

Concord University



Assessment of Academic Achievement Report

2010-2011

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Assessment of Academic Achievement

As stated in the Concord University mission and goals, the educational programs of Concord University are designed to foster skills, knowledge, and attitudes applicable across a wide range of academic fields and professional careers in a culturally diverse, perpetually evolving global community. The University’s mission statement indicates the value of student learning. Similarly, the University’s assessment efforts must flow from the mission. The following four tables serve to illustrate the correspondence between the University’s goals and the institutional-level component measures used to assess these goals.

Additionally, each academic department develops assessment plans and submits assessment reports regularly. These reports provide documentation of discipline specific goals corresponding with the University mission and goals.

Skills: Proficiency in interpreting data, integrating information, formulating ideas, thinking critically, and communicating with others.

Table One: Skill Acquisition As Assessed by Component Measures

SKILLS	CLA	NSSE	GSS	CAPSTONE EXPERIENCE
Effective inter-communication skills and literacies	X		X	X
Proficiency in skills used for problem solving	X		X	X
Ability to conduct, interpret, and apply scholarly research			X	X
Ability to analyze, synthesize, and integrate elements, information and ideas	X		X	X
Ability to critically evaluate information and ideas	X		X	X
Ability to apply learning in different contexts	X	X	X	X
Ability to learn and work independently and collaboratively		X	X	X

Knowledge: Familiarity with principles underlying academic discourse in various fields.

Table Two: Knowledge Acquisition As Assessed by Component Measures

KNOWLEDGE	GSS	CAPSTONE EXPERIENCE
Understanding of the reciprocal influences of environments, cultural beliefs and attitudes, and societal institutions and practices		Political Science Sociology Geography Social Work
Awareness of the fundamental characteristics and properties of the physical universe.		Chemistry Physical Science Natural Science
An ability to interpret events and trends within historic contexts.		History Political Science Sociology Geography
Proficiency in language acquisition including linguistics mathematics, and computer language systems.		Language Math Computer Science
A recognition of the complex interactions between organisms and their environments.		Biology Zoology Geography
An awareness of the principles, methods, materials, and media employed in the creation and presentation of art and literature.		Fine Arts Language and Literature
Self-knowledge, including awareness of one's competencies, deficiencies and learning-style.	X	Psychology Social Work Education

Attitudes: Tendencies conducive to self-knowledge, personal growth and development, and responsible citizenship.

Table Three: Attitude Formation As Assessed by Component Measures

ATTITUDE	FAS	NSSE	GSS
Ethical decision-making	X	X	X
Responsible leading and following	X	X	X
Respect for diversity and conflict resolution	X	X	X
Fostering of well-being	X	X	X
Appreciation of art and creativity	X	X	X
Social responsibility	X	X	X
Lifelong learning and intellectual growth	X	X	X

***Questions measuring attitudes will be pre-tested on freshmen using the FAS and post-tested on seniors in the GSS.

Table Four gives a brief description of the component measures used in assessment. A more complete description of each measure is included in Appendix I.

Table Four: Descriptions of Component Measures

Instrument	Subjects	Development	Purpose	Information Collected	Nationally Normed?
Freshman Attitude Survey (FAS)	All entering freshmen	Local	Collects pre-test information on attitudes and values post-tested in the GSS.	Attitudes and values related to Concord's stated goals.	No
National Survey of Student Engagement (NSSE) (Administered every third year)	Sample of freshmen and seniors	External	Collects student perceptions of undergraduate quality and engagement.	Quality of effort inside and outside the classroom; educational and personal gains; satisfaction.	Yes
College Learning Assessment (CLA)	Sample of freshmen and seniors	External	Direct measure of analytic and written communication skills.	Proficiency in analytic reasoning and written communication skills.	Yes
Capstone Experiences	Seniors	Internal	Direct measure of learning outcomes in major field of study.	Specific outcomes by discipline.	No
Graduating Student Survey (GSS)	Seniors	Local	Collects information on perceived learning outcomes in general education and major field as well as overall satisfaction and changes in attitudes and values.	Reports of knowledge acquisition in general education and major field; satisfaction with educational experiences; attitudes and values related to Concord's mission.	No

Assessment Results

General Education

Direct component: Collegiate Learning Assessment

The Collegiate Learning Assessment (CLA) is administered to a sample of freshmen in the fall semester and again to a sample of seniors in the spring. Fifty-percent of each testing cohort takes the applied writing tasks, and fifty-percent takes the performance tasks test. The applied writing task measures a student's ability to articulate complex ideas, examine claims and evidence, support ideas with relevant reasons and examples, sustain coherent discussion, and use standard written English. Performance task evaluation requires students to use an integrated combination of critical thinking, analytic reasoning, problems solving, and written communication skills to answer open-ended questions about hypothetical but realistic situations.

