Score4.25
Rows5	% Pass100	Median Score4.25
Possible Item Scores5	Highest Score4.25	Std Dev0
Actual Item Scores5	Lowest Score4.25	KR(20) / Cronbach AlphaNaN

Details				
No	Row	Average	Levels Of Achievement	Distribution
1	Context of and Purpose for Writing	1	<ul style="list-style-type: none"> <li>■ 1 (100%) Capstone - 4</li> <li>■ 0 (0%) Milestone - 3</li> <li>■ 0 (0%) Milestone - 2</li> <li>■ 0 (0%) Benchmark - 1</li> <li>■ 0 (0%) Substandard - 0</li> </ul>	
2	Content Development	0.75	<ul style="list-style-type: none"> <li>■ 0 (0%) Capstone - 4</li> <li>■ 1 (100%) Milestone - 3</li> <li>■ 0 (0%) Milestone - 2</li> <li>■ 0 (0%) Benchmark - 1</li> <li>■ 0 (0%) Substandard - 0</li> </ul>	
3	Genre and Disciplinary Conventions	0.75	<ul style="list-style-type: none"> <li>■ 0 (0%) Capstone - 4</li> <li>■ 1 (100%) Milestone - 3</li> <li>■ 0 (0%) Milestone - 2</li> <li>■ 0 (0%) Benchmark - 1</li> <li>■ 0 (0%) Substandard - 0</li> </ul>	
4	Sources and Evidence	0.75	<ul style="list-style-type: none"> <li>■ 0 (0%) Capstone - 4</li> <li>■ 1 (100%) Milestone - 3</li> <li>■ 0 (0%) Milestone - 2</li> <li>■ 0 (0%) Benchmark - 1</li> <li>■ 0 (0%) Substandard - 0</li> </ul>	
5	Control of Syntax and Mechanics	1	<ul style="list-style-type: none"> <li>■ 1 (100%) Capstone - 4</li> <li>■ 0 (0%) Milestone - 3</li> <li>■ 0 (0%) Milestone - 2</li> <li>■ 0 (0%) Benchmark - 1</li> <li>■ 0 (0%) Substandard - 0</li> </ul>	

## PEG - Written Communication Value Rubric

PEG - Written Communication Value Rubric

2022-04-24 - 2022-04-24

Courses Included							
Learning Activity	Course	Instructors	Enrollment	Evaluations	Percent	# Pass	% Pass
PEG - Written Communication Value Rubric	2022SP Advanced Pharmacology (2022SP-MSN-532-80)	McClenathan, Emily	7	3	42.86	3	100

Summary Statistics		
Scored Evaluations3	# Pass3	Mean Score4.92
Rows5	% Pass100	Median Score5
Possible Item Scores15	Highest Score5	Std Dev0.12
Actual Item Scores15	Lowest Score4.75	KR(20) / Cronbach Alpha0

Details				
No	Row	Average	Levels Of Achievement	Distribution
1	Context of and Purpose for Writing	1	<ul style="list-style-type: none"> <li>■ 3 (100%) Capstone - 4</li> <li>■ 0 (0%) Milestone - 3</li> <li>■ 0 (0%) Milestone - 2</li> <li>■ 0 (0%) Benchmark - 1</li> <li>■ 0 (0%) Substandard - 0</li> </ul>	
2	Content Development	0.92 <sup>3</sup>	<ul style="list-style-type: none"> <li>■ 2 (66.7%) Capstone - 4</li> <li>■ 1 (33.3%) Milestone - 3</li> <li>■ 0 (0%) Milestone - 2</li> <li>■ 0 (0%) Benchmark - 1</li> <li>■ 0 (0%) Substandard - 0</li> </ul>	
3	Genre and Disciplinary Conventions	1	<ul style="list-style-type: none"> <li>■ 3 (100%) Capstone - 4</li> <li>■ 0 (0%) Milestone - 3</li> <li>■ 0 (0%) Milestone - 2</li> <li>■ 0 (0%) Benchmark - 1</li> <li>■ 0 (0%) Substandard - 0</li> </ul>	
4	Sources and Evidence	1	<ul style="list-style-type: none"> <li>■ 3 (100%) Capstone - 4</li> <li>■ 0 (0%) Milestone - 3</li> <li>■ 0 (0%) Milestone - 2</li> <li>■ 0 (0%) Benchmark - 1</li> <li>■ 0 (0%) Substandard - 0</li> </ul>	
5	Control of Syntax and Mechanics	1	<ul style="list-style-type: none"> <li>■ 3 (100%) Capstone - 4</li> <li>■ 0 (0%) Milestone - 3</li> <li>■ 0 (0%) Milestone - 2</li> <li>■ 0 (0%) Benchmark - 1</li> <li>■ 0 (0%) Substandard - 0</li> </ul>	

## PEG - Written Communication Value Rubric

PEG - Written Communication Value Rubric

2022-04-25 - 2022-04-25

**Courses Included**

Learning Activity	Course	Instructors	Enrollment	Evaluations	Percent	# Pass	% Pass
PEG - Written Communication Value Rubric	2022SP Nursing Theories (2022SP-MSN-500-80)	Emery, Jill	3	1	33.33	1	100

Summary Statistics		
Scored Evaluations <sup>1</sup>	# Pass <sup>1</sup>	Mean Score <sup>5</sup>
Rows <sup>5</sup>	% Pass <sup>100</sup>	Median Score <sup>5</sup>
Possible Item Scores <sup>5</sup>	Highest Score <sup>5</sup>	Std Dev <sup>0</sup>
Actual Item Scores <sup>5</sup>	Lowest Score <sup>5</sup>	KR(20) / Cronbach Alpha <sup>NaN</sup>

Details				
No	Row	Average	Levels Of Achievement	Distribution
1	Context of and Purpose for Writing	1	<ul style="list-style-type: none"> <li>■ 1 (100%) Capstone - 4</li> <li>■ 0 (0%) Milestone - 3</li> <li>■ 0 (0%) Milestone - 2</li> <li>■ 0 (0%) Benchmark - 1</li> <li>■ 0 (0%) Substandard - 0</li> </ul>	
2	Content Development	1	<ul style="list-style-type: none"> <li>■ 1 (100%) Capstone - 4</li> <li>■ 0 (0%) Milestone - 3</li> <li>■ 0 (0%) Milestone - 2</li> <li>■ 0 (0%) Benchmark - 1</li> <li>■ 0 (0%) Substandard - 0</li> </ul>	
3	Genre and Disciplinary Conventions	1	<ul style="list-style-type: none"> <li>■ 1 (100%) Capstone - 4</li> <li>■ 0 (0%) Milestone - 3</li> <li>■ 0 (0%) Milestone - 2</li> <li>■ 0 (0%) Benchmark - 1</li> <li>■ 0 (0%) Substandard - 0</li> </ul>	
4	Sources and Evidence	1	<ul style="list-style-type: none"> <li>■ 1 (100%) Capstone - 4</li> <li>■ 0 (0%) Milestone - 3</li> <li>■ 0 (0%) Milestone - 2</li> <li>■ 0 (0%) Benchmark - 1</li> <li>■ 0 (0%) Substandard - 0</li> </ul>	
5	Control of Syntax and Mechanics	1	<ul style="list-style-type: none"> <li>■ 1 (100%) Capstone - 4</li> <li>■ 0 (0%) Milestone - 3</li> <li>■ 0 (0%) Milestone - 2</li> <li>■ 0 (0%) Benchmark - 1</li> <li>■ 0 (0%) Substandard - 0</li> </ul>	

## PEG - Written Communication Value Rubric

PEG - Written Communication Value Rubric

2022-04-26 - 2022-04-26

Courses Included							
Learning Activity	Course	Instructors	Enrollment	Evaluations	Percent	# Pass	% Pass
PEG - Written Communication Value Rubric	2022SP 565 D APN:Primary Care of Infant, Child, & Adolescent (2022SP-MSN-565D-80)	Nickerson, Gail	10	10	100	10	100

## PEG - Written Communication Value Rubric

2022-04-26 - 2022-04-26

Details				
No	Row	Average	Levels Of Achievement	Distribution
1	Context of and Purpose for Writing	0.95	<ul style="list-style-type: none"> <li>8 (80%) Capstone - 4</li> <li>2 (20%) Milestone - 3</li> <li>0 (0%) Milestone - 2</li> <li>0 (0%) Benchmark - 1</li> <li>0 (0%) Substandard - 0</li> </ul>	
2	Content Development	0.95	<ul style="list-style-type: none"> <li>8 (80%) Capstone - 4</li> <li>2 (20%) Milestone - 3</li> <li>0 (0%) Milestone - 2</li> <li>0 (0%) Benchmark - 1</li> <li>0 (0%) Substandard - 0</li> </ul>	
3	Genre and Disciplinary Conventions	0.95	<ul style="list-style-type: none"> <li>8 (80%) Capstone - 4</li> <li>2 (20%) Milestone - 3</li> <li>0 (0%) Milestone - 2</li> <li>0 (0%) Benchmark - 1</li> <li>0 (0%) Substandard - 0</li> </ul>	
4	Sources and Evidence	1	<ul style="list-style-type: none"> <li>10 (100%) Capstone - 4</li> <li>0 (0%) Milestone - 3</li> <li>0 (0%) Milestone - 2</li> <li>0 (0%) Benchmark - 1</li> <li>0 (0%) Substandard - 0</li> </ul>	

4	Sources and Evidence	1	<ul style="list-style-type: none"> <li>■ 5 (100%) Capstone - 4</li> <li>■ 0 (0%) Milestone - 3</li> <li>■ 0 (0%) Milestone - 2</li> <li>■ 0 (0%) Benchmark - 1</li> <li>■ 0 (0%) Substandard - 0</li> </ul>	
5	Control of Syntax and Mechanics	1	<ul style="list-style-type: none"> <li>■ 5 (100%) Capstone - 4</li> <li>■ 0 (0%) Milestone - 3</li> <li>■ 0 (0%) Milestone - 2</li> <li>■ 0 (0%) Benchmark - 1</li> <li>■ 0 (0%) Substandard - 0</li> </ul>	

### PEG - Written Communication Value Rubric

PEG - Written Communication Value Rubric

2022-04-28 - 2022-04-28

Courses Included							
Learning Activity	Course	Instructors	Enrollment	Evaluations	Percent	# Pass	% Pass
PEG - Written Communication Value Rubric	2022SP APN:PC of the Adult (2022SP-MSN-567D-80)	Myndresku, Silvia	8	8	100	8	100

Summary Statistics			
Scored Evaluations	8	# Pass	8
Mean Score	5		
Rows	5	% Pass	100
Median Score	5		
Possible Item Scores	40	Highest Score	5
Std Dev	0		
Actual Item Scores	40	Lowest Score	5
KR(20) / Cronbach Alpha	NaN		

Details				
No	Row	Average	Levels Of Achievement	Distribution
1	Context of and Purpose for Writing	1	<ul style="list-style-type: none"> <li>■ 8 (100%) Capstone - 4</li> <li>■ 0 (0%) Milestone - 3</li> <li>■ 0 (0%) Milestone - 2</li> <li>■ 0 (0%) Benchmark - 1</li> <li>■ 0 (0%) Substandard - 0</li> </ul>	

2	Content development	1	<ul style="list-style-type: none"> <li>■ 8 (100%) Capstone - 4</li> <li>■ 0 (0%) Milestone - 3</li> <li>■ 0 (0%) Milestone - 2</li> <li>■ 0 (0%) Benchmark - 1</li> <li>■ 0 (0%) Substandard - 0</li> </ul>	
3	Genre and Disciplinary Conventions	1	<ul style="list-style-type: none"> <li>■ 8 (100%) Capstone - 4</li> <li>■ 0 (0%) Milestone - 3</li> <li>■ 0 (0%) Milestone - 2</li> </ul>	

			<ul style="list-style-type: none"> <li>■ 0 (0%) Benchmark - 1</li> <li>■ 0 (0%) Substandard - 0</li> </ul>	
4	Sources and Evidence	1	<ul style="list-style-type: none"> <li>■ 8 (100%) Capstone - 4</li> <li>■ 0 (0%) Milestone - 3</li> <li>■ 0 (0%) Milestone - 2</li> <li>■ 0 (0%) Benchmark - 1</li> <li>■ 0 (0%) Substandard - 0</li> </ul>	
5	Control of Syntax and Mechanics	1	<ul style="list-style-type: none"> <li>■ 8 (100%) Capstone - 4</li> <li>■ 0 (0%) Milestone - 3</li> <li>■ 0 (0%) Milestone - 2</li> <li>■ 0 (0%) Benchmark - 1</li> <li>■ 0 (0%) Substandard - 0</li> </ul>	

## PEG - Written Communication Value rubric

PEG - Written Communication Value rubric





2022-04-20 - 2022-04-20

Courses Included							
Learning Activity	Course	Instructors	Enrollment	Evaluations	Percent	# Pass	% Pass
PEG - Written Communication Value rubric	2022SP APN:PC of the Adult (2022SP-MSN-567D-81)	Fahey, Karen	10	10	100	10	100

Summary Statistics		
Scored Evaluations10	# Pass10	Mean Score4.9
Rows5	% Pass100	Median Score5
Possible Item Scores50	Highest Score5	Std Dev0.3
Actual Item Scores50	Lowest Score4	KR(20) / Cronbach Alpha0

No	Row	Average	Levels Of Achievement	Distribution
1	Context and Purpose for Writing	1	<ul style="list-style-type: none"> <li>■ 10 (100%) Capstone - 4</li> <li>■ 0 (0%) Milestone - 3</li> <li>■ 0 (0%) Milestone - 2</li> <li>■ 0 (0%) Benchmark - 1</li> <li>■ 0 (0%) Substandard - 0</li> </ul>	



