

Concord University



Assessment of Academic Achievement Report

2006-2007

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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	CAAP	CLA	NSSE	GSS	CAPSTONE EXPERIENCE
Effective inter-communication skills and literacies	X	X		X	X
Proficiency in skills used for problem solving	X	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	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	CAAP	GSS	CAPSTONE EXPERIENCE
Understanding of the reciprocal influences of environments, cultural beliefs and attitudes, and societal institutions and practices			POL SCI SOC GEOG SOC WK
Awareness of the fundamental characteristics and properties of the physical universe.	X		CHEM PHY SCI NAT SCI
An ability to interpret events and trends within historic contexts.			HIST POL SCI SOC GEOG
Proficiency in language acquisition including linguistics mathematics, and computer language systems.	X		LANG MATH COMP SCI
A recognition of the complex interactions between organisms and their environments.			BIOL ZOOL GEOG
An awareness of the principles, methods, materials, and media employed in the creation and presentation of art and literature.			FINE ARTS LIT
Self-knowledge, including awareness of one's competencies, deficiencies and learning-style.		X	PSYCH SOC WK EDUC

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 freshman	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)	Sample of Freshman and Seniors	External	Gathers outcomes assessment, undergraduate quality, and accountability data.	Quality of effort inside and outside the classroom; educational and personal gains; satisfaction.	Yes
Collegiate Assessment of Academic Proficiency (CAAP)	Sample of Juniors	External	Direct measure of students' academic achievement in general education skills.	Proficiency in general education skills, including writing, reading, math, science.	Yes
College Learning Assessment (CLA)	Sample of Freshman 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.	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 stated goals.	NO

Assessment Results

General Education

Direct component: Collegiate Learning Assessment

The Collegiate Learning Assessment (CLA) is administered to a sample of 100 freshmen in the fall semester and again to a sample of 100 seniors in the spring. Fifty-percent of each cohort are administered the applied writing tasks and fifty-percent take 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 tasks require 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 focuses on how well the institution as a whole contributes to student development. Consequently, it uses the institution (rather than the individual student) as the primary unit of analysis. It does this by measuring the "value added" an institution provides where value added is defined in two ways, namely: "Deviation Scores" indicate the degree to which a school's students earn higher or lower scores than would be expected where the expectation is 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 tests relative to the scores earned by "similar students" (in terms of entrance examination scores) at other colleges and universities?

“Difference 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 2006-2007 report are summarized below. The full report is included in Appendix II.

Table Five: CLA 2006-2007

	PERFORMANCE LEVEL	EXPECTED VALUE	ACTUAL VALUE
Freshmen	Below	1043	991
Seniors	AT	1171	1210
Difference	10*	128	219

* A value of 10 means Concord performed better than 90% of four-year institutions.

Concord’s CLA results are very positive. While freshmen scored somewhat lower than expected, seniors were at the expected level. Importantly, the value-added difference, in other words, the contribution of a Concord education, was better than 90% of four-year institutions.

Direct component: Collegiate Assessment of Academic Proficiency (CAAP)

The CAAP provides direct assessment of learning in general education including writing, mathematics, reading, critical thinking, and science. In April, 2007, 86 Concord students were administered the science subject test. At the time of testing, all participants had completed the science general education requirements. Testing results are summarized in table six below. The full report is available in Appendix III.

Table Six: CAAP Results 2006-2007

	Student Count	Average score
Freshman	31	64
Sophomore	32	63
Junior	11	60
Senior	12	59
GPA		
2.01-2.50	13	59
2.51-3.00	24	61
3.01-3.50	24	62
3.51 and above	25	66

The overall Concord average was 62.4 compared to an average of 61.4 nationally. Therefore, it can be stated that Concord students performed better than average related to science in general education.

Indirect component measures

National Survey of Student Engagement (NSSE)

The NSSE measures student perceptions of academic challenge, active and collaborative learning, student-faculty interactions, enriching educational experiences, and supportiveness of the campus environment. A random sample of freshmen and seniors complete the survey in the spring semester.

Results of the NSSE are clustered into five “benchmarks” of effective educational practice: Level of Academic Challenge, Active and Collaborative Learning, Student-Faculty Interaction, Enriching Educational Experiences, and Supportive Campus Environment. The benchmark comparison report compares the performance of Concord with its peers. A summary of the findings is illustrated below. The complete Benchmark Report is included in Appendix IV.