The CLA is designed to assess how well an institution as a whole contributes to student development. Consequently, it uses the institution (rather than the individual student) as the primary unit of analysis. The CLA measures the "value added" with "Deviation Scores" which indicate the degree to which student performances deviate from expectations based on (1) the students' admissions test scores (i.e., ACT or SAT scores) and (2) the typical relationship between admission scores and CLA scores across all of the participating institutions. In other words, how well do the students at a school do on the CLA relative to the scores earned by "similar students" (in terms of entrance examination scores) at other colleges and universities?

Value-added scores contrast the performance of freshmen with seniors. Specifically, after holding admission scores constant, do an institution’s seniors earn significantly higher scores than do its freshmen and, most importantly, is this difference larger or smaller than that observed at other colleges? No testing program can assess all the knowledge, skills, and abilities that colleges endeavor to develop in their students. Consequently, the CLA focuses on some of the areas that are an integral part of most institutions’ mission statements, namely: critical thinking, analytic reasoning, problem solving, and written communication. The results of the 2010-2011 report are summarized below. The full report is included in Appendix II.

Table Five: CLA 2010-2011
Value-Added Scores

	Performance level	Percentile Rank
Total CLA Score	Near	61
Performance Task	Near	71
Analytic Writing Task	Near	30
Make-an-Argument	Near	16
Critique-an-Argument	Near	56

The CAE has significantly changed statistical reporting procedures for the CLA beginning in the 2009-10 academic year. The estimated value added by a Concord education in the CLA testing areas is reported in Table Five. When compared to similar institutions, Concord’s value added difference is overall below that which would be expected given the CLA and incoming SAT and/or ACT, scores of incoming freshmen. Concord outranked 61% of comparable institutions on value-added difference.

Indirect: National Survey of Student Engagement (NSSE)

The NSSE is conducted every third year at Concord. The NSSE measures student perceptions of academic challenge, active and collaborative learning, student-faculty interactions, enriching educational experiences, and supportiveness of the campus environment. Concord's 2010 NSSE results are included in Appendix III. Results were not significantly different than comparable institutions on any of the five measures. However, results for Concord freshman were significantly lower on indicators of service learning and faculty mentored research opportunities, as compared to similar institutions. Seniors were significantly more likely to cite a lack of study abroad opportunities. Additionally, Concord seniors reported less institutional encouragement for contact between students from different economic, social, and racial/ethnic backgrounds, than seniors at comparable institutions. However, all NSSE results should be regarded with caution due to an extremely low sample size.

Freshman Attitude Survey (FAS)

The FAS is a locally-developed indirect measure related to attitudes and values reflected in the University goals. The FAS also provides self-reports of demographic information as well as students' reasons for choosing to attend Concord. The survey was administered to entering freshmen in the University 100 course. The results will be compared longitudinally to incoming freshmen in the future and cross-sectionally to results of the Graduating Student Survey, another locally developed indirect measure.

The FAS response rate was not high with 280 freshmen responding. Of the 280 respondents, 53% were female, 47% male, 98% were single, and the average age was 18 years. Eighty-five percent indicated "white/non-Hispanic" as their race. Four percent

identified as “black/non-Hispanic”, 5% “multiracial”, 1% Hispanic, 3% Asian and 1% “other”. Seventy-four percent of freshmen were from West Virginia and 32% intended to commute to Concord.

Eighty-six percent of freshmen in 2010-2011 intend to graduate in 2014. Following graduation, 59% of freshmen indicated a desire to further their education beyond the bachelor’s level. The primary reason for choosing Concord was location (26%); however, cost (19%), quality of academic programs (11%), academic reputation (11%), and size (9%) were also indicated as important factors. Incoming freshmen identified academic majors spread across every academic discipline. Freshmen expected to spend an average of 6 hours per week working either on- or off-campus.

