

Institutional Effectiveness, October 2007 – April 2008

1. Developed internal web site for Institutional Research and Effectiveness with goal of linking it from the Averett public web site following conversion of assessment records to WEAVEonline. The IR site (<http://www.averett.edu/ir/>) includes:
 - a. Statistics generated by Institutional Research
 - b. Planning Documents and reports (including SACS and the Quality Enhancement Plan)
 - c. Assessment Plans from 2003-04 through 2007-08 for:
 - i. GPS
 - ii. General Education
 - iii. Academic Majors
 - iv. Administrative Departments
 - v. Featured Research in Progress
2. Administered surveys and standardized tests per timeline documented in 2007 reports to SACS.
3. Consulted with Institutional Effectiveness Panel on statistical analysis, survey design, e-portfolio pilot, interpretation of standardized test scores, implementation of the WEAVEonline database. Panel members are:
 - Elaine Day, Associate Professor, Director of the Library and Institutional Effectiveness; panel coordinator
 - Dr. Rebecca Clark, Professor, Sociology/Criminal Justice; consultant for survey research
 - Dr. Alice Obenchain-Leeson, Assistant Professor, Business Administration; consultant for student learning assessment
 - Kendall A. Carter, Associate Dean, Graduate and Professional Studies
 - Larry Compton, Director, Academic Resource Center
 - Dr. Stephen Hecox, Assistant Professor, English; Director, Writing Center
 - Janet L. Roberson, Registrar; portfolio assessment
 - Annette Soucy, Institutional Research Analyst
 - Deborah Touchstone, Library and Institutional Research Associate
4. Faculty elected members of the new General Education Committee:
 - Dr. Lee Burton, Assistant Professor, Physical Education, Wellness & Sport Science
 - Dr. Rebecca Clark, Professor, Sociology/Criminal Justice
 - Dr. Stephen Hecox, Assistant Professor, English; Director, Writing Center
 - Dr. David I. Rosenberg, Professor, Psychology
 - Dr. Gary Tucker, Associate Professor, Mathematics, Computer Science, *Chair*
 - Dr. Jeffrey Woo, Assistant Professor, Business Administration
 - Dr. Larry Wilburn, Associate Dean of Arts and Sciences; ex officio
 - Elaine Day, Director of the Library and Institutional Effectiveness, Associate Professor; ex officio
5. The General Education Committee met on November 7th, February 12th, March 20th, and will continue to meet through May 2008 to analyze results of Spring assessment measures and develop strategy for 2008-09.

6. General Education assessment measures undertaken in 2007-08:
 - a. *Writing Fluency*: AU Writing Proficiency Exam and ACT CAAP Writing Skills Test
 - b. *Oral Fluency*: Aggregating rubric-based scores for analysis in May 2008
 - c. *Technological Fluency*: Aggregating student worksheets for analysis in May 2008
 - d. *Mathematical Understanding*: ACT CAAP Mathematics Test
 - e. *Critical Thinking*: Collegiate Learning Assessment, ACT CAAP Critical Thinking Test
 - f. *Scientific Reasoning*: ACT CAAP Science Test

7. Department chairs previously documented course-embedded assessment for higher level, integrative goals of general education. The Committee is considering methods for curriculum-wide assessment of:
 - a. *Historical awareness*
 - b. *Knowledge of other cultures*
 - c. *Appreciation and understanding of literature*
 - d. *Understanding of human interaction and social institutions*
 - e. *The Human aesthetic response*
 - f. *Awareness of values*

8. Currently documenting campus-wide assessment plans for three cycles (2003-2006, 2006-07, and 2007-08) in WEAVEonline version 4, a system for documenting institutional effectiveness developed at Virginia Commonwealth University.

9. Academic Affairs supported faculty and staff development through a variety of activities:
 - a. Virginia Assessment Group: Dr. Wilburn, Dr. Tucker, and Ms. Day attended the annual meeting. (Williamsburg, VA : November 14-16, 2007).
 - b. American Association of Colleges and Universities: Dr. Hecox and Ms. Day attended the annual meeting. (Washington, D.C.: January 23-26, 2008)
 - c. American Association of Colleges and Universities. "Integrative Designs for General Education and Assessment." Dr. Tucker attended. (Boston: February 21-23, 2008)
 - d. Education faculty (Dr. Wolf, Dr. Reidel) and e-portfolio analyst, Janet Roberson were approved by the Council of Independent Colleges to participate in a series of webinars, beginning March 28, 2008: "Teachers for the 21st Century" program in the e-portfolios for student learning, program evaluation, and self-study track.

10. **Recommendation:** Integrate campus wide strategic planning and budgeting with data on student learning and student success outcomes. For example:
 - a. In the September 2008 report to SACS, link student satisfaction data and facilities reports to recent expenditures on capital improvements.
 - b. In the context of planning 2008-09 allocations, identify some supplemental funds (budget, endowment, or gift), and discuss academic and administrative initiatives warranted by the assessment data offered by department heads and chairs. Document these discussions and funding decisions for SACS reports.
 - c. Celebrate new initiatives, citing both the donor and the faculty or staff who provided research-based information to support each project selected.

Centralized Measures: administered by Academic Affairs

Academic Term	S-2006	F-2006	S-2007	F-2007	S-2008	F-2008	S-2009	F-2009	S-2010	F-2010	S-2011	F-2011	S-2012
Surveys:													
Institutional Effectiveness Survey	Feb-06						Feb-09						Feb-12
Graduating Student Survey		Dec-06	Apr-07	Dec-07	Apr-08	Dec-08	Apr-09	Dec-09	Apr-10	Dec-10	Apr-11	Dec-11	Apr-12
Graduating Student Survey-GPS		Dec-06	Apr-07	Dec-07	Apr-08	Dec-08	Apr-09	Dec-09	Apr-10	Dec-10	Apr-11	Dec-11	Apr-12
AU Planning Evaluation			May-07		May-08								
Alumni Survey			Jun-07	Oct-07	Jun-08	Oct-08	Jun-09	Oct-09	Jun-10	Oct-10	Jun-11	Oct-11	Jun-12
Academic Resource Ctr Survey			Dec-07										
IDS 101 Student Survey				Oct-07		Nov-08		Nov-09		Nov-10		Nov-11	

Exams:

ACT CAAP Reading				Oct-07	Apr-08	Sep-08	Apr-09	Sep-09	Apr-10	Sep-10	Apr-11	Sep-11	Apr-12
ACT CAAP Math				Nov-07		Nov-08		Nov-09		Nov-10		Nov-11	
ACT CAAP Writing Skills				Nov-07		Nov-08		Nov-09		Nov-10		Nov-11	
ACT CAAP Science					Apr-08		Apr-09		Apr-10		Apr-11		
ACT CAAP Critical Thinking					Apr-08		Apr-09		Apr-10		Apr-11		
ETS MFT "Literature in English"					Apr-08		Apr-09		Apr-10				
Collegiate Learning Assessment	Apr-06		Apr-07		Apr-08		Apr-09		Apr-10		Apr-11		Apr-12
AU Writing Proficiency Exam	Spr-06	Fall-06	Spr-07	Fall-07	Spr-08								

Other Direct Measures:

Electronic Portfolios				IDS pilot									
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Note: Additional surveys and direct measures of student learning or administrative process are cited in departmental research plans.

