**Student Achievement and Assessment Documentation**

**By Academic Program**

**BIBLE**

List of program assessments administered or collected, including the number of students completing each assessment. Both formative and summative assessment data should be included.

**Assessments and Findings**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Program Learning Outcome | Course(s) Where Assessed | Type of Assessment  (e.g., project, test, rubric, activity, internship,etc.) | Brief Description of Assessment | Number of Students Assessed | Findings, Results, or  Measurement  (e.g., average, completion rate, % correct, etc.) |
| 1.1F Knowledge of Books | BIB206 | Placement Post-Test | Subscore on Placement Test | 18 | 64.53% |
| 1.1S Knowledge of Books | BIB 451 | Placement Post-Test | Subscore on Placement Test | 2 | 96.15% |
| 1.2F Old Testament | BIB206 | Placement Post-Test | Subscore on Placement Test | 18 | 64.04% |
| 1.2S Old Testament; 2.1S | BIB 451 | Placement Post-Test | Subscore on Placement Test | 2 | 94.44% |
| 1.3F Life of Christ | BIB206 | Placement Post-Test | Subscore on Placement Test | 18 | 72.78% |
| 1.3S Life of Christ; 2.2S; 3.1S | BIB 451 | Placement Post-Test | Subscore on Placement Test | 2 | 97.50% |
| 1.4F New Testament (Acts to Revelation) | BIB206 | Placement Post-Test | Subscore on Placement Test | 18 | 50.46% |
| 1.4S New Testament; 2.2S; 3.1S (Acts-Rev.) | BIB 451 | Placement Post-Test | Subscore on Placement Test | 2 | 93.75% |
| 1.5F Christian Thinking on Ethics | BIB206 | Ethics Test (16 ques.) | Bible influence on abortions & drugs | N/A\* | N/A\* |
| 1.6F In-depth Meaning of Scripture | BIB308 | Essay Score on Final | Percent scoring benchmark of 27 | N/A\* | N/A\* |
| 1.7F Trained in Christian Life | BIB326 | Mentoring Score | Percent scoring benchmark of 80 | N/A\* | N/A\* |
| 2.3F Study of Bible by Oneself; 3.2F | BIB347 | Final Exegesis | Exegesis grade with benchmark of 70 | 9 | 7 of 9 students |
| 2.4F Church History | REL341  REL342 | Research Paper | Grade on church history final paper | N/A\* | N/A\* |
| 2.5F Biblical Doctrine | BIB346 | Essay Score on Final | Average of essay question on final | N/A\* | N/A\* |
| 2.6F Christian Ministry | BIB323 | Sermon Evaluation | Evaluations on student sermons | 8 | Ave. 95 (A) |
| 2.6S Christian Ministry: 2.8S; 3.3S | BIB451 | Oral Exit Exam | Average of student grades on orals | 2 | 93.5 (A) |
| 2.7F Practicum | BIB425 | Practicum | Average grade on internship practicum | 2 | Both made A |
| 2.9F Biblical Language | BGK302 | Greek Translation | Translation score on final exam | 2 | 92 (A) |
| Total Bible Knowledge | BIB451 | Bible Oral Exam | Passing grade orally w/ benchmark of 70 | 2 | 1 Student passed oral |
| Program Reflection Paper | BIB451 | Reflection Paper | Student reflection on Bible program | 2 | 2 turned in to date |

\*Course or test not offered this year

**Assessment Instruments Used Include:**

* Placement Instrument Pre-test
* Placement Instrument Post-test
* Placement Instrument Senior Seminar
* Reflection Paper in Senior Seminar
* Mission Statement Rubric in Senior Seminar
* Survey of Graduates in Senior Seminar

What **conclusions** can be drawn from the assessment data?

Students as a whole are not learning knowledge of the Old Testament and especially knowledge of the New Testament other than the Life of Christ. To a certain extent this is true even of our Bible graduates as the Bible oral exam shows.

What **recommendations** for program improvement or modification can be made?

A proposal was to made to replace Acts to Revelation (BIB107) with Acts and New Testament Letters. Also, Old Testament Survey (BIB205) would be split into two classes (Early Hebrew History and Later Hebrew History. The proposal was approved by the general education committee but stalled before academic council could approve the change. Details on changing the current Bible program to use these have not been finalized.

**Program changes requested, completed, or in progress**

1. Describe how the program addressed the recommendations from the Assessment Committee review of the previous year’s Annual Program Assessment Update. What is the status of each recommended modification*?*

No recommendations received to date.

1. Describe any program recommendations for the upcoming year.

Restore Bible faculty to full-time. Implement the lower-level class recommendations for splitting two classes (107 and 205) that data analysis shows a lack of student retention of contents in part due to the amount of material that must be covered in each class. Due to the low number of Bible majors, rework the Bible program to reduce the actual course offerings to those that the Bible faculty feel would be most profitable for ministry, thus forming a cohort of Bible majors where all take the same courses.

**BIOCHEMISTRY**

List of program assessments administered or collected, including the number of students completing each assessment. Both formative and summative assessment data should be included.

**Assessments and Findings**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Program Learning Outcome** | **Course(s) Where Assessed** | **Type of Assessment**  **(e.g., project, test, rubric, activity, internship,etc.)** | **Brief Description of Assessment** | | **Number of Students Assessed** | **Findings, Results, or**  **Measurement**  **(e.g., average, completion rate, % correct, etc.)** |
| Demonstrate an understanding of the foundational principles of biochemistry | NSC 434 | Project, quizzes, homework, and exams | | Students do homework, take quizzes and 3 exams that test their knowledge of the various classes of biochemical molecules as well as their structure and functions in the cellular processes | 4 | All students demonstrated suitable mastery (letter grade of “C” or better) of the foundational principles of biochemistry. |
| Presentation of the scientific methodology with emphasis on measurement, observations, and quantitative analysis.  Presentation of theory and information. | NSC 434L | Experimental Data collection and observations, lab report, and Projects | | Students perform Biochemistry lab experiments to gain proficiency in lab skills and the acquisition of data and the analysis techniques, equipping students for research or industry positions. Students are required to write laboratory reports. | 4 | This is a lab course which complements the Biochemistry lecture course.  All students’ demonstration of data analysis and lab techniques mastery is adequate |

B. What **conclusions** can be drawn from the assessment data?

We were able to adequately cover the basic principles and techniques in the biochemistry course. Addition of new instrumentations in the subsequent semesters will allow us to conduct more experiments and raise the quality of lab experience for students.

C. What **recommendations** for program improvement or modification can be made?

Facilitating lab material supplies and instrumentations will help us conduct more sophisticated experiments and improve lab experience for students. We are working on improving the lab space and developing lab safety documents (and protocols) for students. We are grateful to OVU, donors and volunteers for providing the support and facilitation that will allow us to continue making improvements in the lab. We have committed ourselves to work on improving the lab space and developing lab safety documents (and protocols) for students before fall semester starts.

**BIOLOGY**

List of program assessments administered or collected, including the number of students completing each assessment. Both formative and summative assessment data should be included.

**Assessments and Findings**

1) Major Field Test in Biology – 3 (The remainder could not be completed due to the impact of the Corona Virus Epidemic)

2) Exit Survey of Graduates - 6

3) Research Day at the Capitol (Abstract chosen for Presentation) – 2

4) Fall Presentation of Practicum Research Paper – 5

5) Fall Presentation of Senior Seminar Paper – 3

6) Spring Presentation of Practicum Research Paper - This was conducted online by using YouTube to present materials/ website sent to various individuals for a “public assembly” - 2

7) Spring Presentation of Senior Seminar Research Paper – This was conducted online by using YouTube to present materials/ website sent to various individuals for a “public assembly” - 4

8) Cumulative GPA in select courses – Altered due to options given by administration for students to have a P/F grade instead of a letter grade due to extenuating circumstances (epidemic).

1. What **conclusions** can be drawn from the assessment data?

* The program met all outcomes in the fall that were expected and made their best effort to allow students to learn through extenuating circumstances in the Spring 2020 term. Seniors graduating had similar GPA and assessment scores as the previous year.

1. What **recommendations** for program improvement or modification can be made?

* An alternate plan should be made for the major field exams to ensure administration to all seniors prior to graduation.

**BUSINESS ADMINISTRATION**

1. List of program assessments administered or collected, including the number of students completing each assessment.
2. What conclusions can be drawn from the assessment data?
3. What recommendations for program improvement or modification can be made?

**Program changes requested, completed, or in progress**

The College of Business expects to migrate away from specific “majors” and instead offering Bachelor of Science degrees in Business with a concentration in an area of the student’s choosing. Those concentrations are: Business Administration, Sports Management, Energy Management and Production Engineering, Construction Management, Agricultural Business, Integrated Marketing and Communications, Certified Public Accounting, Forensic Investigative Accounting, Governmental Accounting and Human Resources Development.

**CRIMANL JUSTICE**

List of program assessments administered or collected, including the number of students completing each assessment. Both formative and summative assessment data should be included

***Assessments and Findings***

| Program Learning Outcome | Course(s) Where Assessed | Type of Assessment  (e.g., project, test, rubric, activity, internship, etc.) | Brief Description of Assessment | Number of Students Assessed | Findings, Results, or  Measurement  (e.g., average, completion rate, % correct, etc.) |
| --- | --- | --- | --- | --- | --- |
| 1. Knowledge Base in Criminal Justice | **CRJ 220** or CRJ 320 | *ETS® Major Field Test for Criminal Justice: Pre-test* | Most of the 150 multiple-choice questions on the Major Field Test in Criminal Justice require knowledge of specific information about the criminal justice system, but the test also draws on the student’s critical thinking ability – the ability to interpret data, to apply concepts and ideas, and to analyze data, theories, and relationships, deductively and inductively. | 0 | COVID 19 Shutdown made implementing the test impossible |
|  |  |  |  |  |  |
| 1. Knowledge Base in Criminal Justice | CRJ 498 | *ETS® Major Field Test for Criminal justice: Post-test* | Most of the 150 multiple-choice questions on the Major Field Test in Criminal Justice require knowledge of specific information about the criminal justice system, but the test also draws on the student’s critical thinking ability – the ability to interpret data, to apply concepts and ideas, and to analyze data, theories, and relationships, deductively and inductively. | 0 | COVID 19 Shutdown made implementing the test impossible |
| 1. Knowledge Base in Criminal Justice | CRJ 498 | *Criminal Justice Graduation Survey: Knowledge Base in Criminal Justice* | Graduation survey for criminal justice administered to student during the students’ final semester of coursework prior to graduation. | 1 | 1/1  Completion hampered by COVID 19 shutdown |
| 1. Knowledge Base in Criminal Justice | CRJ 489 | *Practicum Evaluation: Knowledge Base in Criminal Justice* | Evaluations are completed by the site supervisor at the conclusion of the practicum experience. | 2 | 2/2  Completion hampered by COVID 19 shutdown |
| 2. Scientific Inquiry and Critical Thinking | CRJ 220 or CRJ 320 | *ETS® Major Field Test for Criminal Justice: Pre-test – Critical thinking assessment indicator* | The average percent of correct answers, in critical thinking assessment indicator area, for all students tested to determine if students are having difficulty with specific clusters of questions. Reported only for groups of students. | 0 | COVID 19 Shutdown made implementing the test impossible |
| 2. Scientific Inquiry and Critical Thinking | CRJ 220 or CRJ 320 | *ETS® Major Field Test for Criminal Justice: Pre-test – Research methodology and statistics assessment indicator* | The average percent of correct answers, in research methodology and statistics area, for all students tested to determine if students are having difficulty with specific clusters of questions. Reported only for groups of students. | 0 | COVID 19 Shutdown made implementing the test impossible |
| 2. Scientific Inquiry and Critical Thinking | PSY 290 | *Research Design Research Proposal*  *Rubric 1-4 critical thinking scale* | A research proposal completed during the Research Design (PSY 290) in which students review empirical research, formulate a testable hypothesis, and describe methodology that could be used to evaluate that hypothesis. | 0 | Course not offered during the academic year |
| 2. Scientific Inquiry and Critical Thinking | CRJ 489 | *ETS® Major Field Test for Criminal Justice: Pre-post – Critical thinking assessment indicator* | The average percent of correct answers, in critical thinking assessment indicator area, for all students tested to determine if students are having difficulty with specific clusters of questions. Reported only for groups of students. | 0 | COVID 19 Shutdown made implementing the test impossible |
| 2. Scientific Inquiry and Critical Thinking | CRJ 498 | *ETS® Major Field Test for Criminal Justice: Post-test – Research methodology and statistics assessment indicator* | The average percent of correct answers, in research methodology and statistics area, for all students tested to determine if students are having difficulty with specific clusters of questions. Reported only for groups of students. | 0 | COVID 19 Shutdown made implementing the test impossible |
| 2. Scientific Inquiry and Critical Thinking | CRJ 498 | *Criminal justice Graduation Survey: Scientific Inquiry and Critical Thinking* | Graduation survey for criminal justice administered to student during the students’ final semester of coursework prior to graduation. | 2 | 2/2 |
| 2. Scientific Inquiry and Critical Thinking | CRJ 489 | *Practicum Evaluation: Scientific Inquiry and Critical Thinking* | Evaluations are completed by the site supervisor at the conclusion of the practicum experience. | 2 | Completion hampered by COVID 19 shutdown |
| 2. Scientific Inquiry and Critical Thinking | CRJ 489 | *Practicum Paper*  *Lit Review*  *Rubric to be modified to have a 1-4 critical thinking scale more clearly tied to critical thinking throughout the paper starting 2018-19* | A comprehensive paper completed during the practicum in which students reflect on issues in the field related to the practicum experience, ethics, and career plans. | 4 | /4 |
| 3. Ethical and Social Responsibility in a Diverse World | CRJ 371 | *Service Learning Project Evaluations*  *Rubric also to be created to have a 1-4 Multicultural Perspective*  *scale starting 2018-19* | Supervisor evaluations are completed at the conclusion of the students’ service learning experiences | 7 | Completion hampered by COVID 19 shutdown |
| 3. Ethical and Social Responsibility in a Diverse World | CRJ 498 | *Criminal Justice Graduation Survey: Ethical and Social Responsibility in a Diverse World* | Graduation survey for criminal justice administered to student during the students’ final semester of coursework prior to graduation. | 0 | Completion hampered by COVID 19 shutdown |
| 3. Ethical and Social Responsibility in a Diverse World | CRJ 489 | *Practicum Evaluation: Ethical and Social Responsibility in a Diverse World* | Evaluations are completed by the site supervisor at the conclusion of the practicum experience. | 2 | Completion hampered by COVID 19 shutdown |
| 3. Ethical and Social Responsibility in a Diverse World | CRJ 489 | *Practicum Paper*  *Discussion of Ethics & Discussion of Multicultural Perspective*  *Rubrics rescale 1-4 scale* | A comprehensive paper completed during the practicum in which students reflect on issues in the field related to the practicum experience, ethics, and career plans. | 4 | /4  /4 |
| 4. Communication | PSY 290 | *Research Design Research Proposal*  *Rubric 1-4 communication scale* | A research proposal completed during the Research Design (PSY 290) in which students review empirical research, formulate a testable hypothesis, and describe methodology that could be used to evaluate that hypothesis. |  | Course not offered during academic year |
| 4. Communication | CRJ 498 | *Criminal Justice Graduation Survey: Communication* | Graduation survey for criminal justice administered to student during the students’ final semester of coursework prior to graduation. | 1 | Completion hampered by COVID 19 shutdown |
| 4. Communication | CRJ 489 | *Practicum Evaluation: Communication* | Evaluations are completed by the site supervisor at the conclusion of the practicum experience. | 2 | Completion hampered by COVID 19 shutdown |
| 4. Communication | CRJ 489 | *Practicum Paper*  *Rubric to be modified to have a 1-4 communication scale starting 2018-19* | A comprehensive paper completed during the practicum in which students reflect on issues in the field related to the practicum experience, ethics, and career plans. | 4 | /4 |
| 5.Personal/Professional Development | Academic Advising | *Pre-Advising Survey*  *Self-evaluation rubric will be created will have a 1-4 scaling* | Pre-advising survey for criminal justice students is completed and brought to the advising session prior to registration each semester. Students are asked to reflect how the content of the current course work can be used in personal and professional development. | 0 | Completion hampered by COVID 19 shutdown |
| 5.Personal/Professional Development | CRJ 498 | *Criminal Justice Graduation Survey: Personal/Professional Development* | Graduation survey for criminal justice administered to student during the students’ final semester of coursework prior to graduation. | 1 | Completion hampered by COVID 19 shutdown |
| 5.Personal/Professional Development | CRJ 489 | *Practicum Evaluation: Personal/Professional Development* | Evaluations are completed by the site supervisor at the conclusion of the practicum experience. | 4 | Completion hampered by COVID 19 shutdown |
| 5.Personal/Professional Development | CRJ 489 | *Practicum Paper*  *Written Self-Assessment, Professional Development, & Goals* | A comprehensive paper completed during the practicum in which students reflect on issues in the field related to the practicum experience, ethics, and career plans. | 1 | /4  Completion hampered by COVID 19 shutdown |
| 5.Personal/Professional Development | CRJ 498 | *Criminal Justice Graduation Survey – Grad School Application*  *Information* | Graduation survey for criminal justice administered to student during the students’ final semester of coursework prior to graduation. | 0 | Completion hampered by COVID 19 shutdown |
| 5.Personal/Professional Development | CRJ 498 | *Criminal Justice Graduation Survey – Grad School*  *Acceptance*  *Information* | Graduation survey for criminal justice administered to student during the students’ final semester of coursework prior to graduation. | 0 | Completion hampered by COVID 19 shutdown |
| 5.Personal/Professional Development | CRJ 498 | *Criminal Justice Graduation Survey – Job Application Information* | Graduation survey for criminal justice administered to student during the students’ final semester of coursework prior to graduation. | 0 | Completion hampered by COVID 19 shutdown |
| 5.Personal/Professional Development | CRJ 498 | *Criminal Justice Graduation Survey – Job Acceptance Information* | Graduation survey for criminal justice administered to student during the students’ final semester of coursework prior to graduation. | 0 | Completion hampered by COVID 19 shutdown |