Table Seven: NSSE Results 2007

Mean scores		Concord	Selected Peers	Carnegie Peers	NSSE 2007
Supportive Campus Environment	First-Year	55.5	59.5	61.6*	59.8
	Senior	60.9	56.9*	60.2	56.9*
Enriching Educational Experience	First-Year	24.1	27.0	25.8	27.1
	Senior	38.7	39.2	40.6	39.9
Student-Faculty Interaction	First-Year	32.1	33.4	34.9	32.8
	Senior	46.8	42.0*	45.5	41.2*
Active and Collaborative Learning	First-Year	37.3	40.8	42.3*	41.2
	Senior	51.7	50.1	52.2	50.1
Level of Academic Challenge	First-Year	49.8	50.6	51.4	51.7
	Senior	57.5	55.0	55.9	55.6

* indicates a statistically significant difference

Results of the NSSE are encouraging. Concord’s first-year students were significantly more likely to engage in active and collaborative learning and rate the campus as supportive than were students at Carnegie peer institutions. Concord’s seniors were more likely to rate the campus as supportive and to indicate a high degree of student-faculty interaction than students nationwide.

Freshman Attitude Survey (FAS)

The FAS is a locally-developed 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 first administered online to all entering freshman in the fall, 2006, and again in the spring, 2007. The results will be compared longitudinally to incoming freshmen in the future and cross-sectionally to results of the Graduating Student Survey.

The FAS response rate was approximately 21%, with only 121 freshmen responding. Therefore, results are relatively inconclusive and the surveys will be administered differently in the upcoming year.

Of the 121 respondents, 55% were female, 45% male, 94% were single, and 84% were 18 years of age. Ninety percent indicated "white/non-Hispanic" as their race. Six percent identified as "black/non-Hispanic", 3% "multiracial", and 1% American Indian. Seventy-seven percent of freshmen were from West Virginia and 44% intended to commute to Concord.

Eighty-three percent of freshmen in 2006-2007 intend to graduate in 2010. Following graduation, 64% of freshmen indicated a desire to further their education beyond the bachelor's level. The primary reason for choosing Concord was location (27%), while cost, size, and quality were indicated by 15% respectively. Incoming freshmen indicated academic majors spread across every academic discipline. Freshmen expected to spend an average of 12 hours per week working either on- or off-campus.

The next section survey items indicate frequency of various activities in the previous year. Additionally, it is noted that freshmen averaged 10 hours per week in

course related work prior to coming to Concord. 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: Freshman Attitude Survey Results 2007

Time allocation.

	“Frequently” and “Often”
Interacting with other cultures	26%
Discussing diverse opinions	58%
Using the library	29%
Communicating with faculty outside class	53%
Attending a cultural event	11%
Writing papers and/or projects	56%
Applying learning across disciplines	48%
Discussing social and/or academic issues	44%
Completing reading assignments	59%
Using a computer lab for assignments	65%

Table nine illustrates freshman’s 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: Freshman Attitude Survey Results 2007

Traits and Abilities

	“High” and “Very High”
Leadership ability	65%
Ability to work cooperatively	82%
Ability to make ethical decisions	72%
Respect for diversity	91%
Ability to think independently	87%
Love of learning	64%
Ability to think critically	72%
Writing ability	65%
Reading ability	72%
Ability to resolve conflict	76%
Social responsibility	84%

Graduating Student Survey (GSS)

The GSS is a newly revised, locally-developed survey administered to graduating seniors at the end of each semester as part of the graduation packet. Graduating seniors are asked to 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 Chairs of each academic discipline.

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 287 graduating seniors responding in December, 2006, and May, 2007. In some instances, percentages do not equal 100% due to missing responses. The full report is available in appendix IV.

Of the 287 responses obtained for analysis, 38% were from seniors graduating in 2006 and 62% were spring, 2007 graduates. Fifty-nine percent of respondents were female, with the remaining 41% being male. The average age for graduating seniors was 24. A majority of the students (75%) were single, with 22% responding as married, and 1% divorced. Racially, 92% identified as white/non-Hispanic, while black/non-Hispanic and Asian each accounted for 2%. The remaining 4% identified as multiracial or "other".