2	Content Development	1	<ul style="list-style-type: none"> <li>10 (100%) Capstone - 4</li> <li>0 (0%) Milestone - 3</li> <li>0 (0%) Milestone - 2</li> <li>0 (0%) Benchmark - 1</li> <li>0 (0%) Substandard - 0</li> </ul>	
3	Genre and Disciplinary Conventions	1	<ul style="list-style-type: none"> <li>10 (100%) Capstone - 4</li> <li>0 (0%) Milestone - 3</li> <li>0 (0%) Milestone - 2</li> <li>0 (0%) Benchmark - 1</li> <li>0 (0%) Substandard - 0</li> </ul>	
4	Sources and Evidence	0.9	<ul style="list-style-type: none"> <li>9 (90%) Capstone - 4</li> <li>0 (0%) Milestone - 3</li> <li>0 (0%) Milestone - 2</li> <li>0 (0%) Benchmark - 1</li> <li>1 (10%) Substandard - 0</li> </ul>	
5	Control of Syntax and Mechanics	1	<ul style="list-style-type: none"> <li>10 (100%) Capstone - 4</li> <li>0 (0%) Milestone - 3</li> <li>0 (0%) Milestone - 2</li> <li>0 (0%) Benchmark - 1</li> <li>0 (0%) Substandard - 0</li> </ul>	

## PEG - Written Communication Value Rubric

PEG - Written Communication Value Rubric

2022-04-26 - 2022-04-26

Courses Included							
Learning Activity	Course	Instructors	Enrollment	Evaluations	Percent	# Pass	% Pass
PEG - Written Communication Value Rubric	2022SP APN:PC of the Adult (2022SP-MSN-567C-82)	Myndresku, Silvia	7	5	71.43	5	100

Summary Statistics		
Scored Evaluations5	# Pass5	Mean Score5
Rows5	% Pass100	Median Score5
Possible Item Scores25	Highest Score5	Std Dev0
Actual Item Scores25	Lowest Score5	KR(20) / Cronbach AlphaNaN

Details				
No	Row	Average	Levels Of Achievement	Distribution
1	Context of and Purpose for Writing	1	<ul style="list-style-type: none"> <li>■ 5 (100%) Capstone - 4</li> <li>■ 0 (0%) Milestone - 3</li> <li>■ 0 (0%) Milestone - 2</li> <li>■ 0 (0%) Benchmark - 1</li> <li>■ 0 (0%) Substandard - 0</li> </ul>	
2	Content Development	1	<ul style="list-style-type: none"> <li>■ 5 (100%) Capstone - 4</li> <li>■ 0 (0%) Milestone - 3</li> <li>■ 0 (0%) Milestone - 2</li> <li>■ 0 (0%) Benchmark - 1</li> <li>■ 0 (0%) Substandard - 0</li> </ul>	
3	Genre and Disciplinary Conventions	1	<ul style="list-style-type: none"> <li>■ 5 (100%) Capstone - 4</li> <li>■ 0 (0%) Milestone - 3</li> <li>■ 0 (0%) Milestone - 2</li> <li>■ 0 (0%) Benchmark - 1</li> <li>■ 0 (0%) Substandard - 0</li> </ul>	
4	Sources and Evidence	1	<ul style="list-style-type: none"> <li>■ 5 (100%) Capstone - 4</li> <li>■ 0 (0%) Milestone - 3</li> <li>■ 0 (0%) Milestone - 2</li> <li>■ 0 (0%) Benchmark - 1</li> <li>■ 0 (0%) Substandard - 0</li> </ul>	
5	Control of Syntax and Mechanics	1	<ul style="list-style-type: none"> <li>■ 5 (100%) Capstone - 4</li> <li>■ 0 (0%) Milestone - 3</li> <li>■ 0 (0%) Milestone - 2</li> <li>■ 0 (0%) Benchmark - 1</li> <li>■ 0 (0%) Substandard - 0</li> </ul>	

## PEG - Written Communication Value Rubric

PEG - Written Communication Value Rubric

2022-04-26 - 2022-04-26

Courses Included							
Learning Activity	Course	Instructors	Enrollment	Evaluations	Percent	# Pass	% Pass
PEG - Written Communication Value Rubric	2022SP APN:PC of the Adult (2022SP-MSN-567C-81)	Myndresku, Silvia	4	3	75	3	100

### Summary Statistics

Scored Evaluations3	# Pass3	Mean Score5
Rows5	% Pass100	Median Score5
Possible Item Scores15	Highest Score5	Std Dev0
Actual Item Scores15	Lowest Score5	KR(20) / Cronbach AlphaNaN

Details				
No	Row	Average	Levels Of Achievement	Distribution
1	Context of and Purpose for Writing	1	<ul style="list-style-type: none"> <li>■ 3 (100%) Capstone - 4</li> <li>■ 0 (0%) Milestone - 3</li> <li>■ 0 (0%) Milestone - 2</li> <li>■ 0 (0%) Benchmark - 1</li> <li>■ 0 (0%) Substandard - 0</li> </ul>	
2	Content Development	1	<ul style="list-style-type: none"> <li>■ 3 (100%) Capstone - 4</li> <li>■ 0 (0%) Milestone - 3</li> <li>■ 0 (0%) Milestone - 2</li> <li>■ 0 (0%) Benchmark - 1</li> <li>■ 0 (0%) Substandard - 0</li> </ul>	
3	Genre and Disciplinary Conventions	1	<ul style="list-style-type: none"> <li>■ 3 (100%) Capstone - 4</li> <li>■ 0 (0%) Milestone - 3</li> <li>■ 0 (0%) Milestone - 2</li> <li>■ 0 (0%) Benchmark - 1</li> <li>■ 0 (0%) Substandard - 0</li> </ul>	
4	Sources and Evidence	1	<ul style="list-style-type: none"> <li>■ 3 (100%) Capstone - 4</li> <li>■ 0 (0%) Milestone - 3</li> <li>■ 0 (0%) Milestone - 2</li> <li>■ 0 (0%) Benchmark - 1</li> <li>■ 0 (0%) Substandard - 0</li> </ul>	
5	Control of Syntax and Mechanics	1	<ul style="list-style-type: none"> <li>■ 3 (100%) Capstone - 4</li> <li>■ 0 (0%) Milestone - 3</li> <li>■ 0 (0%) Milestone - 2</li> <li>■ 0 (0%) Benchmark - 1</li> <li>■ 0 (0%) Substandard - 0</li> </ul>	

## PEG - Written Communication Value Rubric

PEG - Written Communication Value Rubric

2022-04-26 - 2022-04-26

Courses Included							
Learning Activity	Course	Instructors	Enrollment	Evaluations	Percent	# Pass	% Pass

PEG - Written Communication Value Rubric	2022SP APN:PC of the Adult (2022SP-MSN-567C-80)	Myndresku, Silvia	7	5	71.43	5	100
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Summary Statistics		
Scored Evaluations5	# Pass5	Mean Score5
Rows5	% Pass100	Median Score5
Possible Item Scores25	Highest Score5	Std Dev0
Actual Item Scores25	Lowest Score5	KR(20) / Cronbach AlphaNaN

Details				
No	Row	Average	Levels Of Achievement	Distribution
1	Context of and Purpose for Writing	1	<ul style="list-style-type: none"> <li>■ 5 (100%) Capstone - 4</li> <li>■ 0 (0%) Milestone - 3</li> <li>■ 0 (0%) Milestone - 2</li> <li>■ 0 (0%) Benchmark - 1</li> <li>■ 0 (0%) Substandard - 0</li> </ul>	
2	Content Development	1	<ul style="list-style-type: none"> <li>■ 5 (100%) Capstone - 4</li> <li>■ 0 (0%) Milestone - 3</li> <li>■ 0 (0%) Milestone - 2</li> <li>■ 0 (0%) Benchmark - 1</li> <li>■ 0 (0%) Substandard - 0</li> </ul>	
3	Genre and Disciplinary Conventions	1	<ul style="list-style-type: none"> <li>■ 5 (100%) Capstone - 4</li> <li>■ 0 (0%) Milestone - 3</li> <li>■ 0 (0%) Milestone - 2</li> <li>■ 0 (0%) Benchmark - 1</li> <li>■ 0 (0%) Substandard - 0</li> </ul>	
4	Sources and Evidence	1	<ul style="list-style-type: none"> <li>■ 5 (100%) Capstone - 4</li> <li>■ 0 (0%) Milestone - 3</li> <li>■ 0 (0%) Milestone - 2</li> <li>■ 0 (0%) Benchmark - 1</li> <li>■ 0 (0%) Substandard - 0</li> </ul>	
5	Control of Syntax and Mechanics	1	<ul style="list-style-type: none"> <li>■ 5 (100%) Capstone - 4</li> <li>■ 0 (0%) Milestone - 3</li> <li>■ 0 (0%) Milestone - 2</li> <li>■ 0 (0%) Benchmark - 1</li> <li>■ 0 (0%) Substandard - 0</li> </ul>	

## PEG - Written Communication Value Rubric


PEG - Written Communication Value rubric

2022-04-20 - 2022-04-20

Courses Included							
Learning Activity	Course	Instructors	Enrollment	Evaluations	Percent	# Pass	% Pass
PEG - Written Communication Value rubric	2022SP Advanced Practice Role Seminar (2022SP-MSN-569-80)	Fahey, Karen	8	8	100	8	100

Summary Statistics		
Scored Evaluations8	# Pass8	Mean Score4.88
Rows5	% Pass100	Median Score5
Possible Item Scores40	Highest Score5	Std Dev0.33
Actual Item Scores40	Lowest Score4	KR(20) / Cronbach Alpha0

Details				
No	Row	Average	Levels Of Achievement	Distribution
1	Context of and Purpose for Writing	1	<ul style="list-style-type: none"> <li>8 (100%) Capstone - 4</li> <li>0 (0%) Milestone - 3</li> <li>0 (0%) Milestone - 2</li> <li>0 (0%) Benchmark - 1</li> <li>0 (0%) Substandard - 0</li> </ul>	
2	Content Development	1	<ul style="list-style-type: none"> <li>8 (100%) Capstone - 4</li> <li>0 (0%) Milestone - 3</li> <li>0 (0%) Milestone - 2</li> <li>0 (0%) Benchmark - 1</li> <li>0 (0%) Substandard - 0</li> </ul>	
3	Genre and Disciplinary Conventions	1	<ul style="list-style-type: none"> <li>8 (100%) Capstone - 4</li> <li>0 (0%) Milestone - 3</li> <li>0 (0%) Milestone - 2</li> <li>0 (0%) Benchmark - 1</li> <li>0 (0%) Substandard - 0</li> </ul>	
4	Sources and Evidence	0.88	<ul style="list-style-type: none"> <li>7 (87.5%) Capstone - 4</li> <li>0 (0%) Milestone - 3</li> <li>0 (0%) Milestone - 2</li> <li>0 (0%) Benchmark - 1</li> </ul>	

			<ul style="list-style-type: none"> <li>■ 1 (12.5%) Substandard - 0</li> </ul>	
5	Control of Syntax and Mechanics	1	<ul style="list-style-type: none"> <li>■ 8 (100%) Capstone - 4</li> <li>■ 0 (0%) Milestone - 3</li> <li>■ 0 (0%) Milestone - 2</li> <li>■ 0 (0%) Benchmark - 1</li> <li>■ 0 (0%) Substandard - 0</li> </ul>	

**What is the greatest strength of the program?**

The greatest strength of the program was achieving milestones or capstones in all courses.

**What criteria were achieved?**

The data for the Spring Semester 2022 to show that students were achieving above performance go at the 500 level.

**Any comparisons with the previous term's results? Are students improving?**

The students consistently achieve above the benchmark every semester.

Section E: Future Actions/Program Improvement Plan

**What steps/actions need to be implemented for the program improvement?**

All instructors need to participate in faculty training related to course assessment.

Are those actions program-related or curriculum related?

These actions need to be curriculum related and program related.

What areas in the student learning need to be improved?

All instructors teaching in courses in the Core Area of Written Communication are to use rubrics for each student.

What changes need to make to refine the assessment process?

Continue to submit course evaluations to identify trends. Some grades in some courses are over inflated skewing the results for the course.

Date of implementation.

Fall 2022.

**DOCTOR OF PHYSICAL THERAPY ASSESSMENT REPORT:**  
**FALL 2021**

Section A: Introduction/Background

Program: Doctor of Physical Therapy

Semester/Academic Year: Fall 2021

Course Numbers:

DPT 611	Basic Science II
DPT 612	Clinical Science II
DPT 613	Physical Therapy Science II
DPT 615	Integrated Seminar I
DPT 616	Research & Evidence Based Practice I
DPT 617	Service Learning I
DPT 618	Professional Issues II
DPT 631	Basic Science IV
DPT 632	Clinical Science IV
DPT 633	Physical Therapy Science IV
DPT 634	Professional Issues IV
DPT 635	Integrated Seminar III
DPT 636	Research & Evidence Based Practice III
DPT 640	Research & Evidence Based Practice IV
DPT 668a	Clinical Education III
DPT 668b	Clinical Education IV
DPT 675	Board Review Course

The program provides a learning environment conducive to the education of excellent problem-solving clinicians and the professional development of the faculty and students in research and intellectual inquiry. Delivery of healthcare in an ethical, efficient, and effective manner is provided to healthcare consumers, including service to the underserved locally, nationally, and internationally. This program's philosophy is integrated with the University and Department mission statements by including education principles of the basic sciences, clinical practice, research and professionalism.