The following survey items indicate the frequency of various activities in the previous year. Freshmen averaged 11 hours per week in course-related work prior to coming to Concord. Table Six illustrates the percentage of respondents indicating participation in the listed activities “frequently” or “often”. A copy of the survey instrument and a comprehensive statistical printout are available in Appendix III.

Table Six: Freshman Attitude Survey Results 2011

Time allocation.

	“Frequently” and “Often”
Interacting with other cultures	27%
Discussing diverse opinions	64%
Using the library	33%
Communicating with faculty outside class	44%
Attending a cultural event	14%
Writing papers and/or projects	63%
Applying learning across disciplines	50%
Discussing social and/or academic issues	49%
Completing reading assignments	66%
Using a computer lab for assignments	58%

Table Seven illustrates freshmen responses to items indicating traits and abilities related to Concord’s stated goals. Percentages given indicate responses of “High” and “Very High”. A statistical printout is available in Appendix IV.

Table Seven: Freshman Attitude Survey Results 2010-11

Traits and Abilities

	“High” and “Very High”
Leadership ability	64%
Ability to work cooperatively	85%
Ability to make ethical decisions	80%
Respect for diversity	91%
Ability to think independently	88%
Love of learning	64%
Ability to think critically	60%
Writing ability	63%
Reading ability	68%
Ability to resolve conflict	71%
Social responsibility	79%

Graduating Student Survey (GSS)

The GSS is newly revised and administered to graduating seniors at the end of each semester in the graduation packet. Graduating seniors are asked to voluntarily complete the survey and return it to the registrar’s office. Surveys are then forwarded to the Director of Assessment for analysis. Results are distributed to Concord’s President, Vice President and Academic Dean, and Division Chairs of each academic division.

The GSS provides self-reports of demographic information as well as information on students’ experiences while attending Concord. Satisfaction with various University components, including academic advising, general studies education, teaching, and a variety of University services and facilities, are also measured. Below is a summary of key findings from the graduating seniors responding in December 2010 and May 2011.

In some instances, percentages do not equal 100% due to missing responses. The full report is available in Appendix V.

Of the 304 responses obtained for analysis, 58% of respondents were female, with the remaining 42% being male. The average age for graduating seniors was 24. A majority of the students (77%) were single, with 18% responding as married, and 5% divorced. Racially, 87% identified as white/non-Hispanic, while black/non-Hispanic accounted for 5% of graduates and Asian accounted for 4%. The remaining 4% identified as multiracial or “other”.

Ninety-four percent of graduating seniors were United States residents with those from West Virginia totaling 79%. Commuters outnumbered residents, 39% and 26% respectively, while 35% stated they had been both residents and commuters at some time.

Seniors responded to several questions concerning their primary reason for attending Concord University. Thirty percent of respondents cited location; affordability was a determining factor for 22%. Availability of scholarships was cited by 15% and 9% responded that academic reputation was a primary reason for choosing Concord.

Seventy-four percent of respondents intended to continue their education beyond the bachelor’s level. Of these, 81% felt adequately prepared to undertake graduate or professional education. The remaining students indicated an intention to pursue a career. Eighty-three percent felt prepared for future employment.

Prior to commencement, graduates averaged 15 hours per week on course-related work, 6 hours per week working on campus, and 13 hours per week working off campus.

The next section of survey items indicates frequency of various activities in the previous year. Table Eight illustrates the percentage of respondents indicating

participation in the listed activities “frequently” or “often”. A copy of the survey instrument and a comprehensive statistical printout is available in Appendix V.

Table Eight: Graduating Student Survey Results 2010-11

Time allocation

	“Frequently” and “Often”
Interacting with other cultures	37%
Discussing diverse opinions	61%
Using the library	39%
Communicating with faculty outside class	61%
Attending a cultural event	17%
Writing papers and/or projects	81%
Applying learning across disciplines	69%
Discussing social and/or academic issues	62%
Completing reading assignments	67%
Using a computer lab for assignments	69%

Table Nine below illustrates graduating seniors’ responses to items indicating traits and abilities related to Concord’s stated goals. Percentages given indicate responses of “High” and “Very High”. A statistical printout is available in appendix V.