What **conclusions** can be drawn from the assessment data?

Evaluation of assessment data will focus on the second student learning outcome (2. Scientific Inquiry and Critical Thinking: Students will demonstrate basic skills and concepts in interpreting behavior, studying research, applying research design principles to draw conclusions about criminal justice phenomena, theory, and designing and executing research plans).

2018 Annual Update MFT Data (2016 thru 2019)



The CRJ 498 data only includes one additional senior in comparison to the data presented in last year’s annual update, so that data is not too different from what was reported last annual update. As stated last year, in general scores are lower than hoped desired (See Table 6 above). However, this year per-test data was able to be collected (as a part of CRJ 220). Of particular interest this is are the assessment indicators of Critical Thinking and Research Methodology and Statistics as these are indicators of

In general it can be seen that gains (albeit modest) are made across all areas from pre-test to post-test. Change that had been made to the program based on last year’s annual update are likely not reflected in these data yet because there is only 1 new senior score and several of the curricular changes were in spring course work that the pre-test group would have yet to experience. However, some of these curricular changes were in course work shared by psychology and criminal justice students likely. There was some indication from the psychology annual update that some of these changes were increasing critical thinking values. So, it is reasonable to assume that the criminal justice student might also be benefiting from these changes, even though time of assessment would not have captured those evidences for the criminal justice students. Future evaluations will be able to evaluate as more students more through the program and experience the curricular modifications.

Spring 2020 data is not available due to the absence of students on campus due to the Covid 19 shutdown. Estimated collection will be Fall of 2020.

Self\* & Practicum Supervisor\*\* Evaluations (2017/18 – 2018/19)



\* Only three self evaluations completed during this time

\*\*Only one practicum supervisor evaluation completed during this time

Table 7 displays means rating scores obtained from senior students’ self-evaluation and Practicum Site Supervisors evaluations of practicum students for the 2018-2019 academic year. Each was given the full text of the SLO for Scientific Inquiry and Critical Thinking, and then they were given the text of the 4 sub-goals of the SLO. Students were asked to rate themselves and practicum supervisions were asked to the practicum student on where the student would fall along four categories. The lower two categories suggested that the student being rated does not display the described ability and the higher to categories. Practicum supervisors were also allowed to indicate if they had not had the opportunity to see the student display that attribute. The categories were assigned numeric values with lowest category assigned a value of 1 and the highest category was assigned a value of 4. The mean ratings for the two groups were observed over the benchmark levels (mean score of 3.00).

Caution needs to be used while interpreting these scores since only 3 self-evaluations and one practicum supervisor evaluation have been completed during this timeframe evaluated. With that caveat, the scores were also comparable and suggest each group believed that the students had those abilities. This suggests that our seniors are confident of their abilities and the supervisors in local agency also have seen our students display these attributes while completing their practicum course. These findings generally agree with the findings of the MFT and indicate that our students are being prepared with ability for Scientific Inquiry and Critical Thinking.

Data is not available for the 2019-2020 academic year due to the COVID 19 Shutdown.

: Scientific Inquiry and Critical Thinking Assessment Data from Course Assignments for 2017-18 & 2018-19 Cohorts. There are no Cohort numbers for 2019-2020 academic calendar due to the campus shutdown.



Table 8 displays means scores from scoring rubrics evaluating Scientific Inquiry and Critical Thinking skills displayed in student assignments from PSY 290 Research Design (this data was collected from the PSY 290 for the first time during the 2018-19 academic year so no early data are represented in this mean) and PSY 489 Practicum. The categories were assigned numeric values with lowest category assigned a value of 1 and the highest category was assigned a value of 4. The mean ratings for the two groups were observed just below the benchmark levels (mean score of 3.00).

PSY 290 is a course taken earlier (during the sophomore year) in the curriculum as compared to CRJ 489 which is typically completed in the fall semester of a student’s senior year. This course was not offered during the 2019-2020 academic year. While the difference between these two scores is small it is another data point that suggests (in alignment with the MFT data), that students are gaining ability for Scientific Inquiry and Critical Thinking across the curriculum.

**What recommendations** for program improvement or modification can be made?

More quizzing is being added to PSY 290 Research Design. Currently students complete short timed quizzes following the coverage of the materials within the course. In addition to the current quiz structure, a longer (and lower point) untimed pre-quiz will be added to have the student work through the materials prior to coverage of the materials within the course. In addition, activities from *Critical Thinking About Research: Psychology and Related* (Cooper & Meltzoff, 2017) will be review for possible inclusion in the research design labs (and perhaps PSY 299 Intro to Stats labs). These changes will address the second SLO on Scientific Inquiry and Critical Thinking, the Research Methodology and Statistics assessment indicator, and the Critical Thinking assessment indicator on the MFT.

The other scores should naturally improve as student matriculate through to graduation under the revised criminal justice program. Program faculty will continue to look for ways to reinforce SLOs within the course structures as well. This course would better suit CRJ majors if taken in the Spring of their junior year to prepare them for senior level writing.

**Program changes ,requested, completed, or in progress**

1. Describe how the program addressed the recommendations from the Assessment Committee review of the previous year’s Annual Update Report. What is the status of each recommended modification *(e.g., change made, in process, intend to examine it during the upcoming year, faculty needs, etc.)?*

* Assessment committee was pleased with the 2018-19 annual update

1. Describe other changes that have been incorporated into your program during this year. Explain the basis for each change (*e.g., advisory board input, student input, course rotation needs, etc.*).

* Instructor continued the formal and informal writing assignments into CRJ 101 Introduction to Criminal Justice and provided feedback. Student also had an opportunity to resubmit some of the writing pieces. A majority of criminal justice freshmen are placed into remedial course work. The strategy was implemented to increase retention of these students so they can progress further into the university.

1. Describe any program **recommendations for the upcoming year**.

* Similar to a number of programs in the College of Arts and Sciences, the number of credit hours in the Criminal Justice major has been reduced from 59 credit hours to 48 credit hours and a minor requirement has been added for the 2019-20 academic catalog to increase program efficiency (and to hopeful increase enrollment in other university courses that will have criminal justice majors taking a minor in that area) in the face of the 2018-19 enrollment decline.
* Eliminate CRJ 489 Practicum as it was designed to lead to job placement. Students are not finding employment in an efficient enough manner to make this practical. There are also limitations to what students can do in many placements making the experience they are getting less than beneficial.
* Changing the PSY 290 requirement to be a selection between PSY 290, ENG 301, or ENG 333.
* Modifying the requirement to take PSY 320 or PSY 340 to upper-level PSY courses in general or to other upper level courses that may reflect the career interest of the student unless they declare a PSY minor. This would accomplish two things: it would alleviate scheduling challenges and offer students the opportunity to explore more career options for CRJ majors.
* Modifying the requirement to take PSY 242, PSY 350, and PSY 360 to upper-level PSY courses in general or to other upper level courses that may reflect the career interest of the student unless they declare a PSY minor. This would accomplish two things: it would alleviate scheduling challenges and offer students the opportunity to explore more career options for CRJ majors.
* Add HIS 135 United States Government as a required course. A significant amount of time is spent remediating students on these concepts and they are critical for understanding basis of criminal justice. International students that are permanent residents of the United States struggle in the program without a solid foundation of the structure of the US government.

**ENGLISH**

**Assessments and Findings**

Assessments at program completion (these are given during ENG 451: Senior Seminar; some students take the course in their penultimate semester):

1. **Exit survey:** A survey of graduates was created several years ago and mapped to the learning outcomes that were created at the time. Although the outcomes have changed (outcomes are now more broadly written), we have continued to give the survey as it helps show students’ perceptions of the program. It is currently given at the completion of ENG 451. See Appendix A for results.
2. **Exit interview:** Students participate in an exit interview; the interview is evaluated using a rubric.
3. **ACAT exam:** We using the ACAT Literature in English test in 2016-17. It appears that it will provide more useful data, as it will enable us to see each student’s score in the various periods of American and British literature. So far, only 8 students have taken the ACAT test. Those who took it in 2017-18 and 2019-20 had satisfactory scores, with two scoring in the 48th percentile and one in the 61st percentile. There was no correlation between students’ grades in English courses and the ACAT score. The students with the weakest grades and the best grades both scored in the 48th percentile. Stanine scores (1 through 9[[1]](#footnote-1)) were received in nine separate areas. Their stanine scores were as follows: The stanine scores are in parentheses for those who took the test in 2016-17 and are shown in brackets for those who took the test in 2017-18; those who took the test in 2018-19 and 2019-20 are in curved brackets.
   * + American to 1865: (3 & 2) [4, 9, 4]{5, 4, 8}
     + American Modern (1860s to present): (5 & 2) [3, 4, 6] {4, 3, 8}
     + British Medieval: (4 & 5) [5, 8, 6] {6, 5, 5}
     + British Renaissance: (4 & 5) [5, 7, 3] {4, 5, 4}
     + British Romantic: (4 & 7) [5, 7, 5] {7, 4, 5}
     + British Victorian: (4 & 5) [5, 7, 6] {4, 4, 5}
     + Shakespeare: (5 & 5) [5, 7, 4] {5, 7, 5}
     + Linguistics: (4 & 5) [6, 3, 3] {4, 5, 3}
     + Restoration/18th Century/Pre-Romantic: (4 & 4) [6, 9, 4] {5, 7, 4}

Since only eight students have taken this test, it is too early to draw any conclusions from students’ scores.

Summary of stanine results

* 2016-17 test takers: Student one’s scores ranged from the 3rd to the 5th stanine (11th to 60th percentile), while student two’s scores showed a much wider range, varying from the 2nd to the 7th stanine (4th to the 89th percentile).
* 2017-18 test takers: Both student one’s and student two’s scores ranged from 3rd to the 6th stanine (11th to 77th percentile), while student three’s scores ranged from the 3rd to the 9th percentile (11th to 100th percentile).
* 2018-20 test takers: Two students’ scores ranged from the 3rd to the 8th stanine (11th to 96th percentile), and the other student’s scores ranged from the 3rd to the 7th stanine (89th percentile).
* There does not appear to be any one area in which students consistently score poorly, though Linguistics is the area with the lowest scores. This is not surprising, as OVU does not offer coursework in linguistics, though some concepts are covered in LIT 441 (British Literature to 1800).
* The fact that one student scored in the 7th or highest stanine on most levels (77th percentile or higher) suggests that our students are likely receiving content knowledge comparable to what students learn at other institutions.