General Education Goals	Measures	Results	Analysis & Use	Shared measure	Currently reported by	Page
Writing Fluency	X	X	X	AU WPE, CAAP	Gen Ed Committee	2-3
Oral Fluency	X			AU Rubric	Gen Ed Committee	4-5
Mathematical Understanding	X	C	C	CAAP	Gen Ed Committee	6-9
Technological Literacy	X			AU Rubric	Gen Ed Committee	10
Critical Thinking	X	X	C	CLA, CAAP	Gen Ed Committee	11-16
Scientific Discovery	X	C	C	CAAP	Gen Ed Committee	17-20
Historical Awareness	C	C	C		Gen Ed Committee	21-22
Knowledge of other Cultures	C	C	C		Gen Ed Committee	23-24
Understanding of Human Interaction and Social Institutions	C	C	C		Gen Ed Committee	25-30
Appreciation and Understanding of Literature	C	C	C		Gen Ed Committee	31
The Human Aesthetic Response	C	C	C		Gen Ed Committee	32-34
Awareness of Values					Gen Ed Committee	

IDS 101 - Freshmen success	X	X	X	Rubric, Survey	J. Roberson, J. Wilkerson	35-36
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Course-embedded = C

Curriculum-wide = X

Dept / Major / Program: General Education - Writing Fluency	
Outcome 1	
University (ESIP) Goal or External Standard	Graduates of the traditional baccalaureate program will be capable of demonstrating the knowledge and abilities defined as goals for General Education.
Key Student Outcome for your program	Written Fluency: The ability to comprehend others and to express themselves clearly enables students to participate freely in the lively exchange of ideas that characterizes the search for truth. Accordingly, Averett University encourages students to become fluent in reading, writing, speaking, and listening.
Action Plan	English 111/112, with Writing Proficiency Exam requirement in English 112
Measure M₁	ACT CAAP Writing Skills Test (Ref. CAAP Letter to Junior Class)
M₁ Target for 2007-08	Baseline measurement compared to national norm
Measure M₂	AU Writing Proficiency Exam
M₂ Target for 2007-08	75% of students taking the exam in ENG 112 will pass it.
Measure M₃	Graduating Student Survey
M₃ Target for 2007-08	[trend line] An increasing percentage of graduating traditional students will report that their Averett education has made them better writers. (April 2007 = 2.385 on a scale of 0-4)
M₁ Result	
M₂ Result	In Fall 2007, 88 people took the WPE; 76 (86.4%) passed. Comment on intergrader reliability: Of those 88 exams, the people who scored them differed by more than one grade only twice (97.2% agreement rate).
M₃ Result	Dec. 2007 GSS (traditional): Better writer, 2.658;

	Outcome 1
Analysis	
Use of Results	<p>In Spring 2008, the General Education Committee recommended removal of the requirement that students pass the AU Writing Proficiency Exam before registering for oral intensive courses. The Curriculum Committee reported this recommendation to the faculty, who approved it at their February 2008 meeting.</p>

Department: Writing Center, General Education - Writing Fluency	
2007-2008	Student Learning Outcome 2
University (ESIP) Goal or External Standard	Graduates of the traditional baccalaureate program will be capable of demonstrating the knowledge and abilities defined as goals for General Education. Averett graduates will be prepared for successful careers and advanced studies in their major disciplines.
Dept Mission/Purpose	The Writing Center is founded upon the belief that successful students must attain independence, competency, confidence, and mastery of their writing skills. The Writing Center is committed to serving all students, from freshmen to graduate students, with a holistic and student-centered approach to writing. In keeping with the qualitative educational traditions of Averett University, the Writing Center encourages the aspirations of student writers through personal, interactive, one-on-one conferences. The Center's programs promote student-guided explorations of ideas at all stages of the writing process.
Key Student Outcome for your program	Students who complete the general education curriculum will have satisfactory writing skills.
Action Plan	
Measure M₁	CAAP Writing Skills Test
M₁ Target for 2007-08	Students who complete the CAAP Writing Skills Test, and who have also participated in tutoring at the Writing Center will score near or above the average for other students at Averett.
Measure M₂	Graduating Student Survey
M₂ Target for 2007-08	[trend line] An increasing percentage of graduating traditional students will report that their Averett education has made them better writers. (April 2007 = 2.385 on a scale of 0-4)
Measure M₃	
M₃ Target for 2007-08	
M₁ Result	
M₂ Result	Dec. 2007 GSS (traditional): Better writer, 2.658;
M₃ Result	

Department: General Education - Oral Fluency	
2007-2008	Student Learning Outcome 2
University (ESIP) Goal or External Standard	Graduates of the traditional baccalaureate program will be capable of demonstrating the knowledge and abilities defined as goals for General Education.
Dept Mission/Purpose	Oral Fluency: The ability to comprehend others and to express themselves clearly enables students to participate freely in the lively exchange of ideas that characterizes the search for truth. Accordingly, Averett University encourages students to become fluent in reading, writing, speaking, and listening. --Undergraduate Catalog
Key Student Outcome for your program	Graduates will have demonstrated satisfactory oral presentation skills.
Action Plan	Sample letter to faculty teaching oral intensive courses in Spring 2008.
Measure M₁	Scores from presentations in Oral Intensive courses as measured by the Oral Competency Rubric approved by Averett faculty.
	Oral Competency Rating Sheet
	Worksheet for aggregating oral competency scores
M₁Target for 2007-08	Establish baseline for aggregate scores in oral intensive courses
Measure M₂	Graduating Student Survey
M₂ Target for 2007-08	[trend line] An increasing percentage of graduating traditional students will report that their Averett education has made them more effective speakers. (April 2007 = 2.529 on a scale of 0-4)
M₁ Result	
M₂ Result	More effective speaker: April 2007 GSS = 2.529 on a scale of 0-4; Dec 2007 GSS = 2.865