Section B: Student Learning Outcomes Assessed

Program Learning Outcomes:

- The program will prepare the student as competent Doctors of Physical Therapy
- Upon completion of the program, the student will demonstrate the ability to comprehend, apply, and evaluate, the information relevant to the role as an entry level physical therapist (Cognitive)
- Upon completion of the program, the student will demonstrate behaviors consistent with professional and employer expectations (Affective)
- Upon completion of the program, the student will demonstrate technical proficiency in all the skills necessary to fulfill the role as an entry level physical therapist (Psychomotor)

- The program will fulfill employment needs for doctors of Physical Therapy within local and regional service areas.
- The program will produce enough numbers of graduates to fill the positions created by turn over and/or expansion in the healthcare market nationally.
- Upon complete of the Program, the student will provide service to the community.

Section C: Assessment Method

How did you measure each of the learning outcomes associated with your course?

- Student outcomes were assessed by a variety of factors, including:
  - Rubric application in specific courses
  - Psychomotor assessment of hands on OSCE exam
  - Cognitive assessment of written exams and papers
  - Fulfill role as entry level physical therapist with the Clinical Education CPI assessment and performance at entry level expectation

List the measures (e.g., course material, assignments, tests, etc.) you used to assess the student learnings.

DPT 611	Quiz x 2, Midterm Exam, Final Written Exam, OSCE, Presentation & Discussion, Written paper assignment
DPT 612	Quiz x 2, Writing assignment, Midterm Exam, Final Exam, Written Communication Rubric
DPT 613	Quiz x 2, Midterm Exam, Final Exam, OSCE, Competency x 3, Critical Thinking Rubric
DPT 615	Participation
DPT 616	Chapter 1, Chapter 1 presentation, Written Exam, Assignments x 2, Research presentation
DPT 617	Reflection, Discussion
DPT 618	Discussion board x 5, Projects/assignments x 5, Quiz x 2, Midterm Exam, Final Exam, Ethical Reasoning
DPT 631	Midterm Exam, Special assignments x 2, Quiz x 2, Postings, Class participation, Final Exam, Oral Communication
DPT 632	Quiz x 2, Treatment plan x 3, Midterm Exam, Final Exam, Student engagement, Behavioral assessment, Written Communication
DPT 633	Quiz x 2, Manual Therapy checkout, Orthotics Flow Chart, Midterm Exam, Participation in class, OSCE, Final Exam, Critical Thinking
DPT 634	Midterm Examination, Discussion board, Final Exam, Ethical Reasoning
DPT 635	Class participation
DPT 636	Chapter 1 update, Chapter 2 update, Chapter 3 update, IRB submission, Communication with advisor
DPT 640	Data collection, Chapter 4 outline, Research meetings, Assignment x 2



DPT 668a	Clinical Performance, Witten Assignments, Pre-clinic Paperwork, First Week Report, Post-Clinic Paperwork, Professional Behaviors
DPT 668b	Clinical Performance, Written Assignments, Pre-Clinic Paperwork, First Week Report, Post-Clinic Paperwork, Professional Behaviors
DPT 675	Class participation

#### DPT 611 – Basic Science II

- Grade distribution:
  - A – 1
  - A- - 7
  - B+ - 6
  - B – 9
  - B- - 6
- Comments on grades:
  - Grade of below C is considered as Failure in this course. Grade distribution shows that there was no student with failure of the course. Overall, the grade distribution shows the course was culminated successfully. A comparison of the grade distribution with previous 2 years shows that there was a moderate increase in the class average from 83% to 86.8%. There was a significant increase in the frequency of A- grade.

#### DPT 612 – Clinical Science II

- Grade distribution:
  - A- - 2
  - B+ - 3
  - B – 7
  - B- - 8
  - C+ - 4
  - C – 3
  - F – 4
- Comments on grades:
  - Two students withdrew during Term II and five students did not meet the program expectations to progress in the program.

## PEG - Written Communication Value Rubric

PEG - Written Communication Value Rubric


2022-04-21 - 2022-04-21

Courses Included							
Learning Activity	Course	Instructors	Enrollment	Evaluations	Percent	# Pass	% Pass
PEG - Written Communication Value Rubric	DPT21F1 Clinical Science II (DPT21F1-	Kreger, Alison; Wassam-Reis, Danielle; White,	32	30	93.75	18	60

	DPT-612-03)	Douglas; Andreini, Hugo; Drnach, Mark; Haley, Rhonda					
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Summary Statistics		
Scored Evaluations30	# Pass18	Mean Score2.88
Rows5	% Pass60	Median Score3.25
Possible Item Scores150	Highest Score3.75	Std Dev0.73
Actual Item Scores150	Lowest Score1.25	KR(20) / Cronbach Alpha0.92

Row Analysis					
Position	Row	Average	Std Dev	Point Biserial	Cronbach Del
1	Context of and Purpose for Writing	0.66	0.18	0.88	0.89
2	Content Development	0.57	0.17	0.75	0.92
3	Genre and Disciplinary Conventions	0.5	0.14	0.72	0.92
4	Sources and Evidence	0.6	0.18	0.86	0.89
5	Control of Syntax and Mechanics	0.55	0.16	0.8	0.91

Details				
No	Row	Average	Levels Of Achievement	Distribution
1	Context of and Purpose for Writing	0.66	<ul style="list-style-type: none"> <li>0 (0%) Capstone - 4</li> <li>23 (76.7%) Milestone - 3</li> <li>3 (10%) Milestone - 2</li> <li>4 (13.3%) Benchmark - 1</li> <li>0 (0%) Substandard - 0</li> </ul>	

2	Content Development	0.57	<ul style="list-style-type: none"> <li>0 (0%) Capstone - 4</li> <li>12 (40%) Milestone - 3</li> <li>14 (46.7%) Milestone - 2</li> <li>4 (13.3%) Benchmark - 1</li> <li>0 (0%) Substandard - 0</li> </ul>	
3	Genre and Disciplinary Conventions	0.5	<ul style="list-style-type: none"> <li>0 (0%) Capstone - 4</li> <li>5 (16.7%) Milestone - 3</li> <li>20 (66.7%) Milestone - 2</li> <li>5 (16.7%) Benchmark - 1</li> <li>0 (0%) Substandard - 0</li> </ul>	
4	Sources and Evidence	0.6	<ul style="list-style-type: none"> <li>0 (0%) Capstone - 4</li> <li>16 (53.3%) Milestone - 3</li> <li>10 (33.3%) Milestone - 2</li> <li>4 (13.3%) Benchmark - 1</li> <li>0 (0%) Substandard - 0</li> </ul>	
5	Control of Syntax and Mechanics	0.55	<ul style="list-style-type: none"> <li>0 (0%) Capstone - 4</li> <li>10 (33.3%) Milestone - 3</li> <li>16 (53.3%) Milestone - 2</li> <li>4 (13.3%) Benchmark - 1</li> <li>0 (0%) Substandard - 0</li> </ul>	

Goals Summary												
Goal s	Score d	Av g	Targe t	Perce nt Met	# Row s	% Row s	Capsto ne - 4	Milesto ne - 3	Milesto ne - 2	Benchma rk - 1	Substanda rd - 0	Descripti on

- Grade distribution:
  - A - 4
  - B+ - 3
  - B - 8
  - B- - 7
  - C+ - 4
  - C - 1
  - F - 2
- Comment on grades:
  - Two students withdrew during Term II and five students did not meet the program expectations to progress in the program.

## PEG - Critical Thinking Value Rubric - Do not use

PEG - Critical Thinking Value Rubric - Do not use

2022-04-19 - 2022-04-19

Courses Included							
Learning Activity	Course	Instructors	Enrollment	Evaluations	Percent	# Pass	% Pass
PEG - Critical Thinking Value Rubric - Do not use	DPT21F1 Physical Therapy Science II Section 01 and 02 (DPT21F1-DPT-613-01)	Abraham, Caterina; Grubler, Kristine	33	29	87.88	5	17.24

Summary Statistics		
Scored Evaluations29	# Pass5	Mean Score1.9
Rows5	% Pass17.24	Median Score2.5
Possible Item Scores145	Highest Score5	Std Dev1.56
Actual Item Scores145	Lowest Score0	KR(20) / Cronbach Alpha1

Row Analysis					
Position	Row	Average	Std Dev	Point Biserial	Cronbach Del
1	Explanation of issues	0.38	0.31	1	1
2	Evidence	0.38	0.31	1	1
3	Influence of context and assumptions	0.38	0.31	1	1

4	Student's position (perspective, thesis/hypothesis)	0.38	0.31	1	1
5	Conclusions and related outcomes (implications and consequences)	0.38	0.31	1	1

Details				
No	Row	Average	Levels Of Achievement	Distribution
1	Explanation of issues	0.38	<ul style="list-style-type: none"> <li>■ 2 (6.9%) Capstone - 4</li> <li>■ 3 (10.3%) Milestone - 3</li> <li>■ 13 (44.8%) Milestone - 2</li> <li>■ 1 (3.4%) Benchmark - 1</li> <li>■ 10 (34.5%) Substandard - 0</li> </ul>	
2	Evidence	0.38	<ul style="list-style-type: none"> <li>■ 2 (6.9%) Capstone - 4</li> <li>■ 3 (10.3%) Milestone - 3</li> <li>■ 13 (44.8%) Milestone - 2</li> <li>■ 1 (3.4%) Benchmark - 1</li> <li>■ 10 (34.5%) Substandard - 0</li> </ul>	
3	Influence of context and assumptions	0.38	<ul style="list-style-type: none"> <li>■ 2 (6.9%) Capstone - 4</li> <li>■ 3 (10.3%) Milestone - 3</li> <li>■ 13 (44.8%) Milestone - 2</li> <li>■ 1 (3.4%) Benchmark - 1</li> <li>■ 10 (34.5%) Substandard - 0</li> </ul>	

4	Student's position (perspective, thesis/hypothesis)	0.38	<ul style="list-style-type: none"> <li>■ 2 (6.9%)</li> <li>Capstone - 4</li> <li>■ 3 (10.3%)</li> <li>Milestone - 3</li> <li>■ 13 (44.8%)</li> <li>Milestone - 2</li> <li>■ 1 (3.4%)</li> <li>Benchmark - 1</li> <li>■ 10 (34.5%)</li> <li>Substandard - 0</li> </ul>	
5	Conclusions and related outcomes (implications and consequences)	0.38	<ul style="list-style-type: none"> <li>■ 2 (6.9%)</li> <li>Capstone - 4</li> <li>■ 3 (10.3%)</li> <li>Milestone - 3</li> <li>■ 13 (44.8%)</li> <li>Milestone - 2</li> <li>■ 1 (3.4%)</li> <li>Benchmark - 1</li> <li>■ 10 (34.5%)</li> <li>Substandard - 0</li> </ul>	

Goals Summary												
Goal s	Score d	Av g	Targe t	Perce nt Met	# Rows	% Rows	Capsto ne - 4	Milesto ne - 3	Milesto ne - 2	Benchma rk - 1	Substanda rd - 0	Descripti on

DPT 615 – Integrated Seminar I

- Grade Distribution:
  - All students passed this course
- Comment on grades:
  - Course is 1 credit pass/fail only. The cognitive assessments associated with the content are evaluated in Clinical Science II.

DPT 616 – Research and Evidence Based Practice I

- Grade distribution:
  - A – 15
  - A- - 10
  - B+ - 2
  - B – 1
- Comments on grades: Students are performing where they need to be.

## PEG - Oral Communication Value Rubric

PEG - Oral Communication Value Rubric





2022-04-19 - 2022-04-19

Courses Included							
Learning Activity	Course	Instructors	Enrollment	Evaluations	Percent	# Pass	% Pass
PEG - Oral Communication Value Rubric	DPT21F1 Research & Evidence Based Practice I (DPT21F1-DPT-616-01)	Raudenbush, Bryan	31	29	93.55	29	100

Summary Statistics		
Scored Evaluations	29	# Pass 29
Rows	5	% Pass 100
Possible Item Scores	145	Highest Score 5
Actual Item Scores	145	Lowest Score 3.75
		Mean Score 4.41
		Median Score 4.25
		Std Dev 0.46
		KR(20) / Cronbach Alpha 0.28

Row Analysis					
Position	Row	Average	Std Dev	Point Biserial	Cronbach Del
1	Organization	0.58	0.36	-0.22	1
2	Language	0.96	0.09	0.5	0.07
3	Delivery	0.96	0.09	0.5	0.07
4	Supporting Material	0.96	0.09	0.5	0.07
5	Central Message	0.96	0.09	0.5	0.07

Details				
No	Row	Average	Levels Of Achievement	Distribution
1	Organization	0.58	<ul style="list-style-type: none"> <li>9 (31%) Capstone - 4</li> <li>5 (17.2%) Milestone - 3</li> <li>5 (17.2%) Milestone - 2</li> <li>6 (20.7%) Benchmark - 1</li> <li>4 (13.8%) Substandard - 0</li> </ul>	

2	Language	0.96	<ul style="list-style-type: none"> <li>■ 24 (82.8%) Capstone - 4</li> <li>■ 5 (17.2%) Milestone - 3</li> <li>■ 0 (0%) Milestone - 2</li> <li>■ 0 (0%) Benchmark - 1</li> <li>■ 0 (0%) Substandard - 0</li> </ul>	
3	Delivery	0.96	<ul style="list-style-type: none"> <li>■ 24 (82.8%) Capstone - 4</li> <li>■ 5 (17.2%) Milestone - 3</li> <li>■ 0 (0%) Milestone - 2</li> <li>■ 0 (0%) Benchmark - 1</li> <li>■ 0 (0%) Substandard - 0</li> </ul>	
4	Supporting Material	0.96	<ul style="list-style-type: none"> <li>■ 24 (82.8%) Capstone - 4</li> <li>■ 5 (17.2%) Milestone - 3</li> <li>■ 0 (0%) Milestone - 2</li> <li>■ 0 (0%) Benchmark - 1</li> <li>■ 0 (0%) Substandard - 0</li> </ul>	
5	Central Message	0.96	<ul style="list-style-type: none"> <li>■ 24 (82.8%) Capstone - 4</li> <li>■ 5 (17.2%) Milestone - 3</li> <li>■ 0 (0%) Milestone - 2</li> <li>■ 0 (0%) Benchmark - 1</li> <li>■ 0 (0%) Substandard - 0</li> </ul>	

### Goals Summary

Goals	Score	Avg	Target	Percent Met	# Rows	% Rows	Capstone - 4	Milestone - 3	Milestone - 2	Benchmark - 1	Substandard - 0	Description
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#### DPT 618 – Professional Issues II

- Grade distribution:
  - A – 28
  - A- - 1
- Comments on grades: The grades for the course are typically at or above expectations. This is a 1 credit course that focuses on professional topics. The emphasis is on completion of course tasks according to the outlines requirements. The grades can be impacted by participation, completion of the course activities, performance on quizzes and Midterm/Final projects. It includes use of proper grammar and spelling and meeting due dates. There were 31 students enrolled in this course and 29 successfully completed this course. Two students withdrew before the end of the semester.