1. **Praxis exam:** While the following is not really an assessment of English program goals, it is worth noting that English Education majors have achieved success (high passing scores) when taking the Praxis tests in English. An English Education student taking the Praxis II exam made this statement in summer 2019 in an email to English faculty, and in it, she compares her knowledge base to that of friends majoring in English Education who attended other colleges: *I recently received my Praxis II English Language Content test score, which is well above the minimum passing score and the average test score in the state. I studied a few times with some friends from other universities and found myself familiar with a much larger variety of authors, literary movements, and terminology than most of the other students in my group. Some of them became awfully frustrated with the amount of things they didn't know, but I never felt that way.*

Specific outcome assessments. Several new assessments were created during the 2017-18 academic year in order to assess the five learning outcomes. The learning outcomes are listed below, and the assessments are shown in the table that follows:

1. Analyze texts from a variety of literary genres.
2. Apply proper terminology and theory to literary texts.
3. Gather, evaluate, and synthesize information from a variety of sources.
4. Document sources accurately and ethically.
5. Develop proficiency in oral and written communication by applying knowledge of English grammar, mechanics, diction, and syntax.

| **Program Learning Outcome** | **Courses where assessed** | **Type of assessment** | **Brief Description of assessment** | **Number assessed** | **Findings** |
| --- | --- | --- | --- | --- | --- |
| i: Analyze texts from a variety of literary genres | LIT 313: Poetry | Essay test, evaluated by rubric | Students analyze a poem they have not seen studied on the final exam. | 2 | All received at least 16 out of 18 pts. on the rubric. |
| i: Analyze texts from a variety of literary genres | LIT 446: Shakespeare | Essay tests, evaluated by rubric | Students analyze play passages | This rubric was not used to evaluate the test; the instructor forgot to use it. | |
| ii: Apply proper terminology and theory to literary texts | LIT 313: Poetry | Essay test, evaluated by rubric | See above | 3 | See above |
| ii: Apply proper terminology and theory to literary texts | LIT 411: Lit Theory | Essay, evaluated by rubric | Students analyze a short story using a specified theory | This rubric was not used to evaluate the essay; the instructor forgot to use it. | |
| iii: Gather, evaluate, synthesize info from sources | ENG 333: Professional Writing | Two essays evaluated by rubric | Informative memo and persuasive letter | 1[[2]](#footnote-2) | 36 out of 40 on memo; 56 out of 60 on letter |
| iii: Gather, evaluate, synthesize info from sources | ENG 451: Senior Seminar | Essay, evaluated by rubric | Students write a 10-15 page research paper on a topic approved by the instructor. | 3 | Students drew on numerous sources. |
| iv: Document sources accurately & ethically | LIT 446: Shakespeare | Essay, evaluated by rubric | Students research performance of a play | The data was not collected; the instructor forgot to record it. | |
| iv: Document sources accurately & ethically | ENG 451: Senior Seminar | Essay, evaluated by rubric | See above | 3 | Students document-ted sources correctly. |
| v: Proficiency in oral/written communication | ENG 301: Advanced Grammar | Essay, evaluated by rubric | Essay analyzing aspects of *1984* | This results were not recorded; the instructor forgot to do it. | |
| v: Proficiency in oral/written communication | LIT 446: Shakespeare | Presentation, evaluated by rubric | Oral presentation on a sonnet they research, PowerPoint presentation | This assessment was not scored on the rubric; the instructor forgot to do it. | |
| v: Proficiency in oral/written communication | ENG 451: Senior Seminar | Essay and presentation, evaluated by rubric | See above | 2 | Oral presenta-tions were effective. Essays were generally well-written. |

**Conclusions based on assessment:**

Faculty need to do a better job following through on evaluating the assessments with rubrics and recording the data. But students did perform well on the assessments.

No program changes are recommended. However, it is recommended that for ENG 451, a second instructor (in addition to the one supervising the project) should evaluate the student’s essay and presentation.

1. **Program changes requested, completed, or in progress**
   1. Describe how the program addressed the recommendations from the Assessment Committee review of the 2017-18 Annual Program Assessment Update. What is the status of each recommended modification?

* *Supervision of ENG 451:* A variety of instructors had been supervising these, and there seemed to be inconsistencies as a result; since fall 2018 semester, Carolyn Sturm has supervised all ENG 451 projects.
* None of the other recommendations were followed up on. Some are repeated below.

* 1. Describe other changes that have been incorporated into your program this year. Explain the basis for the change:
* In order to give students a bit more knowledge in historical linguistics, students in LIT 441 were required to watch outside of class an 8-part film series called “The Adventure of English” (https://en.wikipedia.org/ wiki/The\_Adventure\_of\_English); they took notes and wrote a brief reflection on each episode. In LIT 442, students also watched a couple of videos on the history of the English language; for students who had already taken LIT 441, the films were largely a review, and for students taking LIT 442 before LIT 441, they would serve as a preview of the concepts.
  1. Describe any program recommendations for the upcoming year.
     1. *ENG 299:* In the past, ENG 299 has really been little more than a tracking device, and sometimes we have forgotten to have students enroll in it; some have taken it during their final semester, in fact. Because of the new OVU requirement that all students create an academic portfolio, ENG 299 should be used to introduce the portfolio. It would also be an opportunity to do some initial assessments of students’ abilities and to have students explain what they hope to gain from being an English major. Also, in order to ensure that students enroll in ENG 299 at a timely point in the program, we should begin requiring students to sign up for ENG 299 in the first semester they take a course numbered higher than LIT 235/236.
     2. *Mid-program assessment:* It has been recommended that assessments be developed to use when students have completed approximately 60 credits and 90 credits. We need to create these assessments and develop a system for completing them (perhaps by attaching them to a course). The assessment at 60 credits could be tied to ENG 299
     3. *Portfolio:* In addition to introducing the portfolio to English majors entering fall 2018, a plan for the portfolio needs to be created. What purpose(s) will it serve? What items should go into it? How will it be kept in students’ minds during their time as a student at OVU?
     4. *Rubric creation and improvement:* Some new rubrics will need to be created for assessing certain learning outcomes. In addition, old rubrics should be reexamined; for example, the one evaluating the exit interview is rather generic and could be made more specific.

Recommendations from previous year and action taken.

One of the requirements of the program is that students earn a minimum grade of *C* on every required course. This requirement should be re-examined. Students occasionally earn grades of *D* in required courses, and since most upper-level courses come in a two-year rotation, it is quite difficult for the student to repeat the courses—requiring them to wait to repeat the course until it is offered again would almost certainly lead to a delay in the student’s graduation, and requiring them to wait also might decrease the chance that a student will persist and finish the degree programs. Consequently, several students who earned grade of *D* on a required English course end up being allowed to take the course as an independent study. At least three such makeup courses are scheduled for the 2017-18 academic year. Frequently, the student earned the grade of *D* primarily because of missed deadlines or missed assignments—but the student still had achieved the level of content knowledge necessary to earn the minimum grade of *C* in the course. For example, two students who earned grades of *B* on the comprehensive final exam for courses taken in fall 2016 are scheduled to repeat the courses as independent studies in 2017-18; however, the strong exam scores suggest that each student had learned the course material.

Forcing students to wait until the course is offered again perhaps would help teach the student responsibility, but as mentioned above, holding students to such a standard likely would cause many students to delay graduation, perhaps by as much as two years, and many likely would not finish their degrees. Offering independent studies, however, requires human resources—something that is already in short supply in the program.

Because of the challenges of offering independent studies, consideration should be given to allowing students to use grades of *D* to fulfill program requirements. The program already requires that students earn a GPA in required courses of 2.75—most programs only require a 2.5 GPA. Perhaps if a student earns a GPA of 2.75, the scores on the individual courses should not matter.[[3]](#footnote-3) Or, perhaps the English program could follow the same pattern as other programs, and allow one or two grades of *D* in required courses. (For example, business programs allow two grades of *D*, and they have a lower minimum GPA, 2.5.)

* Program faculty disagreed on whether to adjust this requirement, so no change was made. However, with both current program faculty leaving the position, the recommendation is being re-made so it can be considered by new faculty.

Survey of Graduates

**Goals and Evaluation of the English Program**

The following are the nine goals of the English program—what the faculty want the students majoring in English to accomplish, learn, or experience. As a student getting ready to complete this program, would you please offer us an assessment on how you believe the program has done on each of these? (Note: The goals are listed in their entirety first, and then the goals are broken down into multiple questions.)

1. To read key texts from American, British, and European literature from various time periods, cultures, and genres
2. To become culturally literate through thoughtful, careful reading of a variety of texts
3. To develop research skills, being aware of the reliability of information and the ethical use of texts
4. To be familiar with modes of discourse, rhetoric, critical approaches, and the analysis, interpretation, and the evaluation of literary texts based on cultural, historical, and social contexts
5. To be knowledgeable in English grammar, mechanics, syntax, and basic literary terminology
6. To be proficient in oral communication, both in listening and speaking
7. To be strong, competent writers in a variety of styles
8. To understand how literary texts can be valuable in one’s faith journey by exploring ethical and spiritual dimensions of texts
9. To recognize that multiple interpretations of texts can be applied to analysis and writing in other disciplines

Use this scale:

1 – The program definitely did an excellent job preparing me in this way.

2 – The program generally did a good job in preparing me in this way.

3 – Uncertain or neutral about the program’s effectiveness in preparing me in this way.

4 – The program generally did not do a good job preparing me in this way.

5 – The program definitely did not prepare me in this way.

*This data is from three students*

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| *Student* | 1 | 2 | 3 | Mean |
| 1. To read key texts from American literature from various time periods, cultures, and genres | 2 | 1 | 1 | 1.33 |
| 1. To read key texts from British literature from various time periods, cultures, and genres | 1 | 1 | 1 | 1 |
| 1. To read key texts from European literature from various time periods, cultures, and genres | 1 | 2 | 1 | 1.33 |
| 1. To become culturally literate through thoughtful, careful reading of a variety of texts | 1 | 1 | 1 | 1 |
| 1. To develop research skills, being aware of the reliability of information and the ethical use of texts | 1 | 1 | 2 | 1.33 |
| 1. To be familiar with modes of discourse, rhetoric, critical approaches, and the analysis, interpretation, and the evaluation of literary texts based on cultural, historical, and social contexts | 1 | 1 | 1 | 1 |
| 1. To be knowledgeable in English grammar, mechanics, and syntax. | 3 | 1 | 3 | 2.33 |
| 1. To be knowledgeable in basic literary terminology | 1 | 1 | 1 | 1 |
| 1. To be proficient in oral communication—speaking | 1 | 1 | 2 | 1.33 |
| 1. To be proficient in oral communication—listening | 1 | 1 | 2 | 1.33 |
| 1. To be strong, competent writers in a variety of styles | 1 | 1 | 2 | 1.33 |
| 1. To understand how literary texts can be valuable in one’s faith journey by exploring ethical and spiritual dimensions of texts | 1 | 1 | 1 | 1 |
| 1. To recognize that multiple interpretations of texts can be applied to analysis and writing in other disciplines | 1 | 1 | 1 | 1 |

***Comments***

**Student 1**: **Strengths**: Literature program. **Weakness**: Grammar/composition class was confusing. **Other**: Best decision I ever made.

**Student 2**: **Question-specific:** Regarding question #3 above: More world literature in general could be represented in the program. From Europe, more Russian and French Classics would be nice. Hugo, Dostoyevsky, Tolstoy, and Pushkin, come to mind. **Strengths**: The program is very strong. It covers overall concepts very well while exploring a range of classics. It also does particularly well at balancing prescribed literature with categories of literature to choose and explore independently. It’s a very student centered program that focuses on ownership of learning through individuality and high standards. I feel very prepared for my career. The program was very rewarding overall.  **Weakness**: None other than mentioned above. The program should include more world literature including European authors mentioned and non European authors representing Asia, South America, Africa etc.

**Student 3: Question-specific:** Regarding question #12 above: If I could rate this even higher I would. The program taught me to analyze and discuss literature in such a way I was, and still am, able to connect literature to my spiritual life. It is a real joy to be able to merge one’s passion with their faith. **Strengths:** The strengths of the program are the analysis of literature and the encouragement to think deeper regarding texts. Another strength is learning how to research and use sources correctly. **Weaknesses:** The weaknesses of the program would be the study of grammar. I did not think that one grammar class was enough. There was a lot of material smashed into one class. **Other:** Overall I think the English program was a great experience. The small group sizes (which was more in part due to the size of the college not the program) provided awesome experiences to discuss literature and expand on ideas that in a big lecture hall we may not have discussed.

**HUMANITIES**

The Humanities Program offers no distinctive courses of its own. Humanities majors are required to complete coursework in five of eight humanities disciplines: Art, Communications (upper div), English (upper div), History (upper div), Literature (upper div), Music, Religion ((upper div), and Theater.

What **recommendations** for program improvement or modification can be made?

* 1. Faculty need to work with students in this major to develop portfolios for evaluation. This is a new requirement, and data from it will be critical for making decisions moving forward. (This recommendation is carried forward from the May 2019 report.)
  2. Practicums should be more closely evaluated and monitored. Students tend to skip over the course requirements and go straight for an informal supervisor evaluation. (This recommendation is carried forward from the May 2019 report.)

**Program changes requested, completed, or in progress**

Describe how the program addressed the recommendations from the Assessment Committee review of the previous year’s Annual Program Assessment Update. What is the status of each recommended modification *(e.g., change made, in process, intend to examine it during the upcoming year, faculty needs, etc.)?*

The following recommendations are carried forward from the 2019 report:

* + The 2018 report said, “Humanities is largely a choose-your-own path degree program. Yet students are consistently surprised about the relevance and intrinsic appeal of certain classes. It might be useful to establish a group of “Core” courses for the Humanities degree to ensure that students are drawing from the best of OVU’s offerings.” The degree has been revised to *Christian Humanities* with a core in literature, history, biblical wisdom, and the arts.
  + The 2018 report said, “HUM 451 will involve a class meeting or social gathering so that students can discuss what they’ve learned and how they plan to use their degrees.” For Fall 2019, the HUM 451 will meet with ENG 451 in a combined section to give Humanities students a chance to do a senior capstone problem. *May 2020 comment:* One humanities student did not complete any requirements of the practicum. Unfortunately, those in ENG 451 and HUM 451 did not meet together during fall 2019.

1. Describe other changes that have been incorporated into your program during this year.
   * A significant change involves HUM 451, Senior Seminar. For several years, the course has focused more on career preparation. However, in fall 2019, the student enrolled instead completed a semester-long research project and presented the results at the end of the semester. (Another student enrolled in the course, but did not meet any requirements. A third had the course waived.)
   * During the 2018-19 school year, a radical change in the Humanities program was approved. The name of the degree was going to change to Christian Humanities, and the requirements would change significantly. However, this vision was primarily championed by the previous dean. When he left, it somewhat languished; rather than getting rid of the current program, both Humanities programs were left in the catalog.
2. Describe any program recommendations for the upcoming year.
   * The curriculum requires students to fulfill some core courses (299, 451, and 489), five courses labeled “broad humanities,” five courses labeled “additional humanities,” and a minor or concentration. This structure has existed since the major was created. It would be useful to consider whether this continues to be the best structure for the major.
   * Consideration should be given as to whether to continue the Christian Humanities program.

**INTEGRATED MARKETING**

List of program assessments administered or collected, including the number of students completing each assessment. Both formative and summative assessment data should be included.