Department/Major: General Education-Mathematical Understanding

2007-2008	Outcome # 1
University (ESIP) Goal or External Standard	Graduates of the traditional baccalaureate program will be capable of demonstrating the knowledge and abilities defined as goals for General Education.
Key Student Outcome for your program	Mathematical Understanding: Students completing the general education core will be able to demonstrate facility with the language, techniques, and theory of mathematics.
Action Plan	Math 103 or equivalent is a required component of the general education core. Students will demonstrate that they can solve standard problems effectively.
Measure M₁	ACT CAAP - College Algebra subscore (Ref. CAAP Letter to Junior Class)
M₁ Target for 2007-08	Establish baseline for CAAP college algebra subscore with students completing Math 103 in 2007-08
Measure M₂	Math 103 Basic Skills Competency Test (covers key college math skills)
M₂ Target for 2007-08	Establish baseline for Basic Skills test with students completing Math 103 in 2007-08
Measure M₃	
M₃ Target for 2007-08	
M₁ Result	
M₂ Result	
M₃ Result	

Department/Major: General Education-Mathematical Understanding	
2007-2008	Outcome # 2
University (ESIP) Goal or External Standard	Graduates of the traditional baccalaureate program will be capable of demonstrating the knowledge and abilities defined as goals for General Education.
Key Student Outcome for your program	Mathematical Understanding: Students completing the general education core will be able to demonstrate facility with applications of mathematics.
Action Plan	Math 103 or equivalent is a required component of the general education core. Students will demonstrate that they can use mathematics in an application setting.
Measure M₁	Scoring of student performance on an in class application test using a rubric.
M₁ Target for 2007-08	70% of students will score the equivalent of satisfactory on this outcome (or establish baseline with students completing Math 103 in 2007-08.)
Measure M₂	
M₂ Target for 2007-08	
Measure M₃	
M₃ Target for 2007-08	
M₁ Result	
M₂ Result	
M₃ Result	

Technological Literacy

Technological Literacy

The explosion of advances in information technology poses a challenge to citizens. Students must develop the ability to adjust to changes in technology that will continue to evolve rapidly after their formal education is completed. Accordingly, Averett University seeks to provide a foundation for adapting to future technological advances by involving students in the use of current technology across the university curriculum to accomplish intellectual tasks. The University defines competence in this area by [a series of skills, which may be demonstrated through passing a class \(CSS 113 or 114\) or by demonstrating skills to the satisfaction of one or more faculty members. In the latter case, the faculty member\(s\) will fill out the "Technological Literacy Competency" tracking sheet for the student to submit to the the Registrar's Office.](#) Computer Science and Computer Information Systems majors automatically fulfill this requirement.

Courses	Professors	Learning Outcomes	Assessment Methods	Assessment Results	Use of Assessment
CSS 113 and 114	Computer Science faculty	Averett University seeks to provide a foundation for adapting to future technological advances by involving students in the use of current technology across the university curriculum to accomplish intellectual tasks.	In May 2008, faculty appointed by the General Education Committee will evaluate results from Tech. Literacy Tracking sheets submitted in Spring 2008. Technological Literacy Competency tracking sheet		

Dept / Major / Program: General Education - Critical Thinking	
	Outcome 1
University (ESIP) Goal or External Standard	Graduates of the traditional baccalaureate program will be capable of demonstrating the knowledge and abilities defined as goals for General Education.
Key Student Outcome for your program	Students who have completed the general education curriculum will be able to clarify, analyze, evaluate and extend arguments.
Action Plan	Model critical thinking as defined in <i>The Miniature Guide to Critical Thinking: Concepts and Tools</i> , by Richard W. Paul and Linda Elder. The book will be incorporated in the Student Success course as a part of freshmen orientation.
Measure M₁	ACT CAAP Critical Thinking Test
M₁ Target for 2007-08	M1 Target for 2007-08: Establish baseline reference to national norm
Measure M₂	CLA (Collegiate Learning Assessment)
M₂ Target for 2007-08	Establish baseline for value-added critical thinking abilities by testing Averett's native freshmen and seniors.
Measure M₃	
M₃ Target for 2007-08	
M₁ Result	
M₂ Result	
M₃ Result	

Dept / Major / Program: General Education - Critical Thinking	
Outcome 2	
University (ESIP) Goal or External Standard	Graduates of the traditional baccalaureate program will be capable of demonstrating the knowledge and abilities defined as goals for General Education.
Key Student Outcome for your program	CRITICAL THINKING: Students who have completed the general education curriculum will be able to clarify, analyze, evaluate and extend arguments.
Action Plan	Faculty who are members of the General Education Committee will develop (or adapt) and apply a Critical Thinking Rubric for assessment of student work in SOC344, MTH161, PSY309, PE421, ENG111 or 112 during Spring 2008.
Measure M₁	Critical Thinking Rubric
M₁ Target for 2007-08	Create an original rubric or adapt one from another institution.
Measure M₂	Apply elements of the draft Critical Thinking Rubric to assessment of student writing samples in each of the five courses: SOC344, MTH161, PSY309, PE421, ENG111 (or 112)
M₂ Target for 2007-08	Document preliminary assessment of critical thinking in the targeted courses. Refine the rubric as needed and disseminate it to other AU faculty.
Measure M₃	
M₃ Target for 2007-08	
M₁ Result	
M₂ Result	
M₃ Result	

Department: Library, General Education - Information Fluency

2007-2008	Student Learning Outcome
University (ESIP) Goal or External Standard	Graduates of the traditional baccalaureate program will be capable of demonstrating the knowledge and abilities defined as goals for General Education.
Dept Mission/Purpose	The library supports the curriculum, research, and reading interests of Averett students, faculty, and staff with scholarly and professional information resources, access technologies, reference consultations, and instruction by library faculty. While serving Averett students and faculty as our primary clientele, the library also reaches out to alumni and area residents through Friends of the Library memberships.
Key Student Outcome for your program	CRITICAL THINKING: Traditional students who complete the general education curriculum can locate, evaluate, assimilate, and attribute scholarly sources.
Action Plan	Integrate Library Orientation Tutorial with ENG111/112 instruction. The tutorial includes 4 required worksheets to be scored by librarians, plus optional exercises that faculty can assign to their classes.
Measure M₁	4 tutorial worksheets, each evaluated by two librarians
M₁ Target for 2007-08	90% of students will complete the four required worksheets correctly with support from library faculty; no more than 15% of students completing ENG 112 will have failed to satisfactorily complete any of the four worksheets
Measure M₂	Students will be asked to complete 2 surveys embedded in the tutorial in the final class sessions of ENG 111 and ENG 112
M₂ Target for 2007-08	Establish baseline self-perceptions of student competence on learning objectives listed in tutorial (some correlation may be possible with 2004 IDS and traditional student library surveys).
Measure M₃	
M₃ Target for 2007-08	
M₁ Result	
M₂ Result	
M₃ Result	