### PEG - Ethical Reasoning Value Rubric

PEG - Ethical Decision Making

2021-12-14 - 2021-12-14

**Courses Included**



Learning Activity	Course	Instructors	Enrollment	Evaluations	Percent	# Pass	% Pass
PEG - Ethical Decision Making	DPT21F1 Professional Issue II (DPT21F1-DPT-618-01)	Haley, Rhonda	31	29	93.55	4	13.79

Summary Statistics		
Scored Evaluations	29	# Pass 4
Rows	5	% Pass 13.79
Possible Item Scores	145	Highest Score 3.25
Actual Item Scores	145	Lowest Score 2.25
		Mean Score 2.64
		Median Score 2.5
		Std Dev 0.26
		KR(20) / Cronbach Alpha 0.45

Details				
No	Row	Average	Levels Of Achievement	Distribution
1	Ethical Self-Awareness	0.5	<ul style="list-style-type: none"> <li>0 (0%) Capstone - 4</li> <li>0 (0%) Milestone - 3</li> <li>29 (100%) Milestone - 2</li> <li>0 (0%) Benchmark - 1</li> <li>0 (0%) Substandard - 0</li> </ul>	
2	Understanding Different Ethical Perspectives/Concepts	0.5	<ul style="list-style-type: none"> <li>0 (0%) Capstone - 4</li> <li>0 (0%) Milestone - 3</li> <li>29 (100%) Milestone - 2</li> <li>0 (0%) Benchmark - 1</li> <li>0 (0%) Substandard - 0</li> </ul>	
3	Ethical Issue Recognition	0.51	<ul style="list-style-type: none"> <li>0 (0%) Capstone - 4</li> <li>3 (10.3%) Milestone - 3</li> <li>24 (82.8%) Milestone - 2</li> </ul>	

			<ul style="list-style-type: none"> <li>■ 2 (6.9%) Benchmark - 1</li> <li>■ 0 (0%) Substandard - 0</li> </ul>	
4	Application of Ethical Perspectives/Concepts	0.55	<ul style="list-style-type: none"> <li>■ 0 (0%) Capstone - 4</li> <li>■ 8 (27.6%) Milestone - 3</li> <li>■ 19 (65.5%) Milestone - 2</li> <li>■ 2 (6.9%) Benchmark - 1</li> <li>■ 0 (0%) Substandard - 0</li> </ul>	
5	Evaluation of Different Ethical Perspectives/Concepts	0.58	<ul style="list-style-type: none"> <li>■ 0 (0%) Capstone - 4</li> <li>■ 9 (31%) Milestone - 3</li> <li>■ 20 (69%) Milestone - 2</li> <li>■ 0 (0%) Benchmark - 1</li> <li>■ 0 (0%) Substandard - 0</li> </ul>	

#### DPT 631 – Basic Science IV

- Grade Distribution
  - A – 3
  - A- - 18
  - B+ - 10
  - B – 6
- Comments on grades: Students are performing where they need to be.

#### DPT 631 – Clinical Science IV

- Grade distribution:
  - A – 0
  - A- - 8
  - B+ - 14
  - B – 7
  - B- - 6
  - C+ - 1
- Comments on grades: The grade distribution appears appropriate for the graduate level course. I am surprised no student earned a solid A.

## PEG - Oral Communication Value Rubric

PEG - Oral Communication Value Rubric

2022-04-19 - 2022-04-19

Courses Included							
Learning Activity	Course	Instructors	Enrollment	Evaluations	Percent	# Pass	% Pass
PEG - Oral Communication Value Rubric	DPT21F1 Basic Science IV (DPT21F1-DPT-631-01)	Marangoni, Allen; Raudenbush, Bryan; Drnach, Mark; Haley, Rhonda	16	16	100	16	100

Summary Statistics		
Scored Evaluations16	# Pass16	Mean Score4.77
Rows5	% Pass100	Median Score5
Possible Item Scores80	Highest Score5	Std Dev0.35
Actual Item Scores80	Lowest Score4.25	KR(20) / Cronbach Alpha0

Row Analysis					
Position	Row	Average	Std Dev	Point Biserial	Cronbach Del
1	Organization	0.77	0.35	0	NaN
2	Language	1	0	0	0
3	Delivery	1	0	0	0
4	Supporting Material	1	0	0	0
5	Central Message	1	0	0	0

Details				
No	Row	Average	Levels Of Achievement	Distribution
1	Organization	0.77	<ul style="list-style-type: none"> <li>11 (68.8%) Capstone - 4</li> <li>0 (0%) Milestone - 3</li> <li>0 (0%) Milestone - 2</li> <li>5 (31.3%) Benchmark - 1</li> <li>0 (0%) Substandard - 0</li> </ul>	

2	Language	1	<ul style="list-style-type: none"> <li>■ 16 (100%) Capstone - 4</li> <li>■ 0 (0%) Milestone - 3</li> <li>■ 0 (0%) Milestone - 2</li> <li>■ 0 (0%) Benchmark - 1</li> <li>■ 0 (0%) Substandard - 0</li> </ul>	
3	Delivery	1	<ul style="list-style-type: none"> <li>■ 16 (100%) Capstone - 4</li> <li>■ 0 (0%) Milestone - 3</li> <li>■ 0 (0%) Milestone - 2</li> <li>■ 0 (0%) Benchmark - 1</li> <li>■ 0 (0%) Substandard - 0</li> </ul>	
4	Supporting Material	1	<ul style="list-style-type: none"> <li>■ 16 (100%) Capstone - 4</li> <li>■ 0 (0%) Milestone - 3</li> <li>■ 0 (0%) Milestone - 2</li> <li>■ 0 (0%) Benchmark - 1</li> <li>■ 0 (0%) Substandard - 0</li> </ul>	
5	Central Message	1	<ul style="list-style-type: none"> <li>■ 16 (100%) Capstone - 4</li> <li>■ 0 (0%) Milestone - 3</li> <li>■ 0 (0%) Milestone - 2</li> <li>■ 0 (0%) Benchmark - 1</li> <li>■ 0 (0%) Substandard - 0</li> </ul>	

### Goals Summary

Goal	Score	Avg	Target	Percent Met	# Rows	% Rows	Capstone - 4	Milestone - 3	Milestone - 2	Benchmark - 1	Substandard - 0	Description
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## PEG - Oral Communication Value Rubric

PEG - Oral Communication Value Rubric

2022-04-19 - 2022-04-19

### Courses Included





Learning Activity	Course	Instructors	Enrollment	Evaluations	Percent	# Pass	% Pass
PEG - Oral Communication Value Rubric	DPT21F1 Basic Science IV (DPT21F1-DPT-631-02)	Marangoni, Allen; Raudenbush, Bryan; Drnach, Mark; Haley, Rhonda	21	20	95.24	20	100


### Summary Statistics

Scored Evaluations	20	# Pass	20	Mean Score	4.65
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Rows5	% Pass100	Median Score4.5
Possible Item Scores100	Highest Score5	Std Dev0.28
Actual Item Scores100	Lowest Score4	KR(20) / Cronbach Alpha0

Row Analysis					
Position	Row	Average	Std Dev	Point Biserial	Cronbach Del
1	Organization	0.65	0.28	0	NaN
2	Language	1	0	0	0
3	Delivery	1	0	0	0
4	Supporting Material	1	0	0	0
5	Central Message	1	0	0	0

Details				
No	Row	Average	Levels Of Achievement	Distribution
1	Organization	0.65	<ul style="list-style-type: none"> <li>7 (35%) Capstone - 4</li> <li>0 (0%) Milestone - 3</li> <li>12 (60%) Milestone - 2</li> <li>0 (0%) Benchmark - 1</li> <li>1 (5%) Substandard - 0</li> </ul>	
2	Language	1	<ul style="list-style-type: none"> <li>20 (100%) Capstone - 4</li> <li>0 (0%) Milestone - 3</li> <li>0 (0%) Milestone - 2</li> <li>0 (0%) Benchmark - 1</li> <li>0 (0%) Substandard - 0</li> </ul>	
3	Delivery	1	<ul style="list-style-type: none"> <li>20 (100%) Capstone - 4</li> <li>0 (0%) Milestone - 3</li> <li>0 (0%) Milestone - 2</li> <li>0 (0%) Benchmark - 1</li> <li>0 (0%) Substandard - 0</li> </ul>	
4	Supporting Material	1	<ul style="list-style-type: none"> <li>20 (100%) Capstone - 4</li> <li>0 (0%) Milestone - 3</li> <li>0 (0%) Milestone - 2</li> <li>0 (0%) Benchmark - 1</li> <li>0 (0%) Substandard - 0</li> </ul>	

5	Central Message	1	<ul style="list-style-type: none"> <li>■ 20 (100%) Capstone - 4</li> <li>■ 0 (0%) Milestone - 3</li> <li>■ 0 (0%) Milestone - 2</li> <li>■ 0 (0%) Benchmark - 1</li> <li>■ 0 (0%) Substandard - 0</li> </ul>	
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Goals Summary												
Goals	Score d	Av g	Targe t	Perce nt Met	# Rows	% Rows	Capsto ne - 4	Milesto ne - 3	Milesto ne - 2	Benchma rk - 1	Substanda rd - 0	Descripti on

#### DPT 633 – Physical Therapy Science IV

- Grade distribution:
  - A – 11
  - A- - 20
  - B+ - 5
- Comments on grades: Grades are expected for this group, cognitive assessment stronger than psychomotor, which matches discussion versus hands on practicing.
- 





### PEG - Critical Thinking Value Rubric - Do not use




PEG - Critical Thinking Value Rubric - Do not use  
2022-04-18 - 2022-04-18



Courses Included							
Learning Activity	Course	Instructors	Enrollment	Evaluations	Percent	# Pass	% Pass
PEG - Critical Thinking Value Rubric - Do not use	DPT21F1 Physical Therapy Sci IV (DPT21F1-DPT-633-01)	Kreger, Alison; Edwards, David	36	36	100	29	80.56

Summary Statistics		
Scored Evaluations36	# Pass29	Mean Score3.85
Rows5	% Pass80.56	Median Score3.75
Possible Item Scores180	Highest Score5	Std Dev0.85
Actual Item Scores180	Lowest Score2.5	KR(20) / Cronbach Alpha1

Row Analysis					
Position	Row	Average	Std Dev	Point Biserial	Cronbach Del
1	Explanation of issues	0.77	0.17	1	1

2	Evidence	0.77	0.17	1	1
					
3	Influence of context and assumptions	0.77	0.17	1	1
					
4	Student's position (perspective, thesis/hypothesis)	0.77	0.17	1	1
					
5	Conclusions and related outcomes (implications and consequences)	0.77	0.17	1	1
					

Details				
No	Row	Average	Levels Of Achievement	Distribution
1	Explanation of issues	0.77	<ul style="list-style-type: none"> <li>■ 10 (27.8%) Capstone - 4</li> <li>■ 19 (52.8%) Milestone - 3</li> <li>■ 7 (19.4%) Milestone - 2</li> <li>■ 0 (0%) Benchmark - 1</li> <li>■ 0 (0%) Substandard - 0</li> </ul>	
2	Evidence	0.77	<ul style="list-style-type: none"> <li>■ 10 (27.8%) Capstone - 4</li> <li>■ 19 (52.8%) Milestone - 3</li> <li>■ 7 (19.4%) Milestone - 2</li> <li>■ 0 (0%) Benchmark - 1</li> <li>■ 0 (0%) Substandard - 0</li> </ul>	
3	Influence of context and assumptions	0.77	<ul style="list-style-type: none"> <li>■ 10 (27.8%) Capstone - 4</li> <li>■ 19 (52.8%) Milestone - 3</li> <li>■ 7 (19.4%) Milestone - 2</li> </ul>	

			<ul style="list-style-type: none"> <li>■ 0 (0%)</li> <li>Benchmark - 1</li> <li>■ 0 (0%)</li> <li>Substandard - 0</li> </ul>	
4	Student's position (perspective, thesis/hypothesis)	0.77	<ul style="list-style-type: none"> <li>■ 10 (27.8%)</li> <li>Capstone - 4</li> <li>■ 19 (52.8%)</li> <li>Milestone - 3</li> <li>■ 7 (19.4%)</li> <li>Milestone - 2</li> <li>■ 0 (0%)</li> <li>Benchmark - 1</li> <li>■ 0 (0%)</li> <li>Substandard - 0</li> </ul>	
5	Conclusions and related outcomes (implications and consequences)	0.77	<ul style="list-style-type: none"> <li>■ 10 (27.8%)</li> <li>Capstone - 4</li> <li>■ 19 (52.8%)</li> <li>Milestone - 3</li> <li>■ 7 (19.4%)</li> <li>Milestone - 2</li> <li>■ 0 (0%)</li> <li>Benchmark - 1</li> <li>■ 0 (0%)</li> <li>Substandard - 0</li> </ul>	

Goals Summary												
Goal	Score	Avg	Target	Percent Met	# Rows	% Rows	Capstone - 4	Milestone - 3	Milestone - 2	Benchmark - 1	Substandard - 0	Description
4	0.77				26	77%	4	19	7	0	0	Student's position (perspective, thesis/hypothesis)
5	0.77				26	77%	4	19	7	0	0	Conclusions and related outcomes (implications and consequences)

## DPT 634 – Professional Issues IV

- Grade distribution:
  - A – 6
  - A- - 7
  - B+ - 7
  - B – 10
  - B- - 6
- Comments on grades: The grade distribution appears appropriate for a graduate level course.