***Assessments and Findings***

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Program Learning Outcome | Course(s) Where Assessed | Type of Assessment  (e.g., project, test, rubric, activity, internship, etc.) | Brief Description of Assessment | Number of Students Assessed | Findings, Results, or Measurements |
| 1. Demonstration of strategic/innovative thinking in solving relevant business/IMC issues. | MKT 230 |  |  |  |  |
| 2. Demonstration of ability to evaluate IMC strategies for future use. | MKT 333 | Sales presentation | Industry specific sale pitch and presentation. | 2 | All students participated and gave presentations. Assessing changes in industry expectations. |
| 3. Demonstration of use of Marketing tools and techniques. | SPMGT  340 and MKT 432 | Marketing research project. | Marketing research project to include data collection, validity assessment, and data reporting as well as implementation. | 18 | Each student participated in off-site surveys to do data collection in this project. |
| 4. Demonstrate basic understanding of market segmentation tools and techniques. | MKT 430 | Segmentation project with local business. | Reporting on current target market and explanation of any ways to expand the market. | 9 | 100% reported and creative ideas used to expand current target market. |
| 5. Demonstrate group and leadership skills in team business setting. | MKT 331 | Class project to participate in marketing for local business as a team. | Class participated as a team in MOV CA, audio and video PSA contest.  Students worked as a team to create and develop entries. | 15 | Class won third place in competition and PSA runs on local television station currently. |

What **conclusions** can be drawn from the assessment data?

*Experiential learning is successful to keep students engaged and learning what skills are needed in today’s IMC industry. Projects and hands on learning keep the students working and more involved.*

What **recommendations** for program improvement or modification can be made?

*IMC major needs to offer more digital marketing and/or graphic design courses. This requires the resources (both tech and faculty) to offer.*

**Program changes requested, completed, or in progress**

1. Describe how the program addressed the recommendations from the Assessment Committee review of the previous year’s Annual Program Assessment Update. What is the status of each recommended modification*?*

**No changes were made.**

1. Describe other changes that have been incorporated into your program during this year. Explain the basis for each change.

**COM 332 class was added to the schedule for Spring 2020 as it was needed for IMC seniors to graduate.**

1. Describe any program recommendations for the upcoming year.

***Need to offer more communications-based courses that are relevant to today’s work environment. Possibly make use of online courses.***

**SPORTS MANAGEMENT**

List of program assessments administered or collected, including the number of students completing each assessment. Both formative and summative assessment data should be included.

**Assessments and Findings**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Program Learning Outcome | Course(s) Where Assessed | Type of Assessment (e.g., project, test, rubric, activity, internship, etc.) | Brief Description of Assessment | Number of Students Assessed | Findings, Results, or Measurement (e.g., average, completion rate, % correct, etc.) |
| Demonstrate the ability to work within a team setting to achieve a common goal. | SPMGT 210, SPMGT 303, PSY 305, SPMGT 320, SPMGT 398, SPMGT 399, SPMGT 410, SPMGT 420, SPMGT 451 | Senior exit interview: seniors are interviewed about their learning experience in the program.  Students will complete an internship to experience real world sporting environment.  Oral and written group projects assigned by instructors.  Students will complete an analytical study related to sports.  Students will an inclusive athletic program plan for an athletic administrator.  Students will gain psychological skills to understand group dynamics in sport.  Students will be assessed on the concepts related to event management.  Analyze and apply foundational knowledge of the critical nature of raising funds for athletic organizations. | SPMGT 210 - Demonstrate how to plan as an athletic administrator using various organizational models.  SPMGT 303 ­- Identify the concepts and functions (planning, leading, organizing, and controlling) of management as they relate to various sectors of the sport industry.  PSY 305 - Provide each student with an understanding of physiological factors associated with [sports](https://sakai.lampschools.org/portal/site/OV-PSY305-01-SP17/tool/abf8f6c3-c5de-4c03-ba30-d79e98b19bc8/main) and physical activity.  SPMGT 320 - Describing and summarizing data in sports  Types of data encountered in sport  SPMGT 410 - Students must be able to analyze, administer, and evaluate sport management functions, and use various analytical methods to evaluate and determine the success of a sport event in terms of theoretical and practical operational decisions.  SPMGT 420 - Analyze and apply foundational knowledge of the critical nature of raising funds for athletic organizations. Analyze and evaluate industry examples in fundraising through analysis of case studies and client projects.  SPMGT 398 – Internship with 7 assignments, hours logs, weekly report logs, intern evaluation, employer evaluation, presentation to advisor of work completed  SPMGT 399 – Same as SPMGT 398  SPMGT 451 – Program capstone course covering all learning outcomes | 83 | 100% completion and passing rate  Students found difficulty with depth of research regarding project presentations  Students discussed new found depth, understanding, and appreciation of the business side of sports |
| Explain cooperative leadership and be able to demonstrate that knowledge effectively. | SPMGT 210, SPMGT 303, PSY 305, SPMGT 320, SPMGT 398, SPMGT 399, SPMGT 410, SPMGT 420, SPMGT 451 | CoHero leadership Assessment  Senior exit interview: seniors are interviewed about their learning experience in the program  Students will complete an internship to experience real world sporting environment  Students will gain psychological skills to understand group dynamics in sport.  Students will be assessed on the concepts related to event management.  Analyze and apply foundational knowledge of the critical nature of raising funds for athletic organizations | SPMGT 210 - Demonstrate how to plan as an athletic administrator using various organizational models.  SPMGT 303 ­- Identify the concepts and functions (planning, leading, organizing, and controlling) of management as they relate to various sectors of the sport industry.  PSY 305 - Provide each student with an understanding of physiological factors associated with [sports](https://sakai.lampschools.org/portal/site/OV-PSY305-01-SP17/tool/abf8f6c3-c5de-4c03-ba30-d79e98b19bc8/main) and physical activity.  SPMGT 320 - Describing and summarizing data in sports  Types of data encountered in sport  SPMGT 410 - Students must be able to analyze, administer, and evaluate sport management functions, and use various analytical methods to evaluate and determine the success of a sport event in terms of theoretical and practical operational decisions.  SPMGT 420 - Analyze and apply foundational knowledge of the critical nature of raising funds for athletic organizations. Analyze and evaluate industry examples in fundraising through analysis of case studies and client projects.  SPMGT 398 – Internship with 7 assignments, hours logs, weekly report logs, intern evaluation, employer evaluation, presentation to advisor of work completed  SPMGT 399 – Same as SPMGT 398  SPMGT 451 – Program capstone course covering all learning outcomes | 83 | 100% completion and passing rate  Students found difficulty with depth of research regarding project presentations  Students discussed new found depth, understanding, and appreciation of the business side of sports |
| Identify and implement the strategies to create an athlete first environment in your program | SPMGT 210, SPMGT 303, PSY 305, SPMGT 320, SPMGT 398, SPMGT 399, SPMGT 410, SPMGT 420 | Senior exit interview: seniors are interviewed about their learning experience in the program.  Students will complete an internship to experience real world sporting environment.  Students will describe the components involved in organizational theories, managerial conceptualizations, and [human resource management](https://sakai.lampschools.org/portal/site/OV-SPMGT303-01-SU20/tool/358e4403-bd12-4cf5-b548-7015085068a8/main) of sport organizations.  Students will understand the issues regarding diversity in sport.  Theory, development, and application of analytics in sport for purposes of player performance, team management/operations, team valuation, and fantasy competitions.  Understanding the theoretical basis of sport management combined with supervised experiences in sport event management.  Students will be evaluated by advisors linking their performance to the program outcomes. | SPMGT 210 - Demonstrate how to plan as an athletic administrator using various organizational models.  SPMGT 303 ­- Identify the concepts and functions (planning, leading, organizing, and controlling) of management as they relate to various sectors of the sport industry.  PSY 305 - Provide each student with an understanding of physiological factors associated with [sports](https://sakai.lampschools.org/portal/site/OV-PSY305-01-SP17/tool/abf8f6c3-c5de-4c03-ba30-d79e98b19bc8/main) and physical activity.  SPMGT 320 - Describing and summarizing data in sports  Types of data encountered in sport  SPMGT 410 - Students must be able to analyze, administer, and evaluate sport management functions, and use various analytical methods to evaluate and determine the success of a sport event in terms of theoretical and practical operational decisions.  SPMGT 420 - Analyze and apply foundational knowledge of the critical nature of raising funds for athletic organizations. Analyze and evaluate industry examples in fundraising through analysis of case studies and client projects.  SPMGT 398 – Internship with 7 assignments, hours logs, weekly report logs, intern evaluation, employer evaluation, presentation to advisor of work completed  SPMGT 399 – Same as SPMGT 398  SPMGT 451 – Program capstone course covering all learning outcomes | 83 | 100% completion and passing rate  Students found difficulty with depth of research regarding project presentations  Students discussed new found depth, understanding, and appreciation of the business side of sports |
| Identify the inherent risk in sports and develop a plan to that mitigates risk. | SPMGT 210, SPMGT 303, PSY 305, SPMGT 320, SPMGT 398, SPMGT 399, SPMGT 410, SPMGT 420, SPMGT 451 | Senior exit interview: seniors are interviewed about their learning experience in the program.  Students will complete an internship to experience real world sporting environment.  Students will describe the components involved in organizational theories, managerial conceptualizations, and [human resource management](https://sakai.lampschools.org/portal/site/OV-SPMGT303-01-SU20/tool/358e4403-bd12-4cf5-b548-7015085068a8/main) of sport organizations.  Students will understand the issues regarding diversity in sport.  Theory, development, and application of analytics in sport for purposes of player performance, team management/operations, team valuation, and fantasy competitions.  Understanding the theoretical basis of sport management combined with supervised experiences in sport event management.  Students will be evaluated by advisors linking their performance to the program outcomes | SPMGT 210 - Demonstrate how to plan as an athletic administrator using various organizational models.  SPMGT 303 ­- Identify the concepts and functions (planning, leading, organizing, and controlling) of management as they relate to various sectors of the sport industry.  PSY 305 - Provide each student with an understanding of physiological factors associated with [sports](https://sakai.lampschools.org/portal/site/OV-PSY305-01-SP17/tool/abf8f6c3-c5de-4c03-ba30-d79e98b19bc8/main) and physical activity.  SPMGT 320 - Describing and summarizing data in sports  Types of data encountered in sport  SPMGT 410 - Students must be able to analyze, administer, and evaluate sport management functions, and use various analytical methods to evaluate and determine the success of a sport event in terms of theoretical and practical operational decisions.  SPMGT 420 - Analyze and apply foundational knowledge of the critical nature of raising funds for athletic organizations. Analyze and evaluate industry examples in fundraising through analysis of case studies and client projects.  SPMGT 398 – Internship with 7 assignments, hours logs, weekly report logs, intern evaluation, employer evaluation, presentation to advisor of work completed  SPMGT 399 – Same as SPMGT 398  SPMGT 451 – Program capstone course covering all learning outcomes | 83 | 100% completion and passing rate  Students found difficulty with depth of research regarding project presentations  Students discussed new found depth, understanding, and appreciation of the business side of sports |

What **conclusions** can be drawn from the assessment data?

Students are utilizing material from coursework throughout internships and comprehending material to pass coursework overall with no failing grades. Throughout exit interviews, all student are stating that there interest in the field has grown since taking SPMGT 303 and learning about the broad spectrum of Sport Management with all it has to offer for job opportunities. Many are looking to pursue start-up programs for athletes in high school who wish to play at the collegiate level.

What **recommendations** for program improvement or modification can be made?

More guest speakers could be brought in for special topics mentioned in classes. Continue the project based learning objectives in the classroom. Potentially add field trips for classes to see the inside workings of the sport industry at the collegiate level and professional level.

**Program changes requested, completed, or in progress**

Describe how the program addressed the recommendations from the Assessment Committee review of the previous year’s Annual Program Assessment Update. What is the status of each recommended *modification?*

* No recommendations were noted from previous author.
* Assessment committee made recommendations: to establish advisory board, create formative assessments throughout program, and include course enrollment numbers. Since then: Three new individuals have been added – Dr. David Carr, Stacy Houser, and Jeff Dimick. Formative assessment has been creative via the SLO Matrix. Course enrollment data has been included.

Describe other changes that have been incorporated in to your program during this year. Explain the basis for each change.

* New program director (J.D. Hoover) developed new Sports Management curriculum that was implemented during the 2019-2020 academic year. The new curriculum was approved by the Academic Deans and Academic Council as of 4/24/2018. It will complete its implementation over through the 2019-2020 academic year when new students placed in the 2018-2019 catalog will become upper classmen. The basis for these new courses are to strengthen the sports specific business coursework, creating a student experience where they more firmly understand the industry.
* Development of Sports Management Minor. Has been approved by the Academic Deans and Academic Council as of 4/24/2018. The basis for the new minor is so other Business majors and non-College of Business that wish to pursue a career in sport may have a background in the curriculum.

Describe any program recommendations for the upcoming year.

* Add more adjunct or part-time professors so the same professor is not teaching all courses. Adding these staff would create a more diverse background for student learning and avoid bias from one individual.
* Implementation of new Sports Management specific coursework.
* Implementation of Sports Management Minor.
* Add additional Advisory Board Members to include local H.S. athletic directors.

**TEACHER EDUCATION**

**School of Education Accreditation and CAEP 8 Data**



### Education Accreditation

Ohio Valley University’s School of Education received national accreditation by the Council for the Accreditation of Educator Preparation (CAEP) in 2018. The School of Education programs have been reviewed and approved by the West Virginia Board of Education since 1998. Our students complete a rigorous program with high standards and rigorous structure that ensure high capacity from admission throughout the program.

The educator preparation program meets CAEP’s high standards, ensuring that our students are prepared to create positive impact on learning in a diverse range of classrooms when they graduate. Seeking CAEP accreditation requires significant commitment on the part of OVU and its partners. External review assists in designing and implementing excellent preparation for future educators.

**FACTS ABOUT OVU’S SCHOOL OF EDUCATION**

* Preservice teachers in the School of Education complete at least 125 clock hours of field experience prior to student teaching.
* Our program provides two semesters of student teaching.
* OVU’s School is approved by the West Virginia Board of Education.
* Local teachers collaborate with OVU’s School of Education to create the structure for its programs, designing them with evidence-based professional knowledge and skills. Initiatives that ensure unique learning opportunities spread across OVU’s three colleges. Arts and Sciences and Business programs provide a solid foundation of content knowledge. Bible integrates specific knowledge and skills in character formation. The School of Education blends those knowledge bases through development of professional skills in supervised experiences. Excellence and meaningful learning in each college ensures strength across all programs. External review and accreditation are integral to our processes of continuous improvement. We intend that our graduates create positive, effective impact in our communities.
* OVU’s educator preparation program has unique features, including its yearlong residency (two semesters of student teaching) and emphasis on threading character development through content knowledge and professional skills.
* OVU currently offers educator preparation programs in Elementary Education K-6, Wellness (Health and Physical Education Preschool-Adult), Special Education K-6 and Grade 5-Adult, and Secondary English, Math, and Social Studies. Our graduates achieve teaching certification in West Virginia or their home states.