Table Nine: Graduating Student Survey Results

Traits and Abilities

	“High” and “Very High”
Leadership ability	85%
Ability to work cooperatively	90%
Ability to make ethical decisions	91%
Respect for diversity	92%
Ability to think independently	93%
Love of learning	81%
Ability to think critically	83%
Writing ability	76%
Reading ability	81%
Ability to resolve conflict	87%
Social responsibility	91%

When students were questioned about the Concord educational experience, the responses indicate a high degree of knowledge, attitude, and/or skill acquisition as provided by the curriculum at Concord University. Table Ten below illustrates the percentages of graduates indicating their education was “Effective” or “Very Effective” in helping them achieve the educational goals guiding Concord.

Table Ten: Graduating Student Survey Results

Academic goals

	“Effective” or “Very Effective”
Analysis of written arguments	69%
Appreciation of other cultures	64%
Appreciation of fine arts	51%
Broadening of intellectual interests	78%
Development of leadership skills	75%
Improved decision making skills	76%
Mathematical reasoning	51%
Respect for different viewpoints	74%
Group speaking skills	75%
Thinking critically	81%
Thinking independently	85%
Use of information technology	79%
Writing skills	71%
Mathematical skills	48%
Interpretation within the historical context	57%
Understand the relationship between individuals and their environment	72%
Understand the physical universe	56%
Problem solving	77%
Working independently	86%
Working in groups	81%
Applying learning in different contexts	77%
Conducting research	69%
Interpreting and applying research	71%
Analyzing information and ideas	77%
Synthesizing information and ideas	76%
Mastering the subject matter of the academic major	85%
Applying knowledge to problem solving	80%
Finding and applying information	80%
Understanding multiple perspectives	77%

Developing a love of learning	70%
Understanding your competencies	84%
Understanding your deficiencies	79%
Realizing your learning style	80%

The GSS also included several items related to student satisfaction with campus experiences, services, and facilities. Table Eleven below shows the percentage of respondents expressing satisfaction with the student life items included in the survey. In cases where all students did not participate in the experience, only those responding are included. Complete quantitative reports are available in Appendix V.

Table Eleven: Graduating Student Survey Results

Student Experiences, Services and Facilities

	“Satisfied” or “Very Satisfied”
Student life in general	50%
Faculty/student interaction	75%
Faculty feedback	73%
Teaching in General Education	49%
Teaching in academic major	77%
Campus intellectual climate	53%
Faculty enthusiasm	68%
Availability of courses in major field	61%
Availability of general education courses	58%
Quality of courses in major field	77%
Quality of courses in general education	57%
Accessibility of faculty	72%
Academic advising by faculty	67%
Attitude of faculty toward students	75%
Attitude of non-teaching staff toward students	66%
On-campus work experience	63%
Career services	68%
Business office	64%
Campus bookstore	52%
Financial-aid office	45%
Food services	43%

Library services	64%
Registrar's office	76%
Registration process	70%
Student affairs	51%
Disability services	63%
International Students office	65%
College Center office	64%
Computer labs	65%
CAT facilities	64%
Computer center office	65%
McNair Scholars program	55%
Counseling Center	64%
Recreational facilities	44%
Campus security	54%
Parking	30%
Classroom facilities	51%
Housing	33%
Student Support Services	71%

The results of the GSS for 2010-11 indicate a high degree of satisfaction with teaching, advising, general education, and University services and facilities. Forty-six percent of graduates expressed satisfaction with student life in general, up 4% from the previous year. As in prior years, the areas rated most negatively included: parking (30%), housing (33%), and food services (43%).

Discipline specific reports

Concord's academic programs are charged with developing an effective assessment process at the course and program levels. Annual assessment reports are submitted for review by the Assessment Committee, VPAD, and President. Included in the reports are departmental goals, data, findings, recommendations, and departmental changes resulting from assessment. Academic programs often use nationally-normed subject-specific measures. Other programs develop their own outcome indicators including comprehensive exams, portfolio projects, and capstone projects. The process

clearly mandates annual use of assessment results for planning academic improvements. Following review by the Assessment Committee, the annual assessment reports are forwarded to the VPAD and President. An updated assessment schedule, incorporated into the academic calendar, was implemented in the 2008-2009 academic year. The timeline for the assessment cycle follows:

- November 1: Reports from Divisions to Assessment Director for Committee Review.
- December 1: Reports from Assessment Director back to Divisions with comments.
- January 18: Divisions send reports back to Assessment Director with corrections.
- February 19: Final reports and executive summaries to VPAD from Assessment Director.
- March 29: Executive summaries from VPAD to Board of Governors agenda and Academic Affairs BoG Sub-Committee.
- April 12: The VPAD reviews assessment reports and forwards planning recommendations to the President.
- May 10: University President responds to academic improvement efforts proposed and implemented at the departmental level through the VPAD, Director of Assessment, and academic division chairs.