## PEG - Ethical Reasoning Value Rubric

WU PEG


2022-04-12 - 2022-04-12







Courses Included							
Learning Activity	Course	Instructors	Enrollment	Evaluations	Percent	# Pass	% Pass
WU PEG	DPT21F1 Professional Issues IV (DPT21F1-DPT- 634-80)	Drnach, Mark	37	36	97.3	31	86.11

Summary Statistics		
Scored Evaluations36	# Pass31	Mean Score3.65
Rows5	% Pass86.11	Median Score3.75
Possible Item Scores180	Highest Score4.75	Std Dev0.55
Actual Item Scores180	Lowest Score2.5	KR(20) / Cronbach Alpha0.94

Row Analysis					
Position	Row	Average	Std Dev	Point Biserial	Cronbach Del
1	Ethical Self-Awareness	0.75	0.13	0.9	0.91
2	Understanding Different Ethical Perspectives/Concepts	0.74	0.12	0.88	0.91
3	Ethical Issue Recognition	0.72	0.11	0.88	0.92
4	Application of Ethical Perspectives/Concepts	0.73	0.12	0.91	0.91
5	Evaluation of Different Ethical Perspectives/Concepts	0.71	0.12	0.62	0.96

Details				
No	Row	Average	Levels Of Achievement	Distribution
1	Ethical Self-Awareness	0.75	<ul style="list-style-type: none"> <li>■ 5 (13.9%) Capstone - 4</li> <li>■ 26 (72.2%) Milestone - 3</li> </ul>	

			<ul style="list-style-type: none"> <li>■ 5 (13.9%)</li> <li>Milestone - 2</li> <li>■ 0 (0%)</li> <li>Benchmark - 1</li> <li>■ 0 (0%)</li> <li>Substandard - 0</li> </ul>	
2	Understanding Different Ethical Perspectives/Concepts	0.74	<ul style="list-style-type: none"> <li>■ 3 (8.3%)</li> <li>Capstone - 4</li> <li>■ 28 (77.8%)</li> <li>Milestone - 3</li> <li>■ 5 (13.9%)</li> <li>Milestone - 2</li> <li>■ 0 (0%)</li> <li>Benchmark - 1</li> <li>■ 0 (0%)</li> <li>Substandard - 0</li> </ul>	
3	Ethical Issue Recognition	0.72	<ul style="list-style-type: none"> <li>■ 2 (5.6%)</li> <li>Capstone - 4</li> <li>■ 28 (77.8%)</li> <li>Milestone - 3</li> <li>■ 6 (16.7%)</li> <li>Milestone - 2</li> <li>■ 0 (0%)</li> <li>Benchmark - 1</li> <li>■ 0 (0%)</li> <li>Substandard - 0</li> </ul>	
4	Application of Ethical Perspectives/Concepts	0.73	<ul style="list-style-type: none"> <li>■ 3 (8.3%)</li> <li>Capstone - 4</li> <li>■ 27 (75%)</li> <li>Milestone - 3</li> <li>■ 6 (16.7%)</li> <li>Milestone - 2</li> <li>■ 0 (0%)</li> <li>Benchmark - 1</li> <li>■ 0 (0%)</li> <li>Substandard - 0</li> </ul>	
5	Evaluation of Different Ethical Perspectives/Concepts	0.71	<ul style="list-style-type: none"> <li>■ 2 (5.6%)</li> <li>Capstone - 4</li> <li>■ 26 (72.2%)</li> <li>Milestone - 3</li> <li>■ 8 (22.2%)</li> <li>Milestone - 2</li> <li>■ 0 (0%)</li> </ul>	

			Benchmark - 1 ■ 0 (0%) Substandard - 0	
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Goals Summary												
Goals	Score d	Av g	Target	Percent Met	# Rows	% Rows	Capstone - 4	Milestone - 3	Milestone - 2	Benchmark - 1	Substandard - 0	Description

#### DPT 635 – Integrated Seminar IV

- Grade distribution: This is a credit/no credit course
  - All students received credit for this course
- Improvements for next year: I would continue with the worksheets to foster a more critical appraisal of published literature. The presentation and review of the CPG as it related to the case under discussion in CS tied the information together.

#### DPT 636 – Research and Evidence Based Practice III

- Grade distribution:
  - A – 20
  - A - - 9
  - B – 6
  - C – 1
- Comments on grades: Students are performing where they need to be.

#### DPT 640 – Research and Evidence Based Practice IV

- Grade distribution
  - A – 32
- Comments on grades: Students are performing where they need to be.

#### DPT 668a – Clinical Education III

- Grade Distribution
  - A – 22
  - A - - 3
  - B - - 1
- Comments on Grades
  - The grades for the clinical performance are typically at or above expectations.
  - The grades can be impacted by professional behavior expectations which may be related to paperwork and written assignment submissions
  - There are 32 students in this cohort and 31 successfully passed this experience during the originally planned time frame. One student went on a medical withdrawal and plans to complete the course at a later date.

#### DPT 668b

- Grade Distribution
  - A – 26

- A - 2
- B – 3
- Comments on Grades:
  - The grades for the clinical performance are typically at or above expectations.
  - The grades can be impacted by professional behavior expectations which may be related to paperwork and written assignment submissions.
  - There are 32 students in this cohort and 31 successfully passed this experience during the originally planned time frame. One student was on a medical withdrawal and plans to complete the course at a later date.
  - This is the fourth full-time clinical education experience course and the final course in the program. It is expected for all students to reach the entry-level clinical performance markers for the PT CPI criteria unless they are in a specialty experience.

**Data Summary:**

- The data reflects that the Doctor of Physical Therapy Students are exiting the program with the cognitive and psychomotor skills and knowledge to take their National Physical Therapy Education licensure exam and practice as entry level clinicians.

What is the greatest strength of the courses taught?

- DPT 611-
  - Contents: This course is primarily designed to provide basic science understanding of the anatomy, biomechanics and function of the body as relates to the upper and lower extremities. This course also provides a scientific foundation for understanding the pathomechanics of body joints, common injuries, and it provides a scientific foundation behind physical therapy evaluation and interventions at introductory level. It starts with an introduction to vital signs and additionally provides basic understanding of pain and theories behind it, its management strategies, and introduces basics of pharmacology, and peripheral nervous system. The scientific knowledge covered in this course provides a foundation for the second-year topics as students progress in the program for entry level practice.
  - From the perspective of student learning activities, a strong point of this course is revisiting the anatomy knowledge with an emphasis on functional aspects such as force couples and muscular interactions and their impact on body posture. Students are assigned to groups which are required to work together while using the principles of problem-based learning model. Students are required to participate in class discussion by developing mini presentations of explored knowledge, and interact with each other by participating in probing questions.
  - In this course, in addition to the standard summative MCQ exams, instructor developed a formative method of evaluation of day to day student's activity and learning effort for in class and out of class performance using the principles of problem based learning. A new rubric was also developed for this activity. In this new activity, students had the opportunity to evaluate self and peer's performance for in class and out of class group discussions and

give justification for their performance. Instructor supervised the activity and provided feedback to the students' self and peer evaluation to find their gaps and improve their performance for consequent case scenario. Additionally, students' psychomotor and cognitive aspects of performance were also assessed by a summative OSCE examination. Students' ability to use evidence based paper was also assessed in the form of a written short review paper.

- DPT 612
  - Consistent instructors
  - Structured problem based learning experiences in small group format via cases with associated objectives available on Blackboard
  - Additional/Supplemental material available in combined cohort large group discussion based format.
- DPT 613
  - Consistent course instructors
  - Structured learning experiences in lab manual on Blackboard
  - Additional/supplemental material posted in Blackboard
  - Provided multiple modes of learning material – written/book, video, hands on demonstration in class
- DPT 616
  - Strengths of this course: Students have their first instruction related to statistics and research methods. Students are provided with a research mentor. Students work on a research topic that is of interest to them.
- DPT 618
  - This course incorporates a variety of assessment methods (formative and summative)- the students had individual and group activities to do; they presented information in written and verbal/role-playing situations
  - Variety of learning activities including a mix of lecture materials, video clips, articles presented, and independent student-centered discovery.
  - Information on a variety of technology options to assist with professional presentation styles
  - Learning activities connected with the APTA learning center
  - Learning activities provided a basis for ethical and professional practice standards in physical therapy
  - Outline is easy to follow and consistent each week so the students knew the expectations
- DPT 632
  - This PBL course is the keystone of the curriculum and fosters critical thinking skills in the student. The work on the treatment plans, using a mastery level of performance with formative assessments works well. The students verbal feedback was that this process helped them to organize and create more succinct treatment plans.
- DPT 633
  - Variety of learning activities. Incorporation of discussion, roleplaying, treatment planning, hands on activities, demonstration, and written

assignments to incorporate a variety of learning and assessment methods. Nice mixture of case-based lab activity and hand on activity.

- DPT 634
  - This is an online course that covers the healthcare systems in the USA. The students previously had a clinical experience which helps them see or apply the concepts taught in the course to their clinical experience.
- DPT 635
  - This year I added more CPGs and a worksheet on evaluation of the evidence which students completed after reading an article and submitted. These worksheets were not graded by the aggregate information was discussed in class. The students were given several worksheet assignments and showed improvement in the correct identification of aspects of the published work.
- DPT 636
  - Allow students extra time to update the information they have about their research project and add any missing information.
- DPT 640
  - Allows students extra time to update the information they have about their research project and add any missing information.
- DPT 668a
  - The course has specific announcements that are released frequently on Monday and Thursday mornings for consistency and intentional reminders and instructions.
  - The course has written assignments each week in the Discussion Forum that are related to patient cases and clinical experiences, some that include the use of evidence to back up clinical choices, some that require conversation with their CI, and some that require reflection.
  - The course occurs in the clinical setting, allowing the students to work directly with patients.
  - The course runs 10 weeks in length which is being identified by students and clinical instructors are being long enough to allow students to gain confidence and comfort and demonstrate higher level clinical performance and achieve the entry level markers on the PT CPI evaluation.
  - The course happens after seven full semesters which included three prior full-time clinical education experiences which provides the students the opportunity to practice a significant amount of clinical skills on patients.
  - The DCE provides availability to be reached by cell phone and email during morning, afternoon, and evening hours and responds to student requests quickly.
- DPT 668b
  - The course has specific announcements that are released frequently on Monday and Thursday mornings for consistency and intentional reminders and instructions.
  - The course has written assignments each week in the Discussion Forum that are related to patient cases and clinical experiences, some that include the

use of evidence to back up clinical choices, some that require conversations with their CI, and some that require reflection.

- The course occurs in the clinical setting, allowing the students to work directly with patients.
- The course runs 10 weeks in length which is being identified by students and clinical instructors as being long enough to allow students to gain confidence and comfort and demonstrate higher level clinical performance and achieve the entry level markers on the PT CPI evaluation.
- The course happens after seven full semesters which included three prior full-time clinical education experiences which provides the students the opportunity to practice a significant amount of clinical skills on patients.
- The DCE provides availability to be reached by cell phone and email during morning, afternoon, and evening hours and responds to student requests quickly.

What criteria were achieved?

- Participation of cohort in Service Learning I
- Completion of cognitive and psychomotor assessments in Term II and V by all students
  - 2 students withdrew from Term II – both are returning in 1 year
  - 5 Students did not meet the academic mark to continue on
    - 2 are returning in the fall to restart program
- All students completing DPT 668a and DPT 668b are completing the CPI for clinical education assessment to ensure they are ready for entry level practice

Any comparisons with the previous term's results? Are students improving?

- The Cohort of 2023 is struggling a bit more than the Cohort of 2022 in the Term II curriculum. Additional open labs and review sessions were offered throughout the term to help the students.
- The Cohort of 2022 is performing as expected, and along the lines of previous cohorts. This group is preparing well with the flipped classroom approach to be ready to apply information.
- The Licensure exam passage rate has not been released yet for the first 2 sittings for the Cohort of 2021.

Section E: Future Actions/Program Improvement Plan

What steps/actions need to be implemented for the program improvement?

- The Doctor of Physical Therapy program submitted the 10 year CAPTE self-study in July 2021. A virtual accreditation site-visit was completed in September 2021. An institutional response was submitted after receiving the CAPTE report in February 2022.

- An onsite visit to review Standard 8 of the CAPTE report is set for 4/8/2022. The program's application with self-study is slated to be reviewed by the CAPTE accreditation board at their April 2022 meeting. A response should be received from CAPTE regarding accreditation by the end of May 2022.
- The department is beginning a curricular review to incorporate content specialists to review to ensure content is contemporary and appropriate.

Are those actions program-related or curriculum related?

- These actions are both program-related and curriculum related.

What areas in the student learning need to be improved?

- The Clinical Education CPI, graduate surveys, and course assessments will help identify this. The Scorebuilder's competency exam is taken in Spring (end of Term III) and Summer (End of Term VII) terms and helps identify strengths and weaknesses in content area by systems for students. This is used as a bench mark for continuation to clinical education and graduation.