**ACHIEVEMENT DATA FROM OVU’S SCHOOL OF EDUCATION**

#### **CAEP 8 Annual Report**

The School of Education utilizes a carefully designed assessment system to provide data for analysis and use of the results for continuous improvement in policies and practices. Our Education Preparation Program Advisory Council (EPPAC) reviews the data from all key assessments and identifies any needed changes. EPPAC members include a current student, parent of a P-12 student, instructors in the program, a graduate of the program, principal, cooperating teachers, and OVU supervisors for residency.

The following data from assessments of our graduates’ impact on their students’ achievement provide an insightful picture for our constituents.

#### **CAEP 8 for 2020**

### Impact Measures (CAEP Standard 4)

**1. Impact of OVU School of Education graduates on P-12 learning and development (Component 4.1)**

|  |  |  |
| --- | --- | --- |
| **Mean Grade Point Averages of Completers at Graduation**  **Fall 2018, Spring 2019, Fall 2019** | | |
| Program | Number of Completers | Mean GPA |
| Elementary Education | 4 | 3.92 |
| Secondary English Education | 1 | 4.00 |
| Secondary Social Studies Education | 2 | 3.71 |
| Wellness Education | 3 | 3.41 |
| Special Education | 1 | 4.00 |

**Graduates in Their Own Classrooms Demonstrate Positive Impact on Their Students’ Achievement**

|  |  |  |  |
| --- | --- | --- | --- |
| **Measure of Completer Impact** | **Analysis of Data and Identification of Trends** | **Comparison with Benchmarks** | **Data** |
| Completers in their first three years of teaching K-12 provided **student growth data from evaluations and testing results** | The WV Evaluation Rubrics for Teachers requires documentation of teacher impact on K-12 student learning for two of its goals- Items 6.1 and 6.2. Completers in their first, second, and third years of teaching in 2017, 2018, and 2019 submitted their ratings on the two items. On a four-point scale, all graduates achieved a rating of “Accomplished” (2) except one who received “Emerging” (1) in 2019 and two who received “Distinguished” (3) in each of the first three years of teaching.  There is always room for growth, but every graduate is demonstrating positive impact on student achievement as measured by district-required tools. | The WV Department of Education has not provided data on K-12 student achievement.  The EPP’s graduates in previous years provide an opportunity for comparison. The results are very similar, with most graduates evaluated by their building administrators given the Accomplished rating and a minimal number receiving Distinguished. Although a few receive Emerging in the first year of teaching, that number decreases in the second year and again in the third year. The mode consistently is Accomplished across the first three years of teaching.  Data from graduates showed that their students achieved or exceeded the growth goals for the year 2018-19. | Data from assessments in 2018-19 (the last year available) demonstrate that the students of all graduates except one (in physical education) met the growth goals for the year using measures appropriate to the age group, including iReady reading and math, Star, and STAR.  One graduate who provided her students’ report showed that every student demonstrated positive changes in growth expectations. Her STAR report stated that the students’ data showed “above expected growth.”  Another graduate’s report showed that “growth expectation goals were well met with positive changes in achievement”. |
| **West Virginia Teacher Performance Assessment during residency semesters**  Following the WVTPA 4.0 template, residents develop and evaluate a sequence of five lessons addressing a WV NexGen/ College-Career Ready standard at a chosen grade level in the discipline.  Residents study contextual information and data for the district, school, and classroom. Incorporate contextual info, technology, differentiation, higher order questioning, and strategies for diverse students into the plans. | In this very structured, fish-bowl lesson sequence, residents go deeply into pedagogy, assessment, and self-reflection. Independent of any sort of help. The requirements fit a college senior while providing a rigorous study of all components of evidence- and standards-based learning and presentation. Comparison of the scores on this group of lesson plans and presentation experience with the evaluations of our graduates shows similar levels of achievement. Excellence in the completed WV TPA and its growth data tends to be what we see in the same people as they complete their first three years of teaching. With significant work, our students demonstrate capacity to grow in this area of professional preparation. That growth tends to continue through the program and into their first years of teaching.  This is one key reason we require that our residents complete a WV TPA in both semesters.  Another benefit of residents’ completing two WVTPAs is that this prepares them for the first year of teaching and the teacher evaluation process. | We have no data from other West Virginia educator preparation programs.  Our comparison comes from previous groups of students in clinical experience.  This activity is an eye-opener for our students in residency semesters. They see their students demonstrating little knowledge of concepts, information, and skills in the pretest. After five days of carefully crafted teaching/learning activities, their students demonstrate significant growth in the posttest. Analysis of the data is very meaningful and motivational.  Each succeeding student in clinical experience has the same experience. Those ratings and close evaluation of the WV TPAs demonstrate our students’ growth in knowledge and skill. | **Fall 2019: N=3.**  Mean Score= 2 Emerging  Mean growth= 21.2%. Range: 14.8 % growth in a special education classroom to 31.7% growth in a secondary classroom.  **Spring 2020: N=3.**  Mean Score= 2 Emerging  Mean student growth =  Range: 48.3% growth in a secondary classroom to 67.6% growth in a special education classroom. |
| **Employer Evaluations of New Teachers** | The WV Evaluation Rubrics for Teachers requires documentation of teacher impact on K-12 student learning for two of its goals- Items 6.1 and 6.2. The Ohio Evaluation Rubrics have similar items. Principals and completers in their first, second, and third years of teaching in 2017, 2018, and 2019 submitted their ratings on the two items. On a four-point scale, all graduates achieved a rating of “Accomplished” (2) except one who received “Emerging” (1) in 2019 and one who received “Distinguished” (3) in each of the first three years of teaching. Another graduate received an overall rating of “Accomplished,” which, in her district, is the highest rating.  All graduates who submitted evaluations earned Accomplished on Standard 1 Curriculum and Planning, Elements 1.1 Subject matter, 1.2 Standards-driven instruction, and 1.3 Assessment, except one who earned Emerging and two who earned Distinguished. None earned Unsatisfactory. | The WV Department of Education has not provided data on our graduates’ evaluations or K-12 student achievement.  The EPP’s graduates in previous years provide an opportunity for comparison. The results are very similar, with most graduates evaluated by their building administrators given the Accomplished rating and a minimal number receiving Distinguished. Few receive Emerging, even in the first year of teaching. The mode consistently is Accomplished. | The students of all graduates except one met the growth goals for the year using measures appropriate to the age group, including iReady reading and math, Star, STAR, and other measures. |

**2. Indicators of teaching effectiveness (Component 4.2)**

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| --- | --- | --- | --- |
| **Measure of Completer Impact** | **Analysis** | **Comparison with Benchmarks** | **Data** |
| Survey of Graduates in Their First Three Years of Teaching | The WV Evaluation Rubrics for Teachers requires documentation of teacher impact on K-12 student learning for two of its goals- Items 6.1 and 6.2. Completers in their first, second, and third years of teaching in 2017, 2018, and 2019 submitted their ratings on the two items. On a four-point scale, all graduates achieved a rating of “Accomplished” (2) except one who received “Emerging” (1) in 2019 and one who received “Distinguished” (3) in each of the first three years of teaching. Another graduate received an overall rating of “Accomplished,” which, in her district, is the highest rating.  All graduates who submitted evaluations earned Accomplished on Standard 1 Curriculum and Planning, Elements 1.1 Subject matter, 1.2 Standards-driven instruction, and 1.3 Assessment, except one who earned Emerging and two who earned Distinguished. None earned Unsatisfactory. | The WV Department of Education has not provided data on our graduates’ evaluations or K-12 student achievement.  The EPP’s graduates in previous years provide an opportunity for comparison. The results are very similar, with most graduates evaluated by their building administrators given the Accomplished rating and a minimal number receiving Distinguished. Few receive Emerging, even in the first year of teaching. The mode consistently is Accomplished. | The students of all graduates except one met the growth goals for the year using measures appropriate to the age group, including iReady reading and math, Star, and STAR. |
| K-12 students of graduates in their first three years of teaching responded to the Student Engagement Survey provided student growth data. | K-12 students of several of our graduates responded to two questions, the first asking about their levels of engagement with the learning and the second about what kinds of activities help them feel engaged. Student responses are below this table. This is a great way to get students’ perspectives on their own behaviors and how those relate to the teacher’s behaviors.  We are glad to see that our graduates continue in their first years practicing learner-centered teaching and learning- giving voice and choice to their students, employing evidence-based strategies to engage students, asking higher order questions, assessing in a variety of formative and summative formats, and analyzing the results to inform their next steps. There is a consistent correlation between our graduates’ evaluations by building administrators, self-evaluations, and student engagement surveys. There are always a few students who have less-than-positive responses, but most provide clear insights into our graduates’ learning environments. | This measure demonstrates a correlation between the ratings on our graduates’ inservice evaluations and the ratings provided by our graduates’ students. | Below |

A very important perspective belongs to the P-12 STUDENTS. Comparing our graduates’ and their employers’ survey results with surveys of their students’ engagement in the learning provides a more complete picture of our graduates’ impact on their students’ achievement and development.

Two Surveys of Student Engagement are provided below, followed by a table with data. The data comes from students in K-3 and Grades 5-12, students of our graduates in their first years of teaching.

Standards Addressed: CAEP 4.2, InTASC 3, 5

**Survey of Student Engagement (K-3)**

1. Thinking back over the last week or so, which of the following best describes the way you feel about this class and the work you are asked to do? Choose the statement that fits your feelings in the best way.

* I pay attention and do the work the teacher asks me to do because I really like to learn. (score of 5)
* I pay attention and do what the teacher asks me to do because I want to do well in school. I would not do the work if I did not feel I had to. (score of 4)
* I don’t always do my best work. I do my work just so I don’t get into trouble. (score of 3)
* I am bored at school and do very little of my work. I try not to get into trouble. (score of 2)
* I get into trouble because I don’t do the work the teacher asks me to do. I will probably keep getting into trouble. (score of 1)

2. List or draw two or three things that happen in this classroom that makes you excited to learn.

**Survey of Student Engagement (4-12)**

1. Looking over the past week or so, which of the following statements most closely reflects the way you have approached this class and the work the teacher has assigned? Choose one response below that best fits the way you feel in the class. Thank you for participating!

* I really have been engaged in the work and this class. I usually do what I am asked because I see the relevance of it in my life and future. (score of 5)
* I always pay attention in class and do the work I am assigned because I want to get good grades, but I really don’t see much value in what I am asked to do and wouldn’t do it if I did not feel I had to. (score of 4)
* I do what I need to do to get by. I really don’t put in any more effort than I feel I have to if I am to stay out of trouble. (score of 3)
* I am bored. I have done very little work for this class, but I have not caused trouble for my teacher. (score of 2)
* I have been in some trouble because I have not done what the teacher wants me to do, but that is just the way it goes. I don’t plan to change what I am doing. (score of 1)

**2. Please explain what specific things that happen in this class that helps you to feel engaged.**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Survey of Student Engagement Data - Question 1** | | | | | | |
| # of Students that chose a score of: | **Elementary**  3 graduates Spring 2019 | **Secondary English**  1 graduate  Spring 2020 | **Secondary Math**  Spring 2019  4 graduates Spring 2019 | **Secondary Social Studies**  Spring 2019  3 graduates | **Wellness**  Spring 2019  2 graduates | **Special Education**  Spring 2019 | |
| 5 | 29 | 8 | 10 | 10 | 8 | 4 | |
| 4 | 9 | 6 | 11 | 7 | 1 | 1 | |
| 3 | 5 | 4 | 5 | 2 | 0 | 0 | |
| 2 | 0 | 2 | 1 | 0 | 0 | 0 | |
| 1 | 1 | 0 | 1 | 0 | 0 | 0 | |
| Total | 44 | 20 | 19 | 19 | 9 | 5 | |

**Survey of Student Data - List of Answers from Question 2**

**Note: Students’ comments are included below in the exact wording provided in the surveys.**

**Elementary Spring 2019**

1. I love when we do centers because it is fun, and it is very cool. I always love math. It is fun too.
2. We are going to do centers. Yah.
3. Math makes me excited to learn. Reading makes me excited to learn. Science makes me excited to learn.
4. They let us draw out the problems. 2 We read fun books. 3. We get to learn about animals.
5. Math centers. Reading centers. Science centers.
6. Math because we do math games. I like writing because we get to write fun things.
7. Math Games. Making Play Dough.
8. I think I am at A because I get my work done. I try to do my best on my tests. I think I need to work on not talking in class. I think that this year I have improved a lot than last year.
9. First and foremost, Ms. \_\_\_ is a very interesting teacher with a good sense of humor and can answer nearly all of the questions that her class puts before her. She makes things that might be rather boring more exciting, and engages us often in class discussion. Also, having a smaller class helps me be better engaged; there aren’t as many distractions.
10. I feel engaged in class because she makes things interesting.
11. I think I am really engaged and try my hardest. Another thing is when someone distracts me, I look away and keep working. I think I should try harder, but I am really engaged.
12. The thing that helps me feel engaged is having class discussions. I like having class discussions because you can have a say in the conversations.
13. This class helps me feel engaged is that this class is social. We commonly talk about subjects and also about what we are reading. Then come directions. They are sometimes hard to figure out but they usually are clear.
14. I think this because sometimes I have bad days when I’m on B and then I have good days A.
15. I feel engaged in the work I do. I really enjoy it. In fact, I enjoy it so much I usually get all my homework I can get done in class.
16. In this class I feel engaged because my teacher is enthusiastic and attention-grabbing in her speech, yet she acts strictly when required. My teacher has taught me and my fellow classmates in life skills that are required for both present times and the rest of our lives. Our teacher provides a safe classroom environment for us. Her activities provide every student an opportunity to be focused and to learn new things.

**English Spring 2020**

1. Taking notes, doing fun things like maps and group activities, watching movies and videos about what we are learning.
2. All we do is take notes, so I don't feel very engaged.
3. Notes and the interesting videos
4. She asks us what we would like to do and tries to make it fun.
5. This is one of the most exciting and interactive classes of the day and I always look forward to it.
6. Some things in class that makes me feel engaged in class are when we do it with partners, because I'm able to focus more.
7. Watching utube videos
8. The poems we've read, the song lyrics we've read, stuff that I've never heard before that is included in the assignments. I think that makes them more engaging.
9. My classmates really make me feel engaged and they are willing to help if i need help.
10. i feel engaged there is story's for us to read and when we annotate poems.
11. Many of the assignments are fun topics that we get to be creative. This makes me pay attention and enjoy the class.
12. Something that helps me stay engaged in this class is that my teacher is organized.
13. I feel engaged because there is a list of everything I need to do.
14. Some things that help me feel engaged are watching videos and listening to story's about a topic. One other thing is listening to audio poems.
15. The things that help me feel engaged in class is partner activities.
16. More interaction

**Math Spring 2019**

1. Things in this class that help me learn are using notes, practicing, using hands on like making games and doing different activities.
2. I think is we do stuff together with the class like we do work sheets together and right now we are building and bored game and it is really fun two do it with my friends if we need help she is willing to help us and talk us through it.
3. 1. Creating a board game. 2. And learning about perimeter area.
4. She calls on me and helps me through my work/ She is very straight forward and corrects my mistakes
5. Our teacher stands in front of us and keeps us interested. She goes over with the whole class things that we as a whole don’t understand.
6. She lets us use notes make math games b/c I think it helps with me and class mates help me with the assignments in class.
7. 1. Group work because I’m a hands on learner 2. She always explains what we are doing instead of us just giving stuff to us 3. She lets us use notes on tests.
8. We have an awesome math teacher and we go over the subject until the whole class gets it.
9. I’m aloud to use my notes. We get a lot of examples.
10. I like the projects and book work like pandas.
11. I like how we review everything and do examples as a class.
12. He is great at explaining lessons and if we have a question he is thorough with is answer/explanation. Besides that he is just a fun teacher. Math can be boring, but he makes math interesting.
13. When we finish our work we can learn higher level math.
14. We always are asked questions while he is explaining examples or writing notes on the board
15. The assignments are not made complicated. I understand what I am supposed to do.
16. We work in group projects.
17. The teacher has interactive activities and he speaks loud - clear- & calm.
18. We get a bell ringer everyday which helps me get a little more focused
19. The way my teacher explains problems helps me and how he makes us work on practice problems lets me really see how well I do in math
20. We always work hard and get our work done because we realize how important it is.