Eighty-two percent of graduating seniors were West Virginia residents with those from the United States totaling 96%. Commuters outnumbered residents, 45% and 15% respectively, while 40% stated they had been both residents and commuters at some time.

Seniors responded to several questions concerning their reasons for attending Concord University. More than one-half of respondents cited location (58%); affordability was a determining factor for 30%.

Thirty-eight percent of respondents intended to continue their education beyond the bachelor’s level. Of these, 69% felt adequately prepared to undertake graduate or professional education. The remaining students indicated an intention to pursue a career. Fifty-eight percent felt prepared for future employment.

Prior to commencement, graduates averaged 13 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 Ten below 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 VI.

Table Ten: Graduating Student Survey Results 2007

Time allocation

	“Frequently” and “Often”
Interacting with other cultures	40%
Discussing diverse opinions	59%
Using the library	49%
Communicating with faculty outside class	64%
Attending a cultural event	20%
Writing papers and/or projects	84%
Applying learning across disciplines	68%
Discussing social and/or academic issues	59%
Completing reading assignments	70%
Using a computer lab for assignments	61%

Table Eleven below illustrates graduating senior’s 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 VI.

Table Eleven: Graduating Student Survey Results 2007

Traits and Abilities

	“High” and “Very High”
Leadership ability	80%
Ability to work cooperatively	90%
Ability to make ethical decisions	92%
Respect for diversity	89%
Ability to think independently	94%
Love of learning	77%
Ability to think critically	85%
Writing ability	83%
Reading ability	87%
Ability to resolve conflict	78%
Social responsibility	87%

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 Twelve below illustrates the percentages of graduates indicating their education was “Effective” in helping them achieve the educational goals guiding Concord.

Table Twelve: Graduating Student Survey Results 2007

Academic goals

	“Effective” or “Very Effective”
Analysis of written arguments	63%
Appreciation of other cultures	62%
Appreciation of fine arts	49%
Broadening of intellectual interests	71%
Development of leadership skills	72%
Improved decision making skills	73%
Mathematical reasoning	51%
Respect for different viewpoints	72%
Group speaking skills	70%
Thinking critically	78%

Thinking independently	80%
Use of information technology	71%
Writing skills	72%
Mathematical skills	63%
Interpretation within the historical context	50%
Understand the relationship between individuals and their environment	66%
Understand the physical universe	46%
Problem solving	71%
Working independently	82%
Working in groups	82%
Applying learning in different contexts	73%
Conducting research	66%
Interpreting and applying research	65%
Analyzing information and ideas	75%
Synthesizing information and ideas	71%
Mastering the subject matter of the academic major	85%
Applying knowledge to problem solving	73%
Finding and applying information	73%
Understanding multiple perspectives	75%
Developing a love of learning	64%
Understanding your competencies	80%
Understanding your deficiencies	78%
Realizing your learning style	78%

The GSS also included several items related to student’s satisfaction with campus experiences, services, and facilities. Table Thirteen 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 VI.

Table Thirteen: Graduating Student Survey Results 2007

Student Experiences, Services and Facilities

	“Satisfied” or “Very Satisfied”
Student life in general	41%
Faculty/student interaction	76%
Faculty feedback	73%
Teaching in General Education	58%

Teaching in academic major	80%
Campus intellectual climate	55%
Faculty enthusiasm	67%
Availability of courses in major field	54%
Availability of general education courses	58%
Quality of courses in major field	81%
Quality of courses in general education	55%
Accessibility of faculty	73%
Academic advising by faculty	68%
Attitude of faculty toward students	73%
Attitude of non-teaching staff toward students	66%
On-campus work experience	63%
Career services	54%
Business office	60%
Campus bookstore	50%
Financial-aid office	40%
Food services	42%
Library services	68%
Registrar's office	71%
Registration process	59%
Student affairs	51%
Disability services	44%
International Students office	51%
College Center office	51%
Computer labs	53%
CAT facilities	60%
Computer center office	56%
McNair Scholars program	59%
Counseling Center	48%
Recreational facilities	42%
Campus security	42%
Parking	9%
Classroom facilities	44%
Housing	29%
Student Support Services	63%

GSS results show that graduates feel the least academic adequacy in “understanding the physical universe”. While this self-reported data is important, the previously discussed results of the CAAP science subject test do not demonstrate an educational deficit in this area.