What changes need to make to refine the assessment process?

- Work to improve graduate and employer surveys to ensure meeting needs of region/nationally with employment and entry level practice status.
- Ensure rigor of curriculum and assessment match planned taxonomic levels.

Date of implementation.

- CAPTE and departmental feedback to curriculum will begin as discussion at the annual departmental retreat in July 2022.
  - Recommended changes will be discussed and considered. Gross changes to curriculum will not be implemented until Fall 2023 and Fall 2024 to ensure preparation time to modify curriculum and teaching materials.

Feedback from individual faculty to plan for improvement for next year:

- DPT 611
  - One of the challenges that I have faced in the past few years is the number of topics that are designed for this course which leads to rushing through some of the class sessions, despite multiple methods that I tried to adjust it. This is more a curricular concern which should be addressed at department level.
  - Another for future improvement is with respect to anatomy models. Overall, we have limited anatomy sources. Many of our anatomy models became defected or faulty since many are old and not replaced for many years.
  - Next year, I would like to apply some changes in the method of the OSCE examination. I will include relevant investigative tools such as X-ray to the OSCE examination.
- DPT 612
  - None
- DPT 613



- Discuss with department ways to increase time for exercise performance and prescription.
  - Add MEQs to assessments versus all multiple-choice examinations for application of material and critical thinking.
- DPT 616
  - Possibly a pre-test to determine how much of statistics, data management, and research design they already know.
- DPT 618
  - Review of the reference materials and use updated materials as needed
  - Demonstrate the association of the course topics and learning activities to clinical education experiences, clinical practice, and CAPTE requirements.
- DPT 631
  - Increase number of hands-on activities
- DPT 632
  - None
- DPT 633
  - Strengthen the case scenarios used. Try to get more videos to correspond with the case scenarios. Stress to students that when cases are to be discussed in class or activities are to be done in class, that is not dead time but time to practice and apply the information to new populations or diagnostic groups which requires active participation.
- DPT 634
  - Review the SLO and make sure that the SLO on ethical reasoning reflect the appropriate taxonomic level of a 4. Keep the assignments the same.
  - I had a one hour overview of the week's topic which the students appreciated
- DPT 635
  - Continue with the worksheets to foster a more critical appraisal of published literature. The presentation and review of the CPG as it related to the case under discussion in CS tied the information together
- DPT 636
  - Possibly feedback from the research mentor as to what information they place as priority for the students to complete.
- DPT 640
  - Possibly feedback from the research mentor as to what information they place as a priority for the students to complete.
- DPT 668a
  - The course can be improved by providing reminders to students to complete the requirements for the assigned clinical site in a quicker timeframe to allow them to upload their packets sooner for a review.
  - The plan is to attempt placement for this experience by the middle of October, with specialty slot placements by early in September, to allow more time to meet #1 and find alternative placements if needed.

- Provide additional correspondence to the clinical sites a few months before the packet is sent as a reminder of the student placement.
- DPT 668b
  - The course can be improved by providing reminders to students to complete the requirements for the assigned clinical site in a quicker timeframe to allow them to upload their packets sooner for a review.
  - The plan is to attempt placement for this experience by the end of October, with specialty slot placements by early in September, to allow more time to meet #1 and find alternative placements if needed.
  - Provide additional correspondence to the clinical sites a few months before the packet is sent as a reminder of the student placement.

## DOCTOR OF PHYSICAL THERAPY ASSESSMENT REPORT: SPRING 2022

Section A: Introduction/Background

Program: Doctor of Physical Therapy  
Semester/Academic Year: Spring 2022

Course Numbers:

DPT 621	Basic Science III
DPT 622	Clinical Science III
DPT 623	Physical Therapy Science III
DPT 625	Integrated Seminar II
DPT 626	Research & Evidence Based Practice II
DPT 627	Service Learning II
DPT 630	Professional Issues III
DPT 641	Basic Science V
DPT 642	Clinical Science V
DPT 643	Physical Therapy Science V
DPT 644	Professional Issues V
DPT 645	Integrated Seminar IV
DPT 650	Research & Evidence Based Practice V
DPT 658	Clinical Education II

The program provides a learning environment conducive to the education of excellent problem-solving clinicians and the professional development of the faculty and students in research and intellectual inquiry. Delivery of healthcare in an ethical, efficient, and effective manner is provided to healthcare consumers, including service to the underserved locally, nationally, and internationally. This program's philosophy is integrated with the University and Department mission statements by including education principles of the basic sciences, clinical practice, research and professionalism.

Section B: Student Learning Outcomes Assessed
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Program Learning Outcomes:

- The program will prepare the student as competent Doctors of Physical Therapy
- Upon completion of the program, the student will demonstrate the ability to comprehend, apply, and evaluate, the information relevant to the role as an entry level physical therapist (Cognitive)
- Upon completion of the program, the student will demonstrate behaviors consistent with professional and employer expectations (Affective)
- Upon completion of the program, the student will demonstrate technical proficiency in all the skills necessary to fulfill the role as an entry level physical therapist (Psychomotor)
- The program will fulfill employment needs for doctors of Physical Therapy within local and regional service areas.
- The program will produce enough numbers of graduates to fill the positions created by turn over and/or expansion in the healthcare market nationally.
- Upon complete of the Program, the student will provide service to the community.

Course Learning Objectives:

- **DPT 621**
- DPT 622
  - Use an interactive process in assessing the behavior of the tutor and the peers in a group (5)
  - Alter behavior in response to assessments made by the tutor and members of the group (6)
  - Compile information, ideas, and opinions concisely, clearly, and in a timely manner (6)
  - Generate a written summary of group discussion and decisions in concise and clear language, and in a timely manner (6)
  - Analyze the relationship among problem elements selected for investigation from the client case report (4)
  - Differentiate among factors that affect decisions about client case (4)
  - Discriminate among sources of information on the basis of accuracy, validity, and applicability (4)
  - Appraise resources used to address learning issues identified by the group (5)
  - Explain the selection of resources used for addressing the learning issues (2)
  - Participate in group learning by providing information from multiple sources, discussing learning issues, and assessing behavior of oneself and other individuals in the group (5)
  - Apply the principles of professional ethics and law to respond to the moral, ethical, and legal issues presented by a client (3)
  - Discuss the potential consequences of clinical decisions that may affect the client, the family, the public, and the profession (6)

- Develop client programs, including examinations, evaluations, assessments, care plans with goals, time frames, and re-evaluation plans for patients with pulmonary conditions (6)
- Develop client programs, including examinations, evaluations, assessments, care plans with goals, time frames, and re-evaluation plans for patients with back dysfunction(6)
- Develop client programs, including examinations, evaluations, assessments, care plans with goals, time frames, and re-evaluation plans for patients with cervical spine and TMJ disorders (6)
- Develop client programs, including examinations, evaluations, assessments, care plans with goals, time frames, and re-evaluation plans for patients with balance disorders(6)
- Develop client programs, including examinations, evaluations, assessments, care plans with goals (6)
- Develop client programs, including examinations, evaluations, assessments, care plans with goals, time frames, and re-evaluation plans for patients with complications of diabetes mellitus (6)
- Develop client programs, including examinations, evaluations, assessments, care plans with goals, time frames, and re-evaluation plans for patients with amputation(6)
- DPT 623
  - Evaluate problems of motor limitation and dysfunction.(5\*)
  - Examine the fit of spinal orthoses, AFOs, and footwear.(3\*)
  - Measure range of motion and muscle strength and analyze postures and motor patterns of axial and appendicular components of the musculoskeletal system including the TMJ.(4\*)
  - Evaluate cranial and spinal nerve function.(5\*)
  - Use observation, mediate percussion, palpation, and auscultation to assess the chest. (3\*)
  - Measure balance and coordination.(5\*)
  - Examine, and evaluate patients with lower extremity surgical amputations for correct fit and function of prostheses.(4\*)
  - Examine and evaluate patients with cervical spine dysfunction.(4\*)
  - Describe functional impairments related to pain, muscle weakness, and hyper-/hypo-mobility of the neck and trunk.(2\*)
  - Describe respiratory patterns.(2\*)
  - Document results of evaluative procedures using standard terminology to produce meaningful, accurate, timely, and systematic records.(6\*)
  - Test vascular status.(3\*)
  - Determine examination, evaluation and intervention strategies for management of bradykinesia-induced postural changes and functional activities including gait. (5\*)
  - Determine a diagnosis for problems of movement.(5\*)
  - Determine a diagnosis for problems of movement related to lower level prosthetic and orthotic devices.(5\*)
  - Determine a diagnosis for respiratory patterns and conditions.(5\*)

- Determine a diagnosis for problems of movement of UMN and LMN lesions including cerebellar and brain stem lesions.(5\*)
- Determine a diagnosis for problems of movement of sensory and vascular disturbances.(5\*)
- Determine a diagnosis for problems of movement of endurance and aerobic capacity.(5\*)
- Plan and perform interventions to address patient problems.(6\*)
- Adapt functional activities to accommodate impairments in neck and trunk mobility.(6\*)
- Adapt interventions, including functional activities, to accommodate impairments in sensation and vascular supply.(6\*)
- Document plans for intervention using standard terminology to produce meaningful, accurate, timely, and systematic records.(6\*)
- Recommend spinal, ankle, and LE orthoses.(5\*)
- Incorporate corrective and accommodative strategies for balance and coordination deficits into client programming.(6\*)
- Summarize indications, precautions, and contraindication for proposed treatments.(2\*)
- Adapt programs to accommodate impairments in sensation and vascular supply.(6\*)
- Modify patient programming based on results of electro-diagnostic and invasive tolerance tests, and medical visualizations.(6\*)
- Apply electrical muscle stimulation for strengthening, function, pain relief and/or denervated mm. using square waves/ pulsed current. (3\*)
- Apply electrical muscle stimulation for strengthening, function, pain relief and/or denervated mm. using interferential current (IFC).(3\*)
- Apply electrical muscle stimulation for denervated mm. using direct current (DC).(3\*)
- Apply electrical muscle stimulation for strengthening and function using Russian current.(3\*)
- Apply electrical muscle stimulation for function, pain relief using TENS.(3\*)
- Apply electrical muscle stimulation for strengthening, function using FES.(3\*)
- Apply electrical muscle stimulation for function, and pain relief using Microcurrent.(3\*)
- Apply electrical current to promote pain relief, tissue healing and to decrease edema using Iontophoresis.(3\*)
- Apply electrical current to promote pain relief, tissue healing and to decrease edema using Light Therapy. (3\*)
- Incorporate appropriate techniques for evaluation and management of abnormalities in muscle tonus and motor reflexes into client treatment.(6\*)
- Plan and perform interventions for a patient with a total joint arthroplasty of the hip, knee and shoulder.(6\*)
- Design and perform interventions for a patient with cervical spine dysfunction.(6\*)

- Design and perform interventions for a patient with temporomandibular joint disorder.(6\*)
- Develop and demonstrate intervention strategies for functional improvement with clients who have impairments related to upper and lower motor neuron lesions.(6\*)
- Design and demonstrate examination, evaluation and intervention strategies for management of bradykinesia-induced postural changes and functional activities including gait.(6\*)
- Carry out a plan of care(3\*)
- Carry out manual and mechanical spinal traction techniques.(3\*)
- Apply soft tissue massage techniques.(3\*)
- Apply manual percussion and vibration for the purposes of bronchial hygiene.(3\*)
- Fabricate temporary dorsi-flexion assistive device.(6\*)
- Document outcomes of intervention using standard terminology to produce meaningful, accurate, timely, and systematic records.(6\*)
- Teach stress management and aerobic exercise programs to patient/clients.(3\*)
- Carry out strategies to address medical emergencies involving cardio-respiratory systems.(3\*)
- Incorporate appropriate pre-prosthetic conditioning and prosthetic training procedures into client evaluations and treatment plans.(6\*)
- Recommend specific prosthetic components and adaptations for clients with lower limb amputations.(5\*)
- Plan and perform wound assessment and dressing techniques to include wound packing and discussion of appropriate dressings and topical agents.(3\*)
- Discuss professional behaviors as they relate to the clinical application of skills in this course.(6\*)
- Use the principles of professional ethics and law to respond to the moral, ethical, and legal issues presented by a patient/client.(3\*)
- Apply the principles of ethical and legal decision making to the study of sciences basic to the practice of physical therapy.(3\*)
- Discuss the potential consequences of clinical decisions that may affect the patient, the family, the public, and the profession.(6\*)
- Select strategies necessary to protect patient/client integrity.(3\*)
- Apply procedures using known indications and contraindications.(3\*)
- DPT 625
  - Apply the educational principles in client evaluation and treatment programs (3)
  - Adapt client evaluations and treatment parameters to psychological issues including stress, fear, altered body image, cosmesis, appliance tolerance, depression, and guilt reactions to disease or disability (6)
  - Examine the role of the physical therapist as a member of the health care team (4)
  - Analyze ethical issues within a client case (4)