**Social Studies Spring 2019**

Mr. T. gets to know us and he listens to us.

We have fun in class and I don’t mind working when it’s fun.

Mr. T. cares about us and I like to do the work he gives us

I like the projects.

We get to work with partners.

Mr. T. helps us when we don’t understand something and that helps me do the work.

**Special Education Spring 2019**

1. Yoga ball
2. Quiet work space
3. Small group

**Wellness Spring 2019**

1. The fun games we play together because I wanted to do them.
2. Games, music, and moving around
3. We actually did exercises before class.
4. We got to play and have fun in a safe way and we did not get yelled at all the time.
5. We play a lot of fun games with my classmates. We get to listen to music which makes the class more fun.
6. We played sports games and learned different sports skills.
7. I like the teacher. He teaches us a lot about being active and sports.
8. He is the best gym teacher I have had in all my schools.
9. We get to laugh and have fun. We get to run around and play tag games. We get to talk to friends.

**Another perspective on our graduates’ capacity for teaching effectiveness comes from comparison of their achievement on their states’ and school districts’ teacher evaluations with data from assessments they completed during their preservice programs.**

|  |  |  |
| --- | --- | --- |
| **Measure of Teaching Effectiveness** | **Description** | **Comparison with Inservice Evaluations** |
| 1. Planning Effective Lessons and Instruction | A series of 10 lesson plans created in EDUC 203/204 Effective Learning 1 and 2 in 3rd and 4th semesters of program. Incorporates evidence-based strategies, standards-based instruction, soft skills, and assessment. | Students in EDUC 203/204 are brand-new to pedagogy. They immerse themselves in research on “What does an effective teacher do?” which is our Action Research Project. Although new to lesson planning, the students demonstrate remarkable growth in assimilating all of the knowledge bases and create lesson plans that rival those of veteran teachers. In comparing ratings of our graduates as inservice teachers, the trend is that those who demonstrate ‘distinguished’ work in these lesson plans earn that same rating or ‘accomplished’ in their first two years of teaching. The surprise is that some who earn ‘Emerging’ on these lesson plans earn the higher ratings of ‘Accomplished’ or ‘Distinguished’ in their first two years’ evaluations by building administrators. |
| 2. Student teaching supervision and work on lesson planning | Completed in the 7th and 8th semesters after completing Content Specialization and most Professional Education courses. Evaluation tool is the STOT (Student Teaching Observation Tool), structured on InTASC Standards and cross-matched with the West Virginia Professional Teaching Standards. Use of the STOT helps to assess demonstration of all required competencies, including evidence-based strategies, standards-based instruction, soft skills, and assessment (along with the other InTASC Standards).  In Residency 1, students take up to 16 credit hours in professional education courses, with about 75% of the work completed in a collegial teaching position with a cooperating teacher for the semester.  In Residency 2, students are fulltime in another teaching position with a cooperating teacher for the semester. | In Residency 1, our ‘residents’ begin with feelings that they are students and are subordinate to the coop. They begin with significant weakness in classroom management. Writing lesson plans is a time-consuming process. As they proceed, the trend is that those who demonstrated ‘Emerging’ in EDUC 203/204 begin at that level of competency. Those who showed deeper knowledge, skill, and confidence in EDUC 203/204 earn the ‘Accomplished’ rating on STOT AND in evaluation in their first inservice years.  In Residency 2, ‘residents’ have their feet under them in proactive structures for the learning environment and in lesson planning and presentation. Because they are almost automatic with classroom management, they can focus on excellence in teaching/learning and assessment. Their coops and OVU supervisors assign higher ratings on the STOT. They have no difficulty with the WV Teacher Performance Assessment or the Praxis II Principles of Learning and Teaching test.  Items given lower ratings typically include residents’ classroom management skills, incorporating students’ background knowledge in lesson planning, planning activities with real-world applications, and use of data to inform lesson planning.  Items given higher ratings include knowledge of learners and learning strategies, belief that all students can learn, and giving feedback to students.  The yearlong residency system is already working to increase residents’ knowledge and skills in the above areas by adding a semester of hands-on experience in the classroom. |
| 3. WV Teacher Performance Assessment in clinical experience | A series of five lessons completed in the 7th and 8th semesters after completing Content Specialization and most Professional Education courses. This measure of planning and teaching effectiveness demonstrates impact on student achievement during the clinical experience in the student’s fourth year. The WVTPA become an artifact in the professional portfolio as one summative assessment. | The WV TPA completed in Residency 2 typically is the more complete and effective of the two completed (one in Residency 1). The results can depend on many factors, including student attendance and pandemics. The trend is that the tremendous amount of work completed in the WV TPA process demonstrates high levels of knowledge and skill in all competencies surrounding teaching and learning. The ‘residents’ are still new to teaching but when they finish and graduate, they typically look and behave more like second-year inservice teachers than student teachers. Interviewers recognize that in the hiring process as do principals completing their evaluations in the first, second, and third years. |

**1. Capacity to Plan Effective Lessons and Instruction**

-Two Most Recent Cycles of Data across Certification Programs

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Program Learning Outcome**  **InTASC** | **Course where this project is embedded** | **Type of Assessment** | **Brief Description of Assessment Tasks and Evaluation** | **Analysis** | **Data results on 4-point rating scale Target (minimum passing score is 150/200)** |
| 10-lesson unit:  Plan a 10-lesson  unit demonstrating knowledge of core content, pedagogy, setting goals and objectives for learning, designing instruction, and student assessments. | This measure of planning and teaching effectiveness is part of EDUC 204 Effectiveness 2, in the student’s second year. The lesson plans become an artifact in the professional portfolio for comparison with later measures. | Semester-long project evaluated with rubric | Develop and evaluate a 10-lesson unit addressing a WV NexGen/College-Career Ready standard at a chosen grade level in your discipline.  Incorporate technology, differentiation, higher order questioning, and strategies for diverse students into the plans.  Develop formal and informal assessment activities into lessons  The instructor evaluates the units using a rubric. | In this course, students take a deep dive into pedagogy. The requirements fit a college sophomore while providing a rigorous study of all components of evidence-based learning and presentation. Comparison of the scores on this group of lesson plans and presentation experience with the evaluations of our graduates shows similar levels of achievement. With significant work, our students demonstrate capacity to grow in this area of professional preparation. That growth tends to continue through the program and into their first years of teaching. | Fall 2017: N=14. Mean score 178.9 out of 200.  Fall 2018: N=8. Mean score 193.8  Fall 2019: N=11. Mean score 177.3 |

**2. Student Teaching/Yearlong Residency Evaluations**

|  |  |  |
| --- | --- | --- |
| **Measure of Program Impact** | **Analysis** | **Benchmark** |
| 1. The **STOT (Student Teaching Observation Tool)** is a set of rubrics is designed to assess the performance of OVU preservice teachers during the student teaching/Residency 2 experience. The evaluation is based on the 10 InTASC Standards and is aligned with the five West Virginia Professional Teaching Standards (WVPTS). Evaluators consider that the student teacher is a novice, rather than an experienced teacher. An addendum related to professional teaching dispositions for novice teachers has been added to the evaluation. The target rating for student teachers in the evaluation process is Emerging. | In Residency 1, our ‘residents’ begin with feelings that they are students and are subordinate to the coop. They begin with significant weakness in classroom management. Writing lesson plans is a time-consuming process. As they proceed, the trend is that those who demonstrated ‘Emerging’ in EDUC 203/204 begin at that level of competency. Those who showed deeper knowledge, skill, and confidence in EDUC 203/204 earn the ‘Accomplished’ rating on STOT AND in evaluation in their first inservice years.  In Residency 2, ‘residents’ have their feet under them in proactive structures for the learning environment and in lesson planning and presentation. Because they are almost automatic with classroom management, they can focus on excellence in teaching/learning and assessment. Their coops and OVU supervisors assign higher ratings on the STOT. They have no difficulty with the WV Teacher Performance Assessment or the Praxis II Principles of Learning and Teaching test.  Items given lower ratings typically include residents’ classroom management skills, incorporating students’ background knowledge in lesson planning, planning activities with real-world applications, and use of data to inform lesson planning.  Items given higher ratings include knowledge of learners and learning strategies, belief that all students can learn, and giving feedback to students.  The yearlong residency system is already working to increase residents’ knowledge and skills in the above areas by adding a semester of hands-on experience in the classroom. | Our key benchmarks are the data from previous student teachers. There are variations among students and programs. For example, elementary education majors tend to reach Residency 1 with significantly greater knowledge of learners and evidence-based strategies because they have completed more professional education courses and field experience.  However, across programs, we have seen similarities in ratings across the InTASC Standards, with typical lower and higher ratings in the same knowledge and skill bases.  Beginning with data from Fall 2019, we are looking for indicators that the yearlong residency strengthens the weaker areas and builds the stronger areas at earlier stages. |
| 2. WV Teacher Performance Assessment (WV TPA) | Students’ knowledge and skills increase consistently across the certification programs because the professional education courses are sequenced to ensure that students’ take at least one of them in each of the eight semesters. They can use their learning in the content-area courses in each of those semesters as material for learning pedagogy, which provides real-world application of the pedagogy. Students’ achievement in the lesson-planning projects before they reach Residency 1 strengthen their capacity to achieve at high levels on the WV TPA during Residency 1 and 2. We see residents referring back to learning experiences in their coursework and using resources they captured there when they begin the residency semesters. We see clear correlations between their levels of achievement in professional knowledge course requirements and their WV TPAs, which demonstrate sufficient to high skill levels in all seven tasks. Although the structure is new to them (and we are fixing that by using the WVTPA template in the lesson -planning courses earlier in the program), they have sufficient knowledge, skill, and confidence to carry out the tasks, analysis, and reflections independent of help from cooperating teacher and OVU supervisor.  Although some skill areas are stronger than others, residents earn at least an Emerging rating on all tasks. Their reflections consistently indicate that they believe themselves to be sufficiently skilled, comfortable, and effective with lesson-planning, classroom management, teaching, and assessment to move forward. | In each semester since Fall 2016 (first semester using the WV TPA), student teachers/residents have earned at least a 2-Emerging rating on every task and element, which is the target rating. |

**3. Capacity to Plan Effective Lessons and Instruction- West Virginia Teacher Performance Assessment**

-Two most recent Cycles of Data across Certification Programs

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Program Learning Outcome** | **Course where this project is embedded** | **Type of Assessment** | **Brief Description of Assessment Tasks and Evaluation** | **Analysis** | **Data results on 4-point rating scale Target (minimum passing score is 150/200)** |
| WV TPA  5-lesson sequence:  Plan a 5-lesson  unit demonstrating knowledge and skill in use of contextual information, core content, pedagogy, setting goals and objectives for learning, designing instruction, and formative and summative student assessments, including pretest and posttest to measure impact. | This measure of planning and teaching effectiveness demonstrates impact on student achievement during the clinical experience in the student’s fourth year. The WVTPA become an artifact in the professional portfolio as one summative assessment. | Instructional project evaluated with rubric | Following the WVTPA 4.0 template, residents develop and evaluate a sequence of five lessons addressing a WV NexGen/College-Career Ready standard at a chosen grade level in your discipline. This project is done after several weeks of settling in to the teaching position, collaborating with the coop and colleagues, and establishing rapport with students.  Residents research contextual information and data for the district, school, and classroom. Incorporate contextual info, technology, differentiation, higher order questioning, and strategies for diverse students into the plans.  Residents develop formal and informal assessment activities into lessons  The instructor for EDUC 451 Residency Seminar evaluates the WVTPAs using the template rubrics. Data is collected, analyzed for course and program improvement, and sent to the Higher Education Policy Commission | In this very structured, fish-bowl lesson sequence, residents go deeply into pedagogy, assessment, and self-reflection. Independent of any sort of help. The requirements fit a college senior while providing a rigorous study of all components of evidence- and standards-based learning and presentation. Comparison of the scores on this group of lesson plans and presentation experience with the evaluations of our graduates shows similar levels of achievement. Excellence in the completed WV TPA and its growth data tends to be what we see in the same people as they complete their first three years of teaching. With significant work, our students demonstrate capacity to grow in this area of professional preparation. That growth tends to continue through the program and into their first years of teaching.  This is one key reason we require that our residents complete a WV TPA in both semesters.  Another benefit of residents’ completing two WVTPAs is that this prepares them for the first year of teaching and the teacher evaluation process. | Fall 2019: N=3.  Mean Score= 2 Emerging  Mean growth= 21.2%. Range: 14.8 % growth in a special education classroom to 31.7% growth in a secondary classroom.  Spring 2020: N=3.  Mean Score= 2 Emerging  Mean student growth =  Range: 48.3% growth in a secondary classroom to 67.6% growth in a special education classroom. |

**Cumulative Scores on WV Teacher Performance Assessment: Fall 2019 and Spring 2020, all student teachers**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| N | Distinguished  (4 points) | Accomplished  (3 pts) | Emerging  (2 pt) | Unsatisfactory  (1 pt) | Mean | Mode |
| 1.1 Implications of Community, School, & Family Factors WVPTS 2A, InTASC 2, CAEP 1.1 | | | | | | |
| Fall 2019 (n = 3) | 0 | 0 | 3 | 0 | 2 | 2 |
| Spring 2020 (n = 3) | 0 | 0 | 3 | 0 | 2 | 2 |
| Cumulative (n = 6) | 0 | 0 | 6 | 0 | 2 | 2 |
|  |  |  |  |  |  |  |

Additional measures of capacity to plan effective lessons and instruction are described earlier in this documentation. They include lesson-planning projects in EDUC 203/204 Effective Learning 1 and 2, the WV TPAs completed in Residencies 1 and 2 semesters, employer evaluations of inservice teachers in their first three years, self-reflections shared in a survey by our graduates, and responses from their students in the Survey of Student Engagement survey.