Scientific Discovery

Scientific Discovery

In order to function in a world largely shaped by scientific activity, students must have the foundation necessary to understand, interpret, and evaluate scientific information. Accordingly, Averett University seeks to develop students' understanding of the scientific method of examining and explaining natural phenomena. Students may demonstrate this competency by passing at least one laboratory course in the natural sciences.

Courses	Professors	Learning Outcomes	Assessment Methods	Assessment Results	Use of Assessment
PSY 120	Dr. Anna Hatten, Dr. Jean Hatten		Adequate completion of 8 labs where the students studies his/her own behavior.	Eight-one percent of the students satisfactorily completed all of the labs.	To improve use of the labs students will be asked to bring their data to class for class discussions, and some additional labs are being added to address some content areas that have not been studied as a lab.
PSY 120	Dr. Anna Hatten, Dr. Jean Hatten		PSY120: In-class and open-book exams including questions related to the philosophical underpinnings of the scientific method and research methodology. The exams also included application of the scientific method to neuroscience.	Eighty-two percent of the students achieved 70% or better on this open-book exam. Fifty percent of the students performed 70% or better on the in-class exam.	Lectures addressing philosophical issues related to the taking a scientific approach to the understanding of behavior have been significantly revised.

Scientific Discovery

Courses	Professors	Learning Outcomes	Assessment Methods	Assessment Results	Use of Assessment
BIO 101 and 101L	Dr. Caldwell (lecture), Mrs. Meder (laboratory)	Students will demonstrate the ability to apply scientific reasoning and the scientific method to investigate problems that affect the human condition. The scientific method is introduced in the first class period. Where appropriate, lecture and lab material are presented in an historical context to illustrate how scientific knowledge is acquired and advanced. Real life, moder examples are used to show how scientific theory and knowledge are applied in today's world.	course-embedded assessment (exams, lab exercises)	From Spring 2005-Summer 2006, 77.5% of students in lecture sections passed the course. The laboratory sections of the course were taught by another instructor. Grades in the lecture fell within 10 points (higher or lower) of the lab grade in 55 of 71 cases.	Tutoring help is available for students having difficulty with the course. Also, instructors are readily available to students who have questions or concerns. Laboratory exercises are intended to reinforce/illustrate lecture material. We monitor constantly to ensure that lab and lecture are integrated. We update material regularly and strive to use timely, up-to-date, real world examples in the classroom to illustrate concepts.
BIO/ENS 215, 215L	Mrs. Meder	Demonstrated ability to apply scientific reasoning and the scientific method to investigate problems affecting human condition.	In-class exams, Oral presentations, Research papers, Laboratory experimentation (all course-embedded)	Spring 2006 data: 77.7% of students successfully completed the course.	Tutoring help is available for students having difficulty with course content and writing assignments. Laboratory work is integrated with lecture material to provide hands-on reinforcement and illustration that will help students succeed. Students have ready access to faculty for out of class help or encouragement.

Dept / Major / Program: General Education - Scientific Discovery	
	Outcome 1
University (ESIP) Goal or External Standard	Graduates of the traditional baccalaureate program will be capable of demonstrating the knowledge and abilities defined as goals for General Education.
Key Student Outcome for your program	Students will be able to understand, interpret, and evaluate scientific information.
Action Plan	Students are required to pass at least one laboratory course in the natural sciences.
Measure M₁	ACT CAAP Science Test
M₁ Target for 2007-08	Establish baseline reference to national norm
Measure M₂	
M₂ Target for 2007-08	
Measure M₃	
M₃ Target for 2007-08	
M₁ Result	
M₂ Result	
M₃ Result	

Historical Awareness

Historical Awareness

Citizens who are capable of confident and effective action in today's world require an awareness of the past that can inform them of historical forces that shape current events. Accordingly, Averett University seeks to provide students with a broad historical context for understanding today's events by examining the intellectual and social roots of civilization. Students may demonstrate these competencies by passing HIS 101-102.

Courses	Professors	Learning Outcomes	Assessment Methods	Assessment Results	Use of Assessment
	Art faculty	Students will be able to pick out key pivotal movements and periods in art that indicate social/political and value changes in western art.	Grades and feed back to students through visual presentations using slides and visual articulation by students, test, written papers, field trips	Faculty note that most students can pick out important movements and periods that indicate social/political and value changes in the western art.	Faculty will note students' ability to pick out and verbally respond to pivotal art movements and periods. Faculty will alter, change test to reflect class exercises that allow students to pick out pivotal movements and periods. Faculty will change test to reflect class exercises and material communicated through lectures and field trips.
HIS 101	History faculty	Students will demonstrate the ability to accurately describe and analyze major historical movements of the world.	Written exam questions focusing on description and analysis of the formation and disintegration of empires, the development of the major Western religions, growth and disintegration of feudalism, the Crusades, the rise of urban life nad urban institutions, the influence of tribal migrations, the Renaissance, the Reformation, overseas exploration, and the growth of absolute monarchy.	95% of students master more than 60% of the historical movements.	Students who are unable to describe and analyze more than 60% of these movements must repeat History 101.