- Describe central nervous system lesions, causes of those lesions, and functional deficits resulting (2)
- Analyze functional implications of impairments (4)
- Contribute to a tutorial learning session (5)
- Incorporate information from basic science into evaluation and programming (6)
- Incorporate information on social, cultural, and legal issues into client evaluation and programming (6)
- Develop strategies for identifying and interacting with other agencies impacting on cause management and prevention issues (6)
- Diagnose physical therapy problems (6)
- Identify appropriate sources of services for clients (3)
- Develop client programs including examinations, evaluation assessments, care plans with goals, time frames, and re-evaluation plan (6)
- DPT 626
  - Understand and complete IRB submission for research project (3)
  - Understand research principles (3)
  - Complete research training modules (3)
  - Understand components of informed consent and protection of research participants along with completing of informed consent for research project (3)
  - Understand and complete a methods section for a research paper (5)
  - Relate and apply threats to research validity and reliability (4)
  - Understand research appraisal how to critique and work of research (4)
  - Understand research sampling and selection of participants (4)
  - Understand and apply elements of a research proposal (5)
  - Understand the principles of evidence-based practice (4)
- DPT 630
  - The program will prepare the students as competent Doctors of Physical Therapy.
  - Upon completion of the Program, the student will demonstrate the ability to comprehend, apply, and evaluate the information relevant to the role as an entry level physical therapist (Cognitive).
  - Upon completion of the Program, the student will demonstrate behaviors consistent with professional and employer expectations (Affective).
- DPT 641
  - Evaluate the changes in function based upon the pathophysiology of the associated case. (5)
  - Evaluate and discuss the changes that result in the primary diagnosis as influenced by co-morbidities associated with the case. (5)
  - Identify the normal anatomy and physiology of the areas affected by the primary diagnosis from the case being investigated. (3)
  - Discuss the medical and physical therapy interventions and management incorporated in the treatment of the primary diagnosis and associated co-morbidities. (6)

- Discuss and relate the tests and measures used to diagnose and evaluate the primary problems and associated co-morbidities of the case. (6)
- Explore any ill or unintended effects of medical or physical therapy intervention. (4)
- Use the information gained in Basic Science to better understand the cases being discussed in Clinical Science and Physical Therapy Science courses. (3)
- Evaluate the changes in function based upon the pathophysiology of the associated case. (5)
- Evaluate and discuss the changes that result in the primary diagnosis as influenced by co-morbidities associated with the case. (5)
- Identify the normal anatomy and physiology of the areas affected by the primary diagnosis from the case being investigated. (3)
- Discuss the medical and physical therapy interventions and management incorporated in the treatment of the primary diagnosis and associated co-morbidities. (6)
- Discuss and relate the tests and measures used to diagnose and evaluate the primary problems and associated co-morbidities of the case. (6)
- Explore any ill or unintended effects of medical or physical therapy intervention. (4)
- Use the information gained in Basic Science to better understand the cases being discussed in Clinical Science and Physical Therapy Science courses. (3)
- **DPT 642**
- DPT 643
  - Examine and evaluate clients with neuromuscular, musculoskeletal, and integumentary disorders (6)
    - Non-neural dysfunction of lumbar spine, and thoracic spine
    - Burns and other integumentary problems
    - Spinal cord injuries
  - Formulate a diagnosis and prognosis for clients with neuromuscular, musculoskeletal and integumentary disorders as listed above (5)
  - Assess and implement interventions and determine outcomes for the clients addressed above (5)
    - Compose education and collaborate with other health care providers in the prevention and care of the clients listed above
  - Predict needs for environmental modifications, mobility aids, and other adaptive devices for clients who have multi-system involvement resulting in movement dysfunction (4)
  - Perform at entry level competence in the application of: (5)
    - Soft tissue mobilization
    - Joint mobilization and manipulation of the thoracic spine
    - Exercise progression with clients with spinal cord injuries
    - Exercise progression in clients with movement system dysfunction
    - Muscle energy techniques for the thoracic spine and ribs
    - Exercise progression for clients with back pain



- Evaluates and corrects movement system dysfunction in clients (6)
- DPT 644
  - Discover how federal laws influence the delivery of services in physical therapy (4)
  - Discuss professionalism and its reflection in the profession of physical therapy (6)
  - Discover the application of general federal laws and regulations in the employment and practice of physical therapists (4)
  - Summarize the role and responsibilities of leadership (2)
  - Discover the various approaches to the types of leadership, and their specific traits. (4)
  - Apply ethical principles to leadership. (3)
  - Identify and apply, the basics components of marketing (e.g. SWOT and mix) and strategic planning (e.g. environmental scanning). (4)
  - Design a strategic marketing plan to foster professional development. (6)
  - Adapt and justify evidence of support of a marketing plan to a specific target audience/market. (6)
  - Examine the concept of competency and strategies to maintain continuing competence in the area of physical therapy. (4)
  - Define cultural competence. (1)
  - Relate the framework of the WHO's ICF classification model and its application to the management of people with chronic disabilities. (2)
  - Discover the components of an intentional program of international clinical education that foster cultural awareness and sensitivity. (4)
  - Analyze and list the basic facilitators and barriers to health care services to people with chronic disabilities in developing countries. (4)
  - Apply the major components of the APTA Code of Ethics in clinical and managerial decision-making. (3)
  - Summarize legal and ethical issues related to the practice of physical therapy. (2)
  - Examine jurisprudence and situations/behaviors that could lead to accusations of negligence, liability, or tort actions. (4)
  - Compare basic types of performance appraisals and how this tool can be used in professional development. (4)
  - Discuss the basics of coding for physical therapy services using CPT, HCPCS, G and ICD codes. (6)
  - Discuss the concept of professional duty towards a patient/client and interpret professional behaviors to minimize risk of perceived wrongful actions. (6)
  - Summarize the basic types and styles of conflict that can arise in clinical practice. (2)
  - Explain the basic elements of negotiation and how these can be used in patient/client/coworker interactions. (5)
  - Define malpractice. (1)
  - Identify the definition and applications of professional negligence. (3)

- Compare the basic components and types of legal proceedings associated with malpractice. (4)
- DPT 645
  - This course supports the academic outcomes of CS V. No specific University PEGs are addressed in this course.
- DPT 650
  - Produce a draft of the research to date turned into the Research Advisor(s)
  - Attend scheduled meetings with Research Advisor(2)
  - Complete data collection or have a plan to have data collection completed.
  - Complete data analysis or have a plan to have data analysis completed.
  - Provide a written plan and timeline for completion of the entire research project turn in to and approved by the Research Advisor(s)
- DPT 658
  - The program will prepare the students as competent Doctors of Physical Therapy.
  - Upon completion of the Program, the student will demonstrate the ability to comprehend, apply, and evaluate the information relevant to the role as an entry level physical therapist (Cognitive).
  - Upon completion of the Program, the student will demonstrate behaviors consistent with professional and employer expectations (Affective).
  - Upon completion of the Program, the student will demonstrate technical proficiency in all the skills necessary to fulfill the role as an entry level physical therapist (Psychomotor).



1. How did you measure each of the learning outcomes associated with your course?

- Student outcomes were assessed by a variety of factors, including:
  - Rubric application in specific courses
  - Psychomotor assessment of hands on OSCE exam
  - Cognitive assessment of written exams and papers
  - Fulfill role as entry level physical therapist with the Clinical Education CPI assessment and performance at entry level expectation

1. List the measures (e.g., course material, assignments, tests, etc.) you used to assess the student learnings.

DPT 621	Final Exam; OSCE; Midterm; Seminar 1; Participation/Peer Evaluation
DPT 622	Quizzes; Midterm Exam; Final Exam
DPT 623	Written final exam; final OSCE; skills checkouts on traction, estim, and joint mobilization;
DPT 625	

DPT 626	Completion of IRB training; Continual revision of Chapter Three Methodology – graded by the research advisor; Power point presentation – rurbic, as graded by the instructor
DPT 627	
DPT 630	Midterm Exam; Discussion Board Written Assignment/Group project; Final examination – written and oral presentation projectDiscussion board written assignment; quiz
DPT 641	Exams; Postings/Discussion Board; Class Presentation
DPT 642	
DPT 643	Cognitive performance – final exam; safety with hands on manual checkout for spine – recorded checkout; psychomotor full course performance – final OSCE
DPT 644	Discussion Board and Portfolio/Marketing assignment; Discussion board; Midterm Exam; Final Exam
DPT 645	Participation was required and achieved by all the students.
DPT 650	Attending meetings with research advisor; continual revision of Chapter Three Methodology; Timeline for completion of the research project;
DPT 658	PT CPI Final Evaluation; Written-Assignment Discussion Board;

#### DPT 621 – Basic Science III

- Grade distribution:
  - A – 4
  - A- - 4
  - B+ - 7
  - B – 6
  - C+ - 1
  - F - 1
- Comments on grades:1 student achieved a C+ for the total course but failed due to not passing the Final Written exam which is a mandatory pass item. The academic status of this student, whether allowed for a retake is pending upon the decision of Academic Progress Committee
- Grades of below C is considered as Failure of the course.
- Total course grade distribution shows that all students successfully passed the course with class average of 89.2% (B+) and mode of B+, with the highest grade of A (18.2%) and lowest grade of C+ (1 student, 4.5%). A rare situation happened in which one student who achieved total course grade of C+ but unfortunately failed the course because of not passing the final written exam which is a mandatory pass item. Academic status of this student whether allowed for a retake, is still pending evaluation by Academic Progress Committee (APC) when this report is written.

- Overall, the grade distribution shows the course was successfully performed with a class average of B+.
- A comparison of grade distribution of the current class 2023 with previous years (Class 2022-Spring 2021 and Class 2021-Spring 2020) as presented below, shows that overall class performance was almost similar to the previous cohort in Spring 2021 with a class average of B+. When compared with Spring 2020, a slight reduction (from 91% to 89%) is observed which, instructor believes that it could be due to some changes implemented in the assessment method. A more rigor type of evaluation for 2 grading items (Seminars and OSCE) was implanted. These changes are explained under the “Improvements for Next Year” section and in the faculty annual report.

#### DPT 622 – Clinical Science III

- Grade distribution:
  - A - 2
  - A- - 8
  - B+ - 9
  - B – 3
  - B- - 1
- Comments on grades: Grades have significantly improved for those who have successfully completed the requirements of Term I and II

#### DPT 623 – Physical Therapy Science III

- Grade distribution:
  - A- - 3
  - B+ - 7
  - B – 5
  - B- - 7
- Comment on grades: Very similar distribution from last year. There was 1 A in the previous year’s class, but the most achieved levels were B+ and B

#### DPT 625 – Integrated Seminar II

- Grade Distribution: Course is a 1 credit pass/fail only. All students met or exceeded course expectations. The cognitive assessments associated with the content are evaluated in Clinical Science II
- Comment on grades:

#### DPT 626 – Research and Evidence Based Practice II

- Grade distribution:
  - A – 22
- Comments on grades: With the exception of a powerpoint presentation, students are graded by their research advisors. The goal is to have the best research possible, so students are allowed multiple revisions until such time as the research advisor believed they have appropriately completed their research section. Having 22 A grades would not be uncommon since multiple revisions are allowed.

## DPT 630 – Professional Issues III

- Grade Distribution:
  - A – 17
  - A- - 5
- Comments on Grades:
  - The grades for the course are typically very high with the majority of the grades near the A level. This is a 1-credit course that focuses on professionalism topics. The emphasis is on completion of course tasks according to the outlined requirements.
  - The grades can be impacted by participation, completion of the course activities, performance on quizzes and Midterm/Final projects. It includes the use of proper grammar and spelling and meeting due dates.
  - There were 23 students enrolled in this course initially, and 22 students successfully completed this course. One student withdrew before the end of the semester.

## DPT 641 – Basic Science V

- Grade Distribution
  - A – 5
  - A- - 20
  - B+ - 8
  - B – 3
- Comments on grades: Students are performing where they need to be.

## DPT 642 – Clinical Science V

- Grade distribution:
  - A – 7
  - A- - 1-
  - B+ - 13
  - B – 2
  - B- - 3
  - C+ - 1
- Comments on grades: The grade distribution appears appropriate for a graduate level course. I was surprised that a student earned a C+ but this was not out of character.

## DPT 643 – Physical Therapy Science V

- Grade distribution:
  - A – 7
  - A- - 10
  - B+ - 13
  - B – 2
  - B- - 3
- Comments on grades: Distribution as expected

## DPT 644 – Professional Issues V

- Grade distribution:
  - A – 36
- Comments on grades: Grades are comprised by a midterm exam, final exam, Blackboard Discussions, and a portfolio and marketing project.

## DPT 645 – Integrated Seminar IV

- Grade distribution: This is a credit/no credit course
  - All students received credit for this course
- Grade Distribution:
  -

## DPT 650 – Research and Evidence Based Practice V

- Grade distribution:
  - A – 34
  - A- - 2
- Comments on grades: All aspects of the course are graded by the student's research advisors. The goal is to have the best research possible, so students are allowed multiple revisions until such time as the research advisor believed they have appropriately completed their research section.

## DPT 658 – Clinical Education II

- Grade distribution
  - A – 28
- Comments on grades:
  - The grades for the clinical performance are typically at or above expectations.
  - The grades can be impacted by professional behavior expectations which may be related to paperwork and written assignment submissions.
  - There are 36 students in this cohort and 35 were enrolled in this course at this time. All 35 students successfully passed this experience during the originally planned time frame. One student will complete the course out of sequence at a later date.
  - This is the second full-time clinical education experience course. It could be a repeat of a setting from the last experience or a new setting. This can impact the grades.

**Data Summary:**

- The data reflects that the Doctor of Physical Therapy Students are exiting the program with the cognitive and psychomotor skills and knowledge to take their National Physical Therapy Education licensure exam and practice as entry level clinicians.

What is the greatest strength of the courses taught?