**3. Satisfaction of employers and employment milestones (Component 4.3/A.4.1)**

**Results of Survey of Employers of OVU Graduates in Their First Three Years Spring 2020**

|  |  |  |
| --- | --- | --- |
| **Measure of Completer Impact** | **Analysis** | **Comparison with Benchmark** |
| The WV Teacher Evaluation and the Ohio Teacher Evaluation. Documents provided by principals or SOE graduates | Our graduates consistently earn ratings in the Accomplished range as the mode, with some earning the Distinguished rating.  The lowest scores are in the learning environment item, the questioning item, and the differentiating instruction item. Because these scores are typically lower than other items, our School of Education is including a yearlong residency rather than a single semester of student teaching. In our pilot program, residency evaluations document stronger skills in these areas, especially in Residency 2.  Higher ratings are in the lesson planning item, communication item, and collaboration items.  Analysis of comments shows consistent appreciation of our graduates’ knowledge and skills in working effectively with students and colleagues and dedication to continued growth as professional educators. | The benchmark we have available is data from evaluations of past graduates. There is significant variation among our graduates as they enter service. Their employers are complimentary consistently, commending their integrity, concern for students, knowledge and skill in pedagogy, and their desire to improve.  Our graduates’ students also are complimentary consistently. The Surveys of Student Engagement include comments about our graduates’ use of a variety of materials and learning experiences, including projects and real-world applications of learning. They include comments about how our students listen to them and include them in decision-making. They talk about working with partners and being able to engage fully with the learning activities because they are learner-centered (They describe it; they do not use that term). |

Rating Scale: 4=Strongly Agree, 3=Agree, 2=Disagree, 1=Strongly Disagree

|  |  |  |  |
| --- | --- | --- | --- |
| **Results of Survey of Employers of OVU Graduates in The First Three Years Spr20** | **2016-2017**  **N=6** | **2017-2018**  **N=8** | **2018-2019**  **N=9** |
| The Ohio Valley University graduate is prepared to design lessons that demonstrate interdisciplinary, content knowledge and skill in aligning content the appropriate learning objectives, and sensitivity to diverse learners (WVPTS 1 Curriculum and Planning) | 3.33 | 3.38 | 3.38 |
| The Ohio Valley University graduate is prepared to facilitate learning experiences that advance creativity, innovation, and problem-solving. (WVPTS 1 Curriculum and Planning) | 3.33 | 3.50 | 3.38 |
| The Ohio Valley University graduate is prepared to design instruction that engages students in meaningful instructional activities that support the student objectives and result in intentional student learning. (WVPTS 1 Curriculum and Planning) | 3.33 | 3.50 | 3.50 |
| The Ohio Valley University graduate is prepared to balance assessment to provide teacher and students with information to guide learning. (WVPTS 1 Curriculum and Planning) | 3.50 | 3.50 | 3.38 |
| The Ohio Valley University graduate is prepared to design learning activities that are developmentally appropriate and differentiated to all students in the learning process (WVPTS 2 The Learner and the Learning Environment) | 3.33 | 3.38 | 3.63 |
| The Ohio Valley University graduate is prepared to create an effective classroom environment with high expectations, clearly defined roles and procedures, respectful communication, and student collaboration. (WVPTS 2 The Learner and the Learning Environment) | 3.33 | 3.50 | 3.13 |
| The Ohio Valley University graduate is prepared to manage time, pacing, resourcing, and classroom culture to emphasize the importance of learning. (WVPTS 2 The Learner and the Learning Environment) | 3.33 | 3.50 | 3.50 |
| The Ohio Valley University graduate is prepared to ensure a safe learning environment, flexibility in use of the physical space, and responsiveness to student needs and interests. (WVPTS 2 The Learning Environment) | 3.40 | 3.60 | 3.25 |
| The Ohio Valley University graduate is prepared to differentiate instruction to maximize individual growth and achievement in literacy and content (WVPTS 3 Teaching) | 3.33 | 3.50 | 3.13 |
| The Ohio Valley University graduate is prepared to communicate with students in multiple ways, using technology and assessing for clarity in instruction, expectations, and supports. (WVPTS 3 Teaching) | 3.33 | 3.38 | 3.50 |
| The Ohio Valley University graduate is prepared to practice quality questioning techniques and engage students in discussion and reflection. (WVPTS 3 Teaching) | 3.33 | 3.50 | 3.00 |
| The Ohio Valley University graduate is prepared to design a learning environment to motivate and engage students in deep learning and application of the content. (WVPTS 3 Teaching) | 3.33 | 3.50 | 3.25 |
| The Ohio Valley University graduate is prepared to use formative and summative assessment in balanced decision-making. (WVPTS 3 Teaching) | 3.50 | 3.60 | 3.25 |
| The Ohio Valley University graduate is prepared to engage in professional learning, critically examining professional practice and engaging in a continuous cycle of self-improvement focused on how to learn, teach, and work in a global and digital society (WVPTS 4 Professional Responsibilities for Self-renewal) | 3.33 | 3.33 | 3.25 |
| The Ohio Valley University graduate is prepared to engage actively with colleagues in collaborative practices that improve practice and address questions and issues surrounding the school and student achievement. (WVPTS 4 Professional Responsibilities for Self-renewal) | 3.50 | 3.50 | 3.50 |
| The Ohio Valley University graduate is prepared to analyze data and use the results to adjust practice and to contribute effectiveness of the teaching profession through investigation of new ideas that improve teaching practices and student achievement. (WVPTS 4 Professional Responsibilities for Self-renewal) | 3.33 | 3.38 | 3.25 |
| The Ohio Valley University graduate is prepared to collaborate with families, students, principal, colleagues, and school community to develop and sustain management systems that support and extend learning (i.e. planning curriculum, instruction, and assessment; designing structures to address learning and family needs and communication). (WVPTS 5 Professional Responsibilities for School and Community) | 3.33 | 3.38 | 3.50 |
| The Ohio Valley University graduate is prepared to demonstrate leadership and participate in the development and implementation of the school's strategic planning and continuous improvement process. (WVPTS 5 Professional Responsibilities for School and Community) | 3.33 | 3.33 | 3.25 |
| The Ohio Valley University graduate is prepared to model and apply professional dispositions (ethics and behaviors) expected and needed for the profession in the learning environment and community. (WVPTS 5 Professional Responsibilities for School and Community) | 3.50 | 3.60 | 3.25 |

**COMMENTS from Employers of OVU Graduates**

**What key strengths do you see in the work of the Ohio Valley University graduate?**

She is eager to learn, participate, assist others, share resources, keeps students engaged, and gives appropriate differentiation to meet the needs of her students.

Dedication

Listens to feedback and makes changes as needed. Prompt and reliable.

Willingness to receive constructive feedback; Prompt and reliable.

Diligent about helping students be successful and learn mathematical concepts. Open minded and willing to try new things to enhance his practice.

Organization and meaningful engagement of students in reading.

Teacher is fully prepared to take on a classroom of her own. Teacher is professional in her speech, appearance, and role as a teacher.

Receptive to try new things. Incorporating technology; Active participant in the classroom - high levels of engagement.

a strong work ethic, preparedness for student teaching

**Based on the OVU graduate's work, what could you recommend to us for program improvement?**

Nothing at this time.

Using data to shape instruction

Classroom management. Setting high expectations. Motivating the disengaged student.

Providing a safe learning environment.

Classroom management for non-traditional classroom settings (Gymnasium); How to reach disengaged students

Enhancing activities for students’ self-assessment toward learning goals

Continue emphasizing the use of best practices.

Inclusion of special education students into the regular classroom environment

more emphasis on rigor and pacing of curriculum

**What do you see as a significant challenge for teachers in their first three years?**

The most significant challenges are balancing all the demands of teaching, behavior management, meeting needs that go beyond the academic, and differentiation.

Classroom management, Time management

1. Classroom Management and Student Expectations

2. Communicating with Parents.

3. Differentiating Instruction.

Responding to undesirable behaviors; Classroom management including appropriate level of assignments.

Classroom management, 2) understanding requirements and policies for teaching, 3) differentiating instruction to meet the needs of all learners.

Teaching to the standards. Instruction begins to focus on standards based using data analysis to drive instruction.

Technology being used to enhance learning, not just a tool. Technology is changing every year, and it is always nice to make hires that are up to date or that can enhance a school/classroom with technology.

Avoiding the pitfalls of senior teachers with regards to negativity towards SPED students in the regular ed classroom.

Student management, the workload.

**Milestones of Employment and Service**

1. Every OVU graduate who wants a teaching position is teaching (Tracked with personal and secondary communications and hiring processes).
2. Every inservice teacher from OVU has had a positive evaluation by a building administrator and is continuing on to the next year (Tracked with personal communications and principal evaluations shared with the OVU educator preparation program).
3. Commendations come from evaluations by principals, personal communications with school personnel, surveys and comments from P-12 students, published documentation in school districts and news media, and awards for excellence.
4. Comment left by a substitute teacher for our graduate: Your class is wonderful! They were very pleasant and wonderful workers! No problems! Be so proud of them! You’re doing an excellent job with them!
5. Job changes and presentations for professional development:
6. Lee Moore named WV Technology Instruction Specialist for West Virginia. Spnt Summer 2019 training WV teachers in coding.
7. Two graduates who are Ohio Intervention Specialists presented to colleagues and the Board of Education an overview of their summer program for students with special needs.
8. Sample of awards and indicators of impact and excellence for graduates who are inservice teachers:

* Sample of Teacher of the Year Awards: Three more graduates received these awards in 2019-20 in their county school districts. Paige Cook, Jen Sargent, Bobbi Jo Harper.
* Each spring, about one-half of the OVU students inducted into Alphi Chi Honor Society are Education majors.
* 2019 Jan Dils' Golden Apple Award winner: Rick Dobson, who teaches physical education, archery, boys track and basketball at Kanawha Elementary School in Wood County.
* Chelsea Binegar was nominated for Wood County Schools Teacher of the Year for 2020-21.

**4. Satisfaction of completers (Component 4.4/A.4.2)**

|  |  |  |
| --- | --- | --- |
| **Measure of Completer Impact** | **Analysis of Trends** | **Comparison with Benchmark** |
| Graduates respond to the Survey of OVU Graduates in Education in their first and third years as inservice teachers. The items, which correspond with InTASC and WVPTS Standards, invite the respondents’ perceptions of their educator preparation programs. Responses provide feedback for data analysis and course and program changes. | Overall, the results show consistent strength in most areas. In Curriculum and Planning, the mean is 3.47 out of 4 points on the 4-point scale. The lowest area was Learner and Learning Environment with a mean of 3.28. The mean in Teaching as 3.40, with subscores that indicate need for increased field and clinical experience. In Professional Responsibilities, the mean was 3.37, another indicator of need for increased field and clinical experience. In Professional Responsibilities for School and Community, the mean of 3.37, considering subscores, indicates, also, need for increased field and clinical experience. Most of our students in those experiences are told by school personnel that they will not have opportunities to work on school leadership initiatives. | At present, our only available benchmarks are the data on the same survey from previous years. Examining the data in the table below, it is clear that there are variations among students in different cohorts.  In each cohort, the same areas are strengths and weaknesses. The weaker areas by graduate perceptions are effective work with the learners’ environment and behavior and professional responsibilities. These are likely to be strengthened as a result of two clinical semesters instead of one. |

Rating Scale: 4=Strongly Agree, 3=Agree, 2=Disagree, 1=Strongly Disagree (Range)

|  |  |  |  |
| --- | --- | --- | --- |
| **Results of Survey of OVU Graduates in Education Spring 2020** | **2016-2017**  **N=11** | **2017-2018**  **N=11** | **2018-2019**  **N=9\*** |
| My teacher education program at OVU prepared me to design lessons that demonstrate interdisciplinary, content knowledge and skill in aligning content the appropriate learning objectives, and sensitivity to diverse learners. (WVPTS 1 Curriculum and Planning) | 3.5 | 3.52 | 3.56  (3-4) |
| My teacher education program at OVU prepared me to facilitate learning experiences that advance creativity, innovation, and problem-solving. (WVPTS 1 Curriculum and Planning) | 3.4 | 3.60 | 3.44  (3-4) |
| My teacher education program at OVU prepared me to design instruction that engages students in meaningful instructional activities that support the student objectives and result in intentional student learning. (WVPTS 1 Curriculum and Planning) | 3.5 | 3.35 | 3.44  (3-4) |
| My teacher education program at OVU prepared me to balance assessment to provide teacher and students with information to guide learning. (WVPTS 1 Curriculum and Planning) | 3.5 | 3.55 | 3.44  (2-4) |
| My teacher education program at OVU prepared me to design learning activities that are developmentally appropriate and differentiated to all students in the learning process (WVPTS 2 The Learner and the Learning Environment) | 3.5 | 3.27 | 3.44  (3-4) |
| My teacher education program at OVU prepared me to create an effective classroom environment with high expectations, clearly defined roles and procedures, respectful communication, and student collaboration. (WVPTS 2 The Learner and the Learning Environment) | 3.5 | 3.55 | 3.11  (2-4) |
| My teacher education program at OVU prepared me to manage time, pacing, resourcing, and classroom culture to emphasize the importance of learning. (WVPTS 2 The Learner and the Learning Environment) | 3.2 | 3.37 | 3.22  (3-4) |
| My teacher education program at OVU prepared me to ensure a safe learning environment, flexibility in use of the physical space, and responsiveness to student needs and interests. (WVPTS 2 The Learner and the Learning Environment) | 3.6 | 3.66 | 3.33  (3-4) |
| My teacher education program at OVU prepared me to differentiate instruction to maximize individual growth and achievement in literacy and content (WVPTS 3 Teaching) | 3.4 | 3.00 | 3.44  (2-4) |
| My teacher education program at OVU prepared me to communicate with students in multiple ways, using technology and assessing for clarity in instruction, expectations, and supports. (WVPTS 3 Teaching) | 3.3 | 3.40 | 3.44  (3-4) |
| My teacher education program at OVU prepared me to practice quality questioning techniques and engage students in discussion and reflection. (WVPTS 3 Teaching) | 3.4 | 3.43 | 3.22  (3-4) |
| My teacher education program at OVU prepared me to design a learning environment to motivate and engage students in deep learning and application of the content. (WVPTS 3 Teaching) | 3.5 | 3.36 | 3.44  (3-4) |
| My teacher education program at OVU prepared me to use formative and summative assessment in balanced decision-making. (WVPTS 3 Teaching) | 3.6 | 3.51 | 3.44  (3-4) |
| My teacher education program at OVU prepared me to engage in professional learning, critically examining professional practice and engaging in a continuous cycle of self-improvement focused on how to learn, teach, and work in a global and digital society. (WVPTS 4 Professional Responsibilities for Self-renewal) | 3.6 | 3.60 | 3.56  (2-4) |
| My teacher education program at OVU prepared me to engage actively with colleagues in collaborative practices that improve practice and address questions and issues surrounding the school and student achievement. (WVPTS 4 Professional Responsibilities for Self-renewal) | 3.6 | 3.71 | 3.22  (3-4) |
| My teacher education program at OVU prepared me to analyze data and use the results to adjust practice and to contribute effectiveness of the teaching profession through investigation of new ideas that improve teaching practices and student achievement. (WVPTS 4 Professional Responsibilities for Self-renewal) | 3.4 | 3.34 | 3.33  (2-4) |
| My teacher education program at OVU prepared me to collaborate with families, students, principal, colleagues, and school community to develop and sustain management systems that support and extend learning (i.e. planning curriculum, instruction, and assessment; designing structures to address learning and family needs and communication). (WVPTS 5 Professional Responsibilities for School and Community) | 3.4 | 3.24 | 3.22  (2-4) |
| My teacher education program at OVU prepared me to demonstrate leadership and participate in the development and implementation of the school's strategic planning and continuous improvement process. (WVPTS 5 Professional Responsibilities for School and Community) | 3.3 | 3.18 | 3.22  (3-4) |
| My teacher education program at OVU prepared me to model and apply professional dispositions (ethics and behaviors) expected and needed for the profession in the learning environment and community. (WVPTS 5 Professional Responsibilities for School and Community) | 3.6 | 3.66 | 3.67  (3-4) |

**COMMENTS from Graduates- Eight full-time classroom teachers and one substitute teacher, all in rural public schools**

**What are the key strengths of your educational preparation at Ohio Valley University?**

I have a great knowledge base for my subject concentration. I have all of the skills required to find and construct student level appropriate lessons. I have a great ethical background to pull from when making decisions. I came to my first year of teaching with confidence. My professors and my classes made me believe that I could do this job. That was especially important during those dark, late nights of a first year teacher. There is so much that can't be taught and you have to experience to understand. There are so many decisions that a new teacher has to make. Sometimes the only thing that got me through was knowing that I had the knowledge I needed and I would be able to figure it out. My classes had prepared me for this work.