Concord's academic programs continue to use assessment data to improve student learning outcomes through course and programmatic changes implemented during the 2010-2011 academic year. Examples of course and programmatic changes include:

- On-going re-evaluation of the General Education Program by faculty.
- The Geosciences program modified the curriculum in 2010 to require a course in petrology in response to low performance on the ACAT exam (petrology section) and the Ruby Mountain field project.
- In response to an assessed need to give Recreation Tourism Management students “real-world” experience, students in RTM 325 participated in data collection and analysis for a needs assessment of Summers County tourism.
- Based on an assessment of Beckley-based student needs, the Sociology program is now offering all required courses for the minor in sociology at the Beckley campus. Additionally, the Social Research Methods course, required for the sociology major, is offered on a one day per week basis for the convenience of off-campus students.
- The Language and Literature program assessed a need for mentoring of students who do not achieve a 2.0 or better on the Qualifying essay exam. The mentoring program is in the planning stage and implementation is expected in AY 2011-2012.

Summary and Areas for Improvement

In the area of General Education, the results of the CLA indicate successful accomplishment of Concord’s academic goals for writing development. However, student scores in the portion of the CLA requiring students to “make-an-argument” were dramatically lower than other areas of the assessment. It is suggested that all General Education courses strive to increase student analytic and problem-solving skills.

As an indirect measure, the most recent data from the NSSE and the GSS demonstrate that students believe they have achieved the academic goals and objectives guiding the institution. Importantly, students feel they are prepared to enter their chosen occupational fields and/or graduate and professional schools.

Assessment has indicated several areas for improvement in the general area of student life. As stated previously, only 50% of graduates expressed general satisfaction with student life. In an ongoing effort to make improvements based on this information, the Dean of Student Affairs has made several changes, including the creation of a freshman orientation course (University 100), which is required for all incoming freshmen. University 100 serves as an introduction to Concord University, helps address student life concerns, and helps “smooth the way” for new students. Additionally, the Academic Success Center was created in 2009 to offer academic assistance and online tutoring. The implementation of these improvements will not demonstrate significant results prior to the graduation of the cohorts experiencing these improvements.

Evaluation of Assessment Efforts

The evaluation of assessment efforts was facilitated by the clear, measurable goals and objectives in the “Plan to Assess 2010-2011”. Several other changes in University assessment have facilitated assessment at every level. Based on assessment reports submitted by academic departments in 2010, it is apparent that Concord’s mission and goals are reflected on the academic discipline level. A revised check sheet used by the Assessment Committee to evaluate assessment reports was helpful in guiding

improvements of departmental assessment plans. By making expectations for assessment clearer, the comprehensiveness and consistency of the plans were improved.

In order to facilitate faculty “buy-in” university-wide, clearer expectations for assessment planning and reporting were implemented. One such improvement involves the “feedback loop” by which expectations are reported. Beginning in academic year 2008-2009, the departmental assessment process was officially included in the academic calendar. The process continues to outline the timeframe for feedback and decisions from administration on improvements suggested by departmental assessment reports.

The Assessment Handbook, Guide to Writing Assessment Reports, Annual Assessment Report and results of the CLA, CAAP, and NSSE are posted on an assessment website available through the campus site at <http://www.concord.edu/Pages/academics/index.html>. This availability of information has been helpful in creating an improved “culture of assessment” at Concord by increasing knowledge of the process among stakeholders.

Concord began participating in the Voluntary System of Accountability (VSA) in the 2010-2011 academic year. Data from the CLA, NSSE, IPEDS, and other institutional sources have been, or are in the process of being, entered into the VSA database and displayed on the “College Portrait” webpage allowing stakeholders to compare Concord to other similar institutions in a variety of areas.

One obvious area for improvement involves senior participation in the CLA. Beginning in 2009, seniors were recruited using a variety of methods, including imbedding the testing in discipline specific capstone courses. These efforts produced no noticeable improvement in participation. However, continued efforts in this method of

recruitment may begin to show results in upcoming years and will therefore, continue as planned.