Historical Awareness

Courses	Professors	Learning Outcomes	Assessment Methods	Assessment Results	Use of Assessment
HIS 102	History faculty	Students will demonstrate the ability to accurately describe and analyze major historical movements of the world.	Written exam questions focus on the Scientific Revolution, the Enlightenment, the destruction of Absolutism, movements to spread nineteenth-century liberalism, conservatism, nationalism, industrialism, imperialism, Victorianism, movements in the twentieth century to plant Marxism and Fascism, the growth and disintegration of colonial empires, the rise and influence of reform movements, and the rise of terrorism.	95% of students master more than 60% of the historical movements.	Students who are unable to describe and analyze more than 60% of these movements must repeat History 102.
HIS 201	History faculty	Students will demonstrate the ability to accurately describe and analyze major historical movements of the world.	Written exam questions focus on description and analysis of Puritanism, immigration, the American Revolution, the democratization of American social and political life, the many reform movements including antislavery, and the move to reform postwar Southern society.	98% of students master more than 60% of the historical movements.	Students who are unable to describe and analyze more than 60% of these movements must repeat History 201.
HIS 202	History faculty	Students will demonstrate the ability to accurately describe and analyze major historical movements of the world.	Written exam questions focus on description and analysis of the Westward Movement, the American Industrial Revolution, the urbanization of the U.S.A., the continuing movement to expand democracy, the ongoing conflict between liberalism and conservatism, the growth of the welfare state, and the Civil Rights Movement and Feminism.	95% of students master more than 60% of the historical movements.	Students who are unable to describe and analyze more than 60% of these movements must repeat History 202.

Knowledge of Other Cultures

Knowledge of Other Cultures

Today's students must understand the differences among various cultures and the commonality of concerns shared by all cultures. Accordingly, by providing students experiences with cultures other than their own, Averett University seeks to cultivate a more cosmopolitan view of the world, wherein students seek experiences outside their own culture. Students may demonstrate this competency in a variety of ways described on page 26 of [the Fall 2006 Undergraduate Catalog].

Courses	Professors	Learning Outcomes	Assessment Methods	Assessment Results	Use of Assessment
FR 101, 102, 201, 202, 221, 222, 225, 317, 318, 319, All Spanish courses, GRK 101, GRK 102, HEB 101, HEB 102	Foreign language and Religion faculty	Averett University seeks to cultivate a more cosmopolitan view of the world, wherein students seek experiences outside their own culture.	Activities and exercises based on readings, videos, films, use of <i>realia</i> - magazines, newspapers, letters, restaurant menus, etc. are part of most or all classes, depending on the particular language class.	Respect for other cultures and importance of appropriate cultural interaction are stressed. Students demonstrate in subsequent work, both oral and written, increasing awareness of and appreciation for some of the cultures that make up the Francophone or Spanish-speaking countries of our world.	Continued use of cultural activities that effectively engage students; constant updating of materials to ensure relevance; use of electronic resources in or outside of class that provide, review, or explain/discuss cultural material.

Knowledge of Other Cultures

Courses	Professors	Learning Outcomes	Assessment Methods	Assessment Results	Use of Assessment
FR and SPA 101, 102, 201, 202		Students are placed in language classes at the appropriate level and demonstrate satisfactory progress after one or two years of study.	Pre-testing for placement; most students in French and Spanish classes have taken the pre-test - only students who transfer credits or who have never taken either language do not take the placement test. We have not done post-testing, but will this year; we will administer the same test at the end of the Beginning and the Intermediate sequence in each language, thus allowing us to assess the progress students demonstrate at the end of one or two years of language study. The comparisons between the pre and post tests should provide a good measure of student progress.		

Understanding of Human Interaction and Social Institutions

Understanding of Human Interaction and Social Institutions

The effectiveness of members of society is dependent upon their ability to interact with each other and within social institutions. Accordingly , Averett Univeristy seeks to develop in students an intellectual framework for understanding human relationships and the societal context within which they occur. Students may demonstrate this competency by fulfilling the General Education requirement for 9 hours in the social sciences (in addition to HIS 102-102).

Courses	Professors	Learning Outcomes	Assessment Methods	Assessment Results	Use of Results
PSY 110	Psychology faculty	Averett Univeristy seeks to develop in students an intellectual framework for understanding human relationships and the societal context within which they occur.	PSY110: Twice during the semester students are required to write a two-page paper in response to a psychological article. The professor asks students to answer a specific question regarding the application, relevance, or generality of the psychological phenomenon described in the article.	The average grade on these assignments for the last five years (across sections) is a "C+." Anecdotal evidence suggests students are quite good at memorizing information presented in class, but have some difficulty in seeing real-world applications of psychological phenomena.	More class time has been given to drawing connections between psychological phenomena and real-world situations that students may face in their own lives.
PSY 205	Dr. Bobby Carlsen	Averett Univeristy seeks to develop in students an intellectual framework for understanding human relationships and the societal context within which they occur.	Students are combined into groups of 4-5 and required to complete a semester-long group project. The project requires them to design, write, and illustrate a children's book, target towards an age assigned by the professor. Books must be original and age-appropriate, reflecting an understanding of the developmental abilities of children in that age range. At the end of the semester, each group presents and reads their book to a group of children in their target age group.	Grades on this project have been extremely high over the last five years, with an average grade of "A". Students seem to enjoy working on the book and have demonstrated an ability to analyze information relating to developmental stages and apply it to the design of their book. Feedback from the children listening to the reading of the books has been very positive.	Because of the positive results of this assessment, the professor continues to emphasize cognitive development in the course and require this project. Students continue to enjoy the project and it works well to help students apply course concepts to practical developmental issues.

Understanding of Human Interaction and Social Institutions

Courses	Professors	Learning Outcomes	Assessment Methods	Assessment Results	Use of Results
SOC 101	Sociology faculty	Averett Univeristy seeks to develop in students an intellectual framework for understanding human relationships and the societal context within which they occur.	A twenty point rubric that measures general knowledge of social behavior and social institutions was administered. Social Science Rubric	The rubric was administered to each student at the beginning of the course and at the end of the course. The results were paired for analysis of the mean scores and tested for significance differences by application of the t-test for paired means. The results gave an indication of value added knowledge provided by the course experience. The significance levels varied over the years as the cohort of students at Averett changed.	The t-test results of the rubric gave us quantitative information to compare the variances of students concerning changing cohorts at Averett over the years. This information caused the faculty members to change the experiential techniques used in the Introduction to Sociology and Social Problems courses. The faculty also instituted more frequent objective tests that covered fewer topics. We also began the use of take-home essay alternative grading to match the needs of newer cohorts of students.