Key strengths of my educational preparation at OVU included strong lesson planning instruction, hands-on experiences in different classrooms throughout the area, many beneficial hours in classrooms from K-6 in different school districts, strong assessment instruction, and support from all staff members.

I was able to gather many resources that were helpful even when switching my certification to another state. I felt that I was more prepared for my job by NOT having a curriculum book to use when planning lessons. It taught me how to look outside the given resources and find what is best for my students.

Teaching of instruction, professional development, assessments.

Learning how to properly differentiate instruction

Lesson Planning, Differentiation of Instruction

My key strengths from OVU include professionalism and the art of teaching. There are many things that come with that.

It made me always expect the unexpected and because of the erratic changes made by the school made me become more flexible.

My key strengths are coming up with fun lessons for the students, along with how to use technology. I am getting my masters in technology because it interested me so much.

**What could you recommend for program improvement?**

Data. More work with understanding data and how it should influence your instruction. This is especially true when it comes to high stakes testing scores. I am still trying to understand what all of the data means and how I can best use it to help my students succeed. Formative and Summative assessments and there use for guiding instruction were taught pretty well, but understanding that numbers and stats are very important to administrators and other school officials was a real wake-up. The more data you can provide to back up your instruction decisions the better off you are. PreTest, Daily Formative Assessments, and Summative Assessments that are documented in a way that can be easily shared is a must. This has been my biggest struggle over the past 3 years.

I would recommend more teaching opportunities in Elementary Education classes where the students can practice different teaching strategies on fellow classmates before teaching it in the Elementary schools. I would also recommend having the students practice co-teaching in OVU classes to be prepared for the amount of co-teaching that is taking place in Elementary Schools in the area.

I think any improvement on how to involve parents and the community in your classroom would be wonderful. Any way to get them excited to participate in the classroom and learning environment would be a great benefit for all students.

Needs a stronger emphasis on classroom management.

More focus on classroom management. A student doesn't know what it's truly like to handle a classroom until they are thrust in charge.

Classroom Management Skills

Maybe adding in where you work with colleagues and allow us to but heads and collaborate in a professional way. All of my interviews wanted collaboration involved.

When it comes to program improvement, I only have one. I don't know if you can teach a class on this or not, but how to deal with losing a student that is currently in your class. This is something I had to deal with my second year of teaching, which I never expected to happen.

### Outcome Measures

**5. Graduation rates**

|  |  |  |
| --- | --- | --- |
| **Measure of Completer Impact** | **Analysis of Trends** | **Comparison with Benchmark** |
| **Milestones in Program:** Three transition points: 1) Admission to Program, 2) Admission to Residency, and 3) Exit from Program. A student takes an EDUC or SPED course in each semester of the program, with careful mentoring and structures intended to increase retention and to assist recruiting. | The Elementary Education K-6, Secondary Social Studies Grades 5-Adult, and Wellness Education Grades Preschool-Adult programs are larger than the others. We encourage students to consider one of the shortage areas in teaching or to add a second certification area. There is some movement among programs and there is more movement from Education to another field. About 45% of the students who declare an Education major at entry to OVU continue through the Transition 2 Admission to Program milestone. Once admitted, about 96% of the students tend to complete and graduate in the selected program.  About 1 in 15 SOE students take a semester or two off to work and earn money to fund living expenses before returning to complete their programs. Almost 100% of our SOE students work at part- or fulltime jobs to fund their living and school expenses. The number of working hours is interfering significantly with capacity to dedicate sufficient time to studies and to student life activities.  In the last four years, the trend has been that our graduates have considered moving to another certification area. About 25% either begin in the initial certification area and then decide to move to another subject area (taking the Praxis content test to add the new endorsement) OR to accept an initial teaching position in a new discipline and then decide to stay there and add that certification. | The national trend is that fewer people are entering educator preparation programs.  OVU’s enrollment has tended to decrease over the last four years, which has been the national norm. As students in the typical college age-range are favoring shorter credential programs in order to begin paid work sooner and avoiding student loan debt AND fewer people are choosing to enter educator preparation programs, the SOE has worked with fewer inquiries, fewer new students, and fewer students to continue till Transition 2 Admission to Program. These fit the national norms.  In comparison with OVU graduates in other degree programs, more SOE graduates accept initial positions in teaching and remain in teaching than is characteristic of graduates in the other programs. |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Ohio Valley University School of Education  **Graduation Rates** | | | | | | |
|  | 2016-17  Admitted/  Graduated | 2016-17  Graduation Rate | 2017-18 Admitted/  Graduated | 2017-18 Graduation Rate | 2018-19 Admitted/  Graduated | 2019-20  Graduation Rate |
| Elementary Education | 13/2 | 15% | 13/9 | 69% | 6/4 | 66% |
| Special Education | 3/0 | 0 | 5/3 | 60% | 2/1 | 50% |
| Secondary English Education | 3/1 | 33% | 4/1 | 25% | 3/0 | 0 |
| Secondary Social Studies Education | 2/1 | 50% | 2/0 | 0% | 3/2 | 66% |
| Math Education | 2/2 | 100% | 0 | 0 | 0 | 0 |
| Wellness Education | 7/3 | 43% | 6/3 | 50% | 3/3 | 100% |

**6. Ability of completers to meet licensing (certification) and any additional state requirements- Title II.**

|  |  |  |
| --- | --- | --- |
| **Measure of Completer Impact** | **Analysis of Trends** | **Comparison with Benchmark** |
| **GPA** at Transition 2 Admission to Program and Transition 3 Exit from Program | OVU students must achieve a 3.0 GPA or higher as one criterion for admission to the program and maintain at least a 3.0 through the rest of the program. Content Specialization courses must have a GPA of 3.0 or higher, with no more than two Cs and nothing lower than a C. In Professional Education courses, the GPA must be 3.0 or higher and A or B grade in every course, including Residency 2 semester. The clear trend is that, once a student achieves the 3.0 or higher, the GPA stays the same or increases. The strong knowledge bases make it significantly easier to achieve the required scores on Praxis II tests. | The GPA requirements are above the state requirement of 3.0 GPA because of the other criteria.  The SOE GPA requirements are above the requirements of OVU and the other colleges, which require a 2.5 GPA even in the content area.  One indicator of this is that, in most years, about one-half of the students inducted into the Alpha Chi Honor Society are Education majors. |
| **Praxis II Scores** (Content tests taken and passed before Residency 1 semester. Principles of Learning and Teaching taken during or after Residency 2 semester) | OVU students prepare for their content tests beginning in their first semester, while taking EDUC 101 Introduction to Learning. Students receive a checklist of their national association standards to annotate as they complete content-area courses. Each EDUC course includes use of Praxis II Test Specifications, practice tests, and case studies. The goal is to demystify the content material and the test, building motivation, retention, and emphasizing the use of content courses in study of pedagogy in the EDUC/SPED courses taken across the programs. Instructors use the categorical analyses and the means to identify any areas that need greater emphasis in courses. An example is in classroom management, which is one reason we are piloting a yearlong residency, with excellent results in knowledge and skills. The passage rate of our completers is 100%. | OVU students consistently score higher than the national means on the content and pedagogy tests.  Our SOE students have higher mean scores on their Praxis tests than do the students in other programs on their exit exams. |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Ohio Valley University Praxis II Data: Fall 2018, Spring 2019, Fall 2019** | | | | | |
| Program | # of Completers | Test Number | Test Name | # of Students Who Took Test | Pass Rate |
| Elementary Education | 4 | 5622 | Principles of Learning and Teaching: Grades K-6 | 4 | 100% |
| 5002 | Elementary Education: Reading Language Arts Subtest | 4 | 100% |
| 5003 | Elementary Education: Mathematics Subtest | 4 | 100% |
| 5004 | Elementary Education: Social Studies Subtest | 4 | 100% |
| 5005 | Elementary Education: Science Subtest | 4 | 100% |
| 5203 | Teaching Reading: Elementary Education | 5 | 100% |
| Secondary English Education | 1 | 5624 | Principles of Learning and Teaching: Grades 7-12 | 1 | 100% |
| 5038 | English Language Arts: Content Knowledge | 3 | 100% |
| Secondary  Social Studies Education | 2 | 5624 | Principles of Learning and Teaching: Grades 7-12 | 2 | 100% |
| 5081 | Social Studies: Content Knowledge | 5 | 100% |
| Wellness Education | 3 | 5624 | Principles of Learning and Teaching: Grades 7-12 | 2 | 100% |
| 5551 | Health: Content Knowledge | 0 |  |
| 5091 | Physical Education: Content Knowledge | 0 |  |
| 5857 | Health & Physical Education Content Knowledge | 4 | 100% |
| Special Education | 1 | 5622 | Principles of Learning and Teaching: Grades K-6 | 1 | 100% |
| 5543 | Special Ed: Core Knowledge and Mild to Moderate App. | 2 | 100% |

**7. Ability of completers to be hired in education positions for which they have prepared**

**Statistics on Employment of OVU graduates of the School of Education**

|  |  |  |
| --- | --- | --- |
| **Measure of Completer Impact** | **Analysis of Trends** | **Comparison with Benchmark** |
| Employment Rates | The employment rate for OVU’s SOE graduates for Fall 2019 is 100%. Among 2018-2019 graduates, 78% are working in the field either full-time, substituting, or in another related field | Employment rates and speed of employment are increasing slightly as the number of retirements in the school systems increase. Most graduates are employed during student teaching or soon after graduation. |

**The measures of “program outcome and consumer information” include:**

Program Statistics since 2012:

1. 96% of students who have been accepted into the School of Education at OVU have graduated or are still enrolled.
2. 91% of graduates from the School of Education at OVU hold a license to teach.
3. 88% of graduates from the School of Education at OVU are presently employed in a teaching field.

|  |  |  |  |
| --- | --- | --- | --- |
| Ohio Valley University  **Employment Rate for Education Graduates** | | | |
|  | 2016-17 | 2017-18 | 2018-19 |
| **All programs combined** | **78%**  **N=9** | **93%**  **N=13** | **78%**  **N=9** |
| Elementary Education | 50%  N=2 | 100%  N=9 | 75%  N=4 |
| Secondary English Education | 100%  N=1 | 100%  N=1 | \* |
| Secondary Social Studies Education | 100%  N=1 | \* | 100%  N=2 |
| Math Education | 100%  N=2 | \* | \* |
| Wellness Education | 67%  N=3 | 67%  N=3 | 67%  N=3 |
| Special Education | \* | 100%  N=3 (also certified in Elem Ed) | \* |

\*= No students graduated in these programs

**8. Student loan default rates and other consumer information**

OVU School Loan Default Rates (Provided by US Department of Education)

 School Default Rates FY 2016, 2015, and 2014

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **OPE ID** | **School** | **Type** | **Control** | **PRGMS** |  | **FY2016** | **FY2015** | **FY2014** |
| 003819 | OHIO VALLEY UNIVERSITY 1 CAMPUS VIEW DRIVE VIENNA   WV  26105-8000 | Master's Degree or Doctor's Degree | Private | Both (FFEL/ FDL) | **Default Rate** | 8.3 | 8.6 | 11.9 |
| **No. in Default** | 13 | 14 | 19 |
| **No. in Repay** | 156 | 161 | 159 |
| **Enrollment figures   Percentage Calculation** | 485   32.1 | 531   30.3 | 554   28.7 |

**ENROLLMENT: To provide context for the Cohort Default Rate (CDR) data we include enrollment data (students enrolled at any time during the year) and a corresponding percentage (borrowers entering repayment divided by that enrollment figure). While there is no direct relationship between the timing of when a borrower entered repayment (October 1 through September 30) and any particular enrollment year, for the purpose of these data, we have chosen to use the academic year ending on the June 30 prior to the beginning of the cohort year (e.g., FY 2016 CDR Year will use 2014-2015 enrollment).**

**Current Date: 01/28/2020**

1. 1 is the 4th percentile. 2 is the 4th to 11th percentile. 3 is the 11th to 23rd percentile. 4 is the 23rd to 40th percentile. 5 is the 40th to 60th percentile. 6 is the 60th to 77th percentile. 7 is the 77th to 89th percentile. 8 is the 89th to 96th percentile. 9 is the 96th to 100th percentile. [↑](#footnote-ref-1)
2. A second English major did not complete the assignment. [↑](#footnote-ref-2)
3. In essence, if a student were allowed to have a grade of *D* for a 3-credit course, he or she would need grades of *A* on two 3-credit courses to mitigate the harmful GPA effects of a grade of *D.* For example, if, over 9 hours, a student earns one *D* and two *A*’s, the number of quality points earned would be 25 (3 + 12 + 12), and the GPA would be 2.78 (25/9). [↑](#footnote-ref-3)