The results of the GSS for 2006-2007 indicate a high degree of satisfaction with teaching, advising, general education, and University services and facilities. Only 41% of graduates expressed satisfaction with student life in general. Specifically, the areas rated most negatively included: food services, recreation facilities, counseling services, campus security, financial aid, disability services, classroom facilities, housing, and parking. Only 9% of students were satisfied with parking.

Discipline specific reports

Each academic discipline submitted an Academic Assessment Report in 2007. Included in these reports were data on indicators of discipline specific goals as well as the disciplines contribution to learning in the General Education curriculum. These reports were reviewed by the campus-wide assessment committee and, where applicable, improvements were suggested. The reports were then forwarded to the VPAD for review.

It bears noting that several academic disciplines have expanded their curriculums as a result of feedback from assessment reports. Among other improvements, several departments have added capstone or seminar courses, and the math department has recently added a recitation component to the College Algebra (MATH 103) course, as well as a subject area test for majors.

Summary and Areas for Improvement in Academic Achievement

In the area of general education, results of direct measures, including the CLA and CAAP, consistently show accomplishment of Concord's academic goals and objectives. As an indirect measure, the NSSE and the GSS demonstrate students' beliefs 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.

As demonstrated by the results of the NSSE, Concord's first-year students were significantly more likely to engage in active and collaborative learning and rate the campus as supportive than were students at Carnegie peer institutions. Concord's seniors were more likely to rate the campus as supportive and to indicate a high degree of student-faculty interaction than students nationwide.

Assessment has indicated several areas for improvement in the general area of student life. As stated previously, only 41% of graduates expressed general satisfaction with student life. In an effort to make improvements based on this information, the newly-appointed Dean of Student Affairs has made several changes including the creation of a University 100 course required for all incoming freshmen to serve as an orientation and help address student life concerns, and help "smooth the way" for new students at Concord.

Evaluation of Assessment Efforts

The evaluation of assessment efforts was facilitated by the clear, measurable goals and objectives in the “Plan to Assess 2006-2007. Several other changes in University assessment have facilitated assessment at every level. Based on assessment reports submitted by academic departments in 2007, it is obvious 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.

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 2007-2008, the departmental assessment process will be included in the academic calendar. The process includes a timeframe for feedback and decisions from administration on improvements suggested by departmental assessment reports.

The Assessment Handbook, Guide to Writing Assessment Reports, and results of the CLA, CAAP, and NSSE are now 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.

One obvious area for improvement involves the response rate for the FAS. Beginning in fall, 2007, the FAS will be distributed in the University 100 course. This should improve response rates dramatically.

Appendix I.

Component Measures

Freshman Attitude Survey (FAS)

Who takes it and when is it administered?

All entering freshman take the online survey as part of their admission packet shortly prior to the beginning of the semester.

How long does administration take?

Approximately 30 minutes

Who originates the survey?

The Director of Assessment

When are results typically available?

Within 4 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?

None

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.

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 next December

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?

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

Collegiate Assessment of Academic Proficiency (CAAP)

Who takes it and when is it administered?

A sample of juniors takes the tests in the fall or spring semester.

How long does administration take?

50 minutes

Who originates the survey?

American College Testing Program

500 ACT Drive, PO Box 168

Iowa City, IA 52243-0168

(319) 337-1053

<http://www.act.org/caap/index.html>

e-mail: outcomes@act.org

What type of information is sought?

The CAAP provides assessment of learning in general education including writing, mathematics, reading, critical thinking, and science. Nine local questions may be added.

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?

YES

What is the estimated cost of administration?

\$330.00 participation fee plus \$8.95 to \$16.55 per student, depending on the number of students and the number of modules purchased.

College Learning Assessment (CLA)

Who takes it and when is it administered?

A sample of freshmen take the test in the fall semester and a sample of senior take the test in the fall. 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 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?

Currently, cost is covered by 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 4 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. 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?

None

Capstone courses

Who takes it and when is it administered?

All seniors take a capstone course in their major field of study.

How long does administration take?

Semester

Who originates the survey?

The faculty of the discipline

When are results typically available?

The fall following the year in which the course is given.

What type of information is sought?

Each discipline establishes specific outcomes for that discipline.

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?

None

Appendix II.

Collegiate Learning Assessment

Appendix III.

CAAP

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NSSE

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GSS