Improvement is also needed in obtaining annual assessment reports from all academic disciplines. Approximately 90% of programs submitted reports in 2010-2011. Strategies for improving the rate to 100% need to be discussed and implemented through the Assessment Committee, VPAD, and President.

Appendix I.

Component Measures

Freshman Attitude Survey (FAS)

Who takes it and when is it administered?

All entering freshmen take the online survey as part of their orientation course early in the fall semester.

How long does administration take?

Approximately 30 minutes

Who originates the survey?

The Director of Assessment

When are results typically available?

Within four months following administration

What type of information is sought?

The FAS asks questions related to attitudes and values reflected in University goals. Used as a pre-test measure of locally developed questions administered as a post-test to seniors in the GSS.

To whom are the results regularly distributed?

President, VPAD, Division Heads, and Assessment Committee

Are the results available by division or discipline?

Yes

Are the results comparable to data of other universities?

No

What is the estimated cost of administration?

No cost

National Survey of Student Engagement (NSSE)

Who takes it and when is it administered?

A sample of freshmen and seniors take the measure during the spring semester of every third academic year.

How long does administration take?

15 minutes

Who originates the survey?

National Survey of Student Engagement
Center for Postsecondary Research
Indiana University Bloomington
Eigenmann Hall, Suite 419
1900 East Tenth Street
Bloomington, IN 47406-7512
(812) 856-5824
<http://www.indiana.edu/~nsse/>

When are results typically available?

The December following administration of the NSSE

What type of information is sought?

The NSSE measures student perceptions of academic challenge, active and collaborative learning, student-faculty interactions, enriching educational experiences, and supportiveness of the campus environment.

To whom are the results regularly distributed?

President, VPAD, Division Heads, and Assessment Committee

Are the results available by division or discipline?

No

Are the results comparable to data of other universities?

Yes

What is the estimated cost of administration?

There is a \$275 participation fee plus a per-student sampling fee based on undergraduate enrollment. The total cost varies from approximately \$2,500 to \$5,000.

College Learning Assessment (CLA)

Who takes it and when is it administered?

A sample of freshmen and seniors take the test. Fifty percent are administered the Applied Writing tasks and fifty-percent take the Performance tasks test.

How long does administration take?

1 ½ hours

Who originates the survey?

CLA at CAE

212.217.0700

cla@cae.org.

When are results typically available?

The following academic year

What type of information is sought?

Applied Writing tasks measure a student's ability to articulate complex ideas, examine claims and evidence, support ideas with relevant reasons and examples, sustain a coherent discussion, and use standard written English. Performance tasks require students to use an integrated combination of critical thinking, analytic reasoning, problem solving, and written communication skills to answer several open-ended questions about a hypothetical but realistic situation.

To whom are the results regularly distributed?

President, VPAD, Division Heads, and Assessment Committee

Are the results available by division or discipline?

No

Are the results comparable to data of other universities?

Yes

What is the estimated cost of administration?

The cost is covered by the WV HEPC.

Graduating Student Survey (GSS)

Who takes it and when is it administered?

All graduating seniors take the online survey as part of their graduation packet shortly prior to commencement.

How long does administration take?

Approximately 30 minutes

Who originates the survey?

The Director of Assessment

When are results typically available?

Within four months following commencement

What type of information is sought?

The GSS asks questions related to student satisfaction, attitude formations, and perceived skill and knowledge acquisition reflecting University goals. The GSS is also used as a post-measure of locally developed questions administered to freshmen in the FAS.

To whom are the results regularly distributed?

President, VPAD, Division Heads, and Assessment Committee

Are the results available by division or discipline?

Yes

Are the results comparable to data of other universities?

No

What is the estimated cost of administration?

No cost

Capstone courses

Who takes it and when is it administered?

The majority of seniors take a capstone course and/or engage in a capstone experience in their major field of study.

How long does administration take?

One semester

Who originates the survey?

The program faculty

When are results typically available?

The fall following the year in which the course/experience occurs

What type of information is sought?

Each discipline establishes specific outcomes

To whom are the results regularly distributed?

President, VPAD, Division Heads, and Assessment Committee

Are the results available by division or discipline?

Yes—by discipline only.

Are the results comparable to data of other universities?

No

What is the estimated cost of administration?

No cost

Appendix II.

Collegiate Learning Assessment Results

Appendix III.
NSSE Results

Appendix IV.

FAS Results

Appendix V.

GSS Results