Dept / Major / Program: General Education - Social Institutions	
	Outcome 1
University (ESIP) Goal or External Standard	Graduates of the traditional baccalaureate program will be capable of demonstrating the knowledge and abilities defined as goals for General Education.
Key Student Outcome for your program	Social Institutions: The effectiveness of members of society is dependent upon their ability to interact with each other and within social institutions. Accordingly, Averett University seeks to develop in students an intellectual framework for understanding human relationships and the societal context within which they occur. Students may demonstrate this competency by fulfilling the General Education requirement for 9 hours in the social sciences (in addition to HIS 102-
Action Plan	Offer courses in Introduction to Sociology, Social Problems, Criminology, Marriage and the Family, Death and Dying, Society and the Individual, Juvenile Delinquency and American Minorities.
Measure M₁	Students will complete a pretest and posttest of a twenty item rubric.
M₁ Target for 2007-08	70% of the mean scores in the 100 level courses will increase. 85% of the scores in 200 and 300 level courses will increase.
Measure M₂	A paired sample t-test of the pretest/posttest results will be applied at the .05 level of significance.
M₂ Target for 2007-08	The t-test scores will be significant at the .05 level for 60% of the 100 level courses and 75% of the 200/300 level courses.
Measure M₃	
M₃ Target for 2007-08	
M₁ Result	
M₂ Result	
M₃ Result	

Dept / Major / Program: General Education - Social Institutions	
	Outcome 2
University (ESIP) Goal or External Standard	Graduates of the traditional baccalaureate program will be capable of demonstrating the knowledge and abilities defined as goals for General Education.
Key Student Outcome for your program	Social Institutions: The effectiveness of members of society is dependent upon their ability to interact with each other and within social institutions. Accordingly, Averett University seeks to develop in students an intellectual framework for understanding human relationships and the societal context within which they occur. Students may demonstrate this competency by fulfilling the General Education requirement for 9 hours in the social sciences (in addition to HIS 102-102).
Action Plan	Offer courses in Introduction to Sociology, Social Problems, Criminology, Marriage and the Family, Death and Dying, Society and the Individual, Juvenile Delinquency and American Minorities.
Measure M₁	Students will complete a pretest- posttest of a twenty item rubric.
M₁ Target for 2007-08	70% of the mean scores in the 100 level courses will increase. 85% of the scores in 200 and 300 level courses will increase.
Measure M₂	A paired sample t-test of the pretest/posttest results will be applied at the .05 level of significance.
M₂ Target for 2007-08	The t-test scores will be significant at the .05 level for 60% of the 100 level courses and 75% of the 200/300 level courses.
Measure M₃	
M₃ Target for 2007-08	
M₁ Result	
M₂ Result	
M₃ Result	

Appreciation and Understanding of Literature

Appreciation and Understanding of Literature

An understanding and appreciation of literature is important to the development of students as thoughtful and perceptive individuals. A careful study of literature makes students aware of the relationship between literary works and the cultural/historical milieu out of which they come. Such a study also makes students more aware of the timelessness of literature, which reflects the unchanging predicament of all men and women.

Courses	Professors	Learning Outcomes	Assessment Methods	Assessment Results	Use of Assessment
ENG 201, 202, 220	English Department Faculty		Students read, discuss, and write essays on the literature covered in the classes. By agreement of the department, all exams and tests consist of at least 70% essay questions designed to test the students' understanding of the literature. Professors meet to discuss problems and experiences in teaching the courses.	The pass rate for these courses is about 75%. Average grades in most sections range from about 1.7 to just over a 2.2. Students find the courses challenging, and few expect to make an "A" or "B." Generally, grades in 220 run somewhat higher than those in either 201 or 202.	Among recent innovations coming out of faculty meetings are ways of generating class discussion (always a problem when students are unsure what they should say about a work of literature), ways of ensuring that students do the reading before coming to class (rather than using the class lecture/discussion as a sort of reading guide), ways of encouraging students to write more specifically about matters of literary form.

The Human Aesthetic Response

The Human Aesthetic Response

The fine arts represent a significant means of creative expression through which societies define and reveal themselves. Knowledge of the forms and conventions of the arts enhances students' ability to respond to the creative process of the human intellect. Accordingly, Averett University seeks to heighten students' aesthetic sensitivity and to encourage involvement with the artistic endeavors of their communities. Students may fulfill this requirement by passing the 6 hours of fine arts required in the General Education core.

Courses	Professors	Learning Outcomes	Assessment Methods	Assessment Results	Use of Assessment
TH105 and TH 220 and 221	Theatre faculty	Averett University seeks to heighten students' aesthetic sensitivity and to encourage involvement with the artistic endeavors of their communities.	Class discussions of plays seen and read. Students turn in play response papers and play reviews. Papers are assessed based on department rubric. Expectations are stated in syllabi.	Students write better and more informed papers and reviews by semester end.	This goal is a requirement for passing course. Courses are changed to select plays that challenge students, and sometimes to include plays that are easier to comprehend and respond to. This method was used for 10 years. In 2005-06, the department added hands-on elements --acting scenes and monologues, and set/costume design projects.

The Human Aesthetic Response

Courses	Professors	Learning Outcomes	Assessment Methods	Assessment Results	Use of Assessment
MUS 100	Music faculty	Averett University seeks to heighten students' aesthetic sensitivity and to encourage involvement with the artistic endeavors of their communities.	Music 100: 80% of students enrolled in Music 100 will attend a minimum of 5 cultural events during the semester of their enrollment. Events are to be selected from an approved list of university and/or community concert events	At least 95% of all students enrolled in Music 100, Introduction to Music Literature, have attended a minimum of 3 concert events, and most have attended 5 events during their semester of enrollment. A number of students report first-time experiences with cultural events of the caliber we require. They commonly state that they will attend similar events in the future.	The success of student attendance at cultural events both on and off campus in Danville, our surrounding communities, and their hometowns supports our belief that the University's mission is strengthened by the continued purchase of season tickets to a variety of arts series and that our students benefit from experiencing human expressions in the art of music. Because of continuing full enrollments in classes, we have made it the professor's choice to require 3 or 5 events each semester. Because it is our belief that we are trying to establish patterns for future enjoyment in the arts and for participating actively and fully in the cultural communities where they will eventually live and work, we think our prime objective should continue to include the concert attendance requirement in general education.

The Human Aesthetic Response

Courses	Professors	Learning Outcomes	Assessment Methods	Assessment Results	Use of Assessment
MUS 100	Music faculty	Averett University seeks to heighten students' aesthetic sensitivity and to encourage involvement with the artistic endeavors of their communities.	MUS100: Students will write a well formulated concert critique of 300-500 words for each event attended. 80% of critiques will score as satisfactory or higher on a 1-5 grading continuum. Critiques will reflect students' understanding of terminology related to music and artistic expression as well as their increased interest and participation in cultural events.	Students who completed the required number of reviews improved in articulation of style elements and societal relationships, as well as in their value judgments.	Specific (detailed) guidelines for critical evaluations were given to each student. In class discussions of societal context were given greater emphasis.