- DPT 621-
  - **Contents:**  
This course is primarily designed to provide basic science understanding of anatomy, physiology and pathophysiology knowledge of common diseases related to the body

systems. This course also provides a scientific foundation for understanding of body system interactions at health and disease status, and principles behind physical therapy evaluation and interventions at introductory level. This scientific knowledge provides a foundation for learning more complex cases as students progress to the second year and for entry level PT practice

- **Students Learning Activities:**

- A general strength of this course is providing multiple opportunities for a variety of teamwork and group activities which enhances the PBL feature of the curriculum as explained below.
- One of the unique strengths of this course, from the perspective of student learning activities, was Student Seminar presentations; a structured seminar presentation on a selected body system's pathology. This learning opportunity was a group activity. Students were assigned in groups, and each group was assigned for 2 mandatory structured seminars by presenting anatomy, physiology and pathogenesis for selected body system's disease, and principles of physical therapy interventions that is supported by evidence-based paper appraisal process. This comprehensive structured seminar presentation helps students to integrate their knowledge gathered from reading textbooks to evidence-based practice and promoting critical thinking by appraisal process. This learning activity also provides an opportunity for more formal scientific presentation by using audio-visual and technology tools. This activity integrates the cognitive and affective domains and enables students to develop an informed decision-making behavior/skills in daily classes in preparation for future PT practice.
- Another strength of this course in relevance to the students learning activities was a unique teamwork project in the form of creating a flowchart on a specific PT patient scenario with a comorbidity. This was also a group activity that students were assigned to work on a given task throughout the semester fruiting in the completion of flowchart and presenting it during OSCE examination. This group activity requires students constantly and progressively review their knowledge, discuss with each other, and work cohesively to implement what they learned into the development of a flowchart which helps students to solidify their gathered knowledge by recalling and reciting it in different formats.

- **Assessment and Evaluation:**

- In this course, in addition to the standard summative MCQ exams, instructor developed a formative method of evaluation of day-to-day students' performance and learning effort for in-class and out-of-class activities using the principles of problem-based learning. A new rubric was also developed for this activity. In this new activity, students had the opportunity to evaluate self and peer's performance for in-class and out-of-class group discussions while providing justification for their evaluation process. Instructor supervised the activity and provided feedback to the students' self and peer-evaluation to identify

their gaps and improve their performance for consequent case scenario. Additionally, students' cognitive and affective aspects of performance were also assessed by 2 formative seminar presentations and a summative final OSCE examination. Students' ability to use evidence-based paper was also assessed in the form of paper appraisal as a part of 2 mandatory seminar presentations as explained under the learning activities above.

- DPT 622
  - Consistent instructors
  - Structured problem based learning experiences in small group format via cases with associated objectives available on Blackboard
- DPT 623
  - Co-instructors experience in teaching the content overall and with each other, on the same page. It's good instructional environment
  - Small class size allowed more attention for each student which was beneficial when learning examination techniques and interventions, especially manual techniques.
  - Course instructors update content each year. Utilization of APTA resources and current evidence on patient management for course topics
  - Instructors continue to offer non-mandatory open lab time for each skill competency
- DPT 626
  - Course is designed to
    - Help students prepare and complete Chapter 3 (methodology) of the research project
    - Help the student prepare for and complete the researcher training modules.
    - Help the student prepare and submit the Institutional Review Board forms related to the research project
- DPT 630
  - variety of assessment methods (formative and summative) – the students had individual and group activities to do; they presented information in written and verbal situations
  - \*participation in the campus-wide interprofessional education program
  - \*variety of learning activities including a mix of lecture materials, video clips, articles presented, and independent student-centered discovery; inclusion of guest speakers from WV on specialized topics
  - \*information on a variety of current news to assist with professional awareness of current events
  - \*learning activities connected with the APTA Learning Center
  - \*training for use of the PT CPI for Clinical Education experiences
  - \*learning activities provided a basis for ethical and professional practice standards in physical therapy
  - \*outline is easy to follow and consistent each week so the students knew the expectations



- \*it builds from Professional Issues I and II and prepares the students for future Professional Issues and Clinical Education courses in the program
- \*course instructor's background knowledge and professional use of the course materials
- **DPT 641**
- DPT 642
  - This PBL course is the keystone of the curriculum and fosters critical thinking skills in the students. The work on writing a letter of medical necessity and a transfer letter, using a master level of performance with formative assessments, worked well. The students verbal feedback was that this process helped them to organize and create more succinct written communications. Examples of what was expected helped.
- DPT 643
  - Good student participation, open labs and opportunities for students to freely ask questions and improve skills
- DPT 644
  - Emphasis of this course in legal and ethical issues that influence the practice of physical therapy, cultural competence, and leadership. The student learners the common federal laws that influence the practice of physical therapy and gain a basic understanding of the various aspects of being a professional. In addition, the student develops a marketing plan to aid in his/her professional development and career planning. Orientation to health care marketing and strategic planning are covered.
- DPT 645
  - This year I focused on CPG as it related to the topic discussed in CS. The information on PT and nutrition and their cardiometabolic health of patients with SCI added value to the cases in CS.
- DPT 658
  - The course has specific announcements that are released frequently on Monday and Thursday mornings for consistency and intentional reminders and instructions.
  - The course has written assignments each week in the Discussion Forum that are related to patient cases and clinical experiences, some that include the use of evidence to back up clinical choices, some that require conversations with their CI, and some that require reflection.
  - The course occurs in the clinical setting, allowing the students to work directly with patients.
  - The course runs 8 weeks in length which is being identified by students and clinical instructors as being long enough to allow students to gain confidence and comfort and demonstrate higher level clinical performance and achieve the intermediate – advanced intermediate markers on the PT CPI evaluation.
  - The course happens after five full semesters which included one prior full-time clinical education experience which provided the students the opportunity to practice a significant amount of clinical skills on patients.

- The DCE provides availability to be reached by cell phone and email during morning, afternoon, and evening hours and responds to student requests quickly.

What criteria were achieved?

- Participation of cohort in Service Learning II
- Completion of cognitive and psychomotor assessments in Term III and VI by all students
  - 2 students withdrew from Term II – both are returning in 1 year

Any comparisons with the previous term's results? Are students improving?



What steps/actions need to be implemented for the program improvement?

- The Doctor of Physical Therapy program submitted the 10 year CAPTE self-study in July 2021. A virtual accreditation site-visit was completed in September 2021. An institutional response was submitted after receiving the CAPTE report in February 2022.
- An onsite visit to review Standard 8 of the CAPTE report is set for 4/8/2022. The program's application with self-study is slated to be reviewed by the CAPTE accreditation board at their April 2022 meeting. A response should be received from CAPTE regarding accreditation by the end of May 2022.
- The department is beginning a curricular review to incorporate content specialists to review to ensure content is contemporary and appropriate.

Are those actions program-related or curriculum related?

- These actions are both program-related and curriculum related.

What areas in the student learning need to be improved?

- The Clinical Education CPI, graduate surveys, and course assessments will help identify this. The Scorebuilder's competency exam is taken in Spring (end of Term III) and Summer (End of Term VII) terms and helps identify strengths and weaknesses in content area by systems for students. This is used as a bench march for continuation to clinical education and graduation.

What changes need to make to refine the assessment process?

- Work to improve graduate and employer surveys to ensure meeting needs of region/nationally with employment and entry level practice status.
- Ensure rigor of curriculum and assessment match planned taxonomic levels.

Date of implementation.

- CAPTE and departmental feedback to curriculum will begin as discussion at the annual departmental retreat in July 2022.
  - Recommended changes will be discussed and considered. Gross changes to curriculum will not be implemented until Fall 2023 and Fall 2024 to ensure preparation time to modify curriculum and teaching materials.

Feedback from individual faculty to plan for improvement for next year:

- DPT 621
  - From an instructor point of view, I found a couple of challenges in this course which may need more departmental level attention to be addressed (I raised these in my previous reports too)
    - Over-accumulation of topics assigned for this course which requires more number of class sessions in certain areas. Instructor believes that, overall, there too many topics accumulated after the last curriculum change implemented in 2015-2016. In past few years, instructor tried a variety of methods to fit these many topics but, in particular sessions, there is simply lack of time due to overaccumulation of topics. Particularly, topics relevant to the Case 13, 14, 15 and 18. To adjust this lack of in-class time, the instructor started providing few video lectures posted in Blackboard as “Entry ticket” to the class.
    - There are few mismatches in the sequence of class sessions/topics between Basic Science course and Clinical Science/PT Science courses which creates a disharmony between courses. This is a significant challenge since the PBL design of the curriculum requires more harmonized sequence of topics between courses. One reason behind this is due to the greater number of objectives/topics to be covered in this course (as expressed under #1 above) which mandates more number of class sessions.
    - In the past few years, Instructor tried to adjust these issues but due to overwhelming number of objectives, it was not possible to correct it satisfactorily. This issue should be analyzed and addressed by the curriculum committee for possible adjustments in the future curriculum planning.
    - Another challenge is the grouping of the students for their teamwork activities. Instructor believes if the group members between CS course and BS course are same, the students group work and their performance will be more efficient. If there is a chance that same grouping in CS is assigned for BS, the same group members already working on similar topics across the courses and this change may be helpful in overall group work efficiency. At a department level arrangement, we were able to implement this change for 1 or 2 cohorts (most likely 2016-2017) which according to the instructor’s opinion the groups were much more efficient in their teamwork, planning and overall performance.

- A major obstacle observed in Spring 2022, was frequent internet connection issues. Since the nature of our classes and its PBL aspects is heavily dependent to internet connection for more efficient teamwork and presentations, and WIFI issues reduces the efficiency of our performance.
  - A teaching/learning activity/content change which instructor would like to implement is increasing the weight interpretation of investigations and lab reports during OSCE examination. Instructor implemented a preliminary test of this in the current cohort, and believes that students need more practice time on the topics of investigations and their interpretation and this can be improved if the examination methods puts a heavier weight on these topics.
- DPT 622
  - Review cases for continued clinical relevance with regard to diagnostics, maintaining evidence based, best practices for interventions through emerging clinical practice guidelines and review of literature, relevance of medical management through review of medications.
  - Utilize assessment analytics to continuously improve assessment items.
- DPT 623
  - Course content area review: (only those areas with comment are included here. If not comments here, all was fine.)
  - Continue to update course content with current evidence.
  - Spine content – there are 5 labs for us to get through lumbar and cervical spine exam and treatment, spinal orthoses and traction for all. This is crammed and has been for some time. We get through it, but could spend more time on treatment but rarely have it after getting through examination content. Students do get an additional lumbar case in term V. We could use better examples of spinal
    - orthoses – our supply has dwindled down to only a couple and they are antiques and not reflective of what students may see in clinic.
    - Traction – pneumatic traction device is broken. I am not sure that we need to rush to purchase this versus some other items.
    - Pulmonary – need to add static and dynamic PFT to class prep for 2023. We need someone with a respiratory/pulmonary background to research and purchase appropriate portable spirometers. We did pull the AT equipment in, but it was not for basic pulmonary function measures like FEV1, FVC...so was really not usable for what we were looking for. We need a small, portable unit that can be used bedside to assess pulmonary function for activity/ex prescription. We did get one from Mohammad, but it was not functioning as listed.
    - Cardiac – for 2023, focus more on Hillegas Chapter 18 information on modified, non-modified cardiac rehab programs.
    - Estim – try to find a way for them to have parameters prepared for first day. That is always a struggle as they just don't know where to start. Maybe do some type of Bb assignment that they turn in so that we are sure class prep is supportive of turning the machines on each other. Also, need to add the

- difference between laser, LED, and SLD to class prep to help them determine which is best for the area being treated as far as depth and area.
- Mgmt of patient post stroke – we narrowed the activities in the session down to only 2-3 per transitional mobility function. This was much for manageable for the student and did give them time to practice manual contacts and patient handling in prep for CE I. They also get more complex neuro in Term V with peds, TBI and SCI, so will build on these skills then.
  - Balance – add adaptive postural control to class prep. Add Gufoni maneuver for 2023.
  - Amputation: add difference between phantom sensation and phantom pain to class prep.
  - JRA/TSA/THA/TKA – add poly/pauciarticular to class prep.
  - Purchase requests:
    - Zipper pillow covers for improved hygiene for that equipment.
    - estim machine that allows for FES.
    - Spinal orthoses
    - Disposable rulers for measurement of TMJ motion
    - Portable, handheld PFT spirometers x2
  - Repairs needed:
    - Repair mechanical cervical traction head harness. (black table)
    - Repair bed lock mechanism on gray mechanical traction machine.
  - Laundry continues to be a challenge even with two faculty in class. One instructor needs to leave the classroom during instructional time to switch laundry out, etc. But it gets done. Load is varied depending on what content is being covered in either term using the lab in each semester.
- DPT 625
    - Better utilize group based discussion to support the initial goals of the course. Tendency to supplement topics from Basic Science and Physical Therapy Science needs to be revisited and engage students in case based discussions to augment their clinical reasoning skills, clinical decision making, development of treatment goals and treatment plans.
  - DPT 626
    - No changes are expected for next year. This is course 2 in a 6 course sequence, and students are performing where they need to in order to progress.
  - DPT 627
  - DPT 630
    - Review of the reference materials and use updated materials as needed.
    - Demonstrate the association of the course topics and learning activities to clinical education experiences, clinical practice, and CAPTE requirements.
    - Continue with guest speakers and review options for the same or new speakers
  - DPT 641
    - Increase number of hands on activities
  - DPT 642

- Re-evaluate the number of days on each case. This year was condensed due to the academic calendar
- DPT 643
  - Offer follow up free lab time for MET t-spine r lower performance on questions related to this area on the midterm
- DPT 644
  - No changes are expected for next year. Students are performing where they need to be.
- DPT 645
  - This was an abbreviated term due to the change in the academic calendar. I would run the class the same way next year but with an additional week to discuss the information.
- DPT 650
  - No changes are expected for next year. This course is 5 of a 6 course sequence, and students are performing where they need to be to progress.
- DPT 658
  - The course can be improved by providing reminders to students to complete the requirements for the assigned clinical site in a quicker timeframe to allow them to upload their packets sooner for a review.
  - The plan is to attempt placement for this experience by the middle to end of September, with specialty slot placements happening just before the students pick.
  - Provide additional correspondence to the clinical sites a few months before the packet is sent as a reminder of the student placement.