[Sample letter to faculty requesting aggregate scores from presentations in oral intensive courses.]

Richard:

As announced by Dean Fager at the January 2008 Faculty Meeting, Averett is under SACS monitoring related in part to recommendations on (a) institutional effectiveness and (b) documenting student outcomes in general education.

One of the core competencies Averett faculty have defined for general education is Oral Fluency. Per registration records, you are teaching one or more Oral Intensive courses in Spring 2008. With your help, Institutional Research & Effectiveness can aggregate scores from oral presentations across 16 programs and 39 courses taught by 22 traditional faculty. Averett will report that baseline data to SACS in September 2008.

Scoring for assessment of the general education curriculum has no functional connection to the grades you assign to individual students and should not affect your grading practice. Faculty will however have the opportunity to review and discuss campus wide results from scoring with the common rubric. This may prove interesting ... even helpful.

The faculty-approved rubric for oral presentations is linked here as a PDF document:

http://www.averett.edu/ir/Rating_Sheet_for_Oral_Competency.pdf

The form for aggregating scores from multiple presentations in each oral intensive course is linked as an MS Word document:

http://www.averett.edu/ir/aggregate_oral_fluency_scores.doc

... and also in Excel:

http://www.averett.edu/ir/aggregate_oral_fluency_scores.xls

You may prefer the Excel version as it will calculate the number of participants and average score as you enter the number who scored at each level on the rating sheet. I will be happy to send printed forms to you in campus mail on request, or review the aggregation steps with you.

It is vital that we document how well Averett students perform over time on learning outcomes faculty have defined as foundational. Please send one completed sheet with aggregate results from oral presentations for each of your oral intensive courses:

TH1030 Oral: Intro to Human Communica
TH3000 Oral: Public Speaking

Please do not send documentation that includes student names or other individual

identifiers to this office.

If you do not have rubric based scores for presentations already completed, we ask that you use the faculty-approved rubric and aggregate scoring sheet for any presentations scheduled between now and the end of the Spring 2008 term.

Many thanks for your participation.

Elaine

Elaine Day
Director of the Library and Institutional Effectiveness
Averett University
344 West Main St.
Danville, VA 24541
434-791-5696
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Department: IDS 101 (administered by J. Roberson and J. Wilkerson)	
2007-2008	Student Learning Outcome
University (ESIP) Goal or External Standard	Graduates of the traditional baccalaureate program will be capable of demonstrating the knowledge and abilities defined as goals for General Education.
Dept Mission/Purpose	
Key Student Outcome for your program	Freshmen will be better prepared for success at Averett with knowledge of campus support services and development of academic/social skills.
Action Plan	Portfolio development and assessment. Develop IDS 101 rubric for scoring academic and development aspects of the IDS 101 curriculum. Design survey.
Measure M₁	Student learning portfolio
M₁ Target for 2007-08	Establish methodology for e-portfolios in general education, pilot
Measure M₂	IDS 101 survey
M₂ Target for 2007-08	80% of students will indicate satisfactory or higher attainment in the competencies cited in the IDS 101 rubric.
M₁ Result	In the IDS 101 course, we asked students to put all of their assignments together in a portfolio and to write a final reflection paper. Their prompt was: "Based on each experience you were introduced to in this course, what are your feelings about college life and your preparedness for it? What have you learned that will help you in the next four years? In your artifacts and reflections, illustrate your growth in the above areas and and suggestions you have to make yourself a stronger student." All of the IDS 101 students were supposed to do this. 8 of 13 instructors have forwarded student reflection papers as of 11/6/07.
	IDS101 Rubric
M₂ Result	Goal: 3.0 (on scale of 0-4). F07 Survey results: 2.27 for Knowledge of campus services; 2.46 for knowledge of IDS topics; 2.11 for IDS skills. Respondents = 163 of 238 (68%)

2007-2008	Student Learning Outcome
Analysis	<p>For e-portfolio reflection pages, some instructors didn't even have their students attempt them. Some students did them; some did not. Of those who did make the effort, some had some very valid things to say but many of them just didn't seem to understand the concept of a reflection page; so we have decided not to use the portfolio/reflection pages in the intro again.</p>
Use of Results	<p>Made several changes for the upcoming year based on feedback from students and staff, along with our own observations. We will have a very structured, standardized format and will use a textbook this year so that everyone will be teaching the same materials. We have also made some changes in staffing based on availability issues. We have changed the class from six weeks to eight weeks and plan on going to a semester format next year. We have also adopted our new common reading for this fall, <i>The Red Rubber Ball</i>, and Joey is trying to arrange for the author to speak on campus this fall. The portfolio project will be extended to the general education curriculum for two groups of IDS students. These students will develop e-portfolios, based on a template designed by J. Roberson and an IT student intern.</p>

Dept / Major / Program: Registrar's Office	
2007-08	Outcome 1
University (ESIP) Goal or External Standard	Averett students will find that advising, instruction and student services are predicated on attention to their individual characteristics and criteria for success.
Key Student Outcome for your program	Students will be satisfied with services of the Registrar's Office
Action Plan	Establish 2-day turn around on requests (official transcripts, deferments, enrollment verifications, etc.). Chart document turn around time. Log date of request and date of fulfillment.
Measure M₁	Compare request and fulfillment dates.
M₁ Target for 2007-08	95% of the requests will be processed within 2 business days
Measure M₂	Graduating Student Survey
M₂ Target for 2007-08	95% of respondents will be satisfied with services of the Registrar's Office.
Measure M₃	
M₃ Target for 2007-08	
M₁ Result	Turn around on requests was measured for February, 2008: 99.22% fulfillment rate of within 2 days of the request. Out of 256 requests, only 2 took more than 2 days to complete.
M₂ Result	December 2007 graduating student survey: 91.9% of respondents (34/37) were satisfied or very satisfied with Registrar's services.
M₃ Result	

2007-08	Outcome 1
Analysis	Processing of requests exceeds the 95% 2-day fill rate targeted. Satisfaction of December 2007 graduates with Registrar's services was nearly 92%, just short of the 95% projected. The May 2008 graduating student survey is in progress.
Use of Results	Consider targeting another process for measurement in 2008-09, in addition to monitoring request turn around times periodically?

Graduating Student and Alumni Survey Comments: 2007, 2008 (in progress)**Traditional graduates' advice to future students...**

I would definitely tell future Averett students to participate in an internship regardless, no matter if your major requires one or not. Employees like to see that you have had some sort of experience in your field.

Take advantage of the different organizations and clubs on campus and get involved, don't [waste] your time. Also get to know people in the different offices on campus and faculty, it will only make your life easier!

Enjoy college and have fun with it, but don't forget that you are here to learn. There are a lot of activities to participate in and a lot of good people to spend time with. Pick your friends well and don't get caught up in things that can ruin what you've worked for.

Your freshman year, have your advisor map out your course schedule through your senior year. That way you will know if you will graduate in four years or more. This also helps with financial preparation.

Purchase your textbooks early and stay ahead of your reading. Take good notes for each course and organized them well for future reference. Keep all assignments. Communicate with your professors often. Analyze the syllabus for each course as soon as it is available and ask questions of your professor early and begin what you can before the course starts if possible.

I would like to narrow this for Averett theatre students. I would say that the theatre program may be small but it is very thorough. You will get a very good education in all aspects of theatre. You will also get a personalized education. When you are ready to graduate, you will be certain in what area of theatre you want to work in and the Averett Theatre Dept will be able to facilitate you in getting a job. Just remember that theatre, as in all other aspects of life, thrives on who you know. Have respect for your teachers, fellow actors and technicians. Don't be a diva. You are not too good for any job in theatre. Learn as much as you can while you are here, and then you will be ready for a great career.

Traditional students' comments on programs and services...

Everything was great. The only negative thing I could say would be that the biology/science department needs better/new equipment and materials.

We desperately need the technology and the tools required to learn in the journalism field. The computers and layout system we have are aged. Also, we cannot learn all aspects of broadcasting because we don't even have to equipment needed. I am in radio and everything I have learned about broadcasting is because of my internship, not Averett.

The equestrian department has improved so much since I first came to school and everything has been for the better. Ginger Henderson is doing an excellent job and things are only going to continue to go up. When I leave, it is going to be very hard not seeing everyone in the department and I hope to be able to come back and enjoy some of the clinics that will continue to be held at the es center.

upgrade the aircraft in Averett's fleet to more modern aircraft with advanced technology. This would better the education that students are receiving and are more ready to move into more advanced and complex aircraft upon graduation from the university. More advanced aircraft would also help Averett out because many aircraft on today's market have a lower fuel burn per hour than the 1970's aircraft currently in the fleet. This in turn would save hundreds of dollars every year in fuel and maintenance costs.

The University in general needs a central system for student information. I have been with the school for three years still have mail delivered to an address that I have not lived at since I started school, I have changed my address with all the different departments of the school many times, yet some of my mail is still sent to an incorrect address.

The reason I checked "dissatisfied" on classroom environment was because of the poor lighting. Nearly every class I took on campus was in Frith and many were in the evenings-the lighting in all of the classrooms was very dim and I went through an entire semester where I struggled with eye strain. The ladies restroom has almost never had soap in the dispensers (no matter which floor I went to.) As expensive as the tuition is at AU, I would hope that these areas could be improved for future students.

I think the school needs to have more available computer labs. there are classes in many of them and others are never accessible with an Averett ID. we need a color printer on campus, and there should be a better supply of paper and ink.

Residence Life and the housing situation is a joke as well as security. How about our security actually work to protect against the rash of break ins, assaults on faculty, and vandalism of students property than worrying about which party to break up next. [This comment from April 2007]

GPS graduates' advice for future students...

As a working adult learner and you're looking for a flexible education program -- consider Averett University. I meet and recommend adult learners to AU c/o Melissa Perry while stressing the importance of higher learning. AU is it -- it worked for me and it will work for you!!!

Be prepared to work consistently during the entire program.

Be an active member of their study groups and cultivate good relationships. Attending school while working and having a family requires some sacrifice and time management skills, so be mindful of the people that support you. Ask for help from other students in the cluster. Many have good ideas about how to approach an assignment.

Writing and presentation skills are most important. Both leave an everlasting impression on your bosses, peers and customers. So, learn them well and practice, practice and practice. If not, you will surely lose these skills.

Be prepared to do a lot of writing and public speaking! Study Groups are a big part of Averett learning. They may at times seem more trouble than they are worth but if you work hard, it will be a huge benefit!

Understand the degree of work involved in the MBA program. It will take a large amount of your time away from work. Make sure you have total buy in from any significant others and realize it will test your relationships to the limit.

Good MBA program...lots of work, but well worth it!

GPS graduates' comments on academics ...

I think individual work should count as much as group work....Sometimes professors never even look at the individual work.

Place more emphasis on individual workload and not as much on group work. Most MBA students in my class were older and have experience on the job with groups. If group work is to stay in the program; reduce the amount it counts. Group members can ride the coat tails of fellow group members and get better grades than they deserve. Make clear in orientation the amount of work required to complete this program. It is doable but it takes more effort than we expected based on the comments we heard in orientation.

Halfway through the program change all study groups

I think the best part of the AU program is the group work. If a group has talented individuals that are willing to learn from one another then the end result will be positive and substantial.

Add more real life application of how business are [run and conducted]. The best experience during the GPS program was being able to visit local companies and listen to upper management discuss how they operate the businesses.

I thought the program was excellent. Made it possible for me to acquire the degree I wanted while working full time.

I have been challenged and satisfied with my Averett experience. However, I have had a few professors who I felt did not have the professionalism or experience that I feel Averett expects and deserves. I hope the students surveys are read by an Averett official and that they are taken seriously.

Alumni advice to future Averett students:

The English and Education departments do a wonderful job preparing students for teaching jobs. My advice is to take corrections in grammar and articulation very seriously. The dialect in the Danville area lends itself to less-than-perfect grammar. As semesters pressed on I could see major changes in the way many of my classmates communicated verbally. Don't be offended. Take the criticism and improve yourself.

The Averett program is a good program that, like any curriculum, requires commitment. The class schedules are comprehensive and challenging, but very attainable if one prepares. It was a good experience. I am presently in graduate school at another university and my Averett experience helped me prepare for this new and more rigorous schedule.

Pay attention and value every bit of time you have when attending classes. Averett has very knowledgeable instructors who are there to help. Don't be afraid to ask questions...that is what you are there for. Appreciate and take advantage of the opportunity that you have...there are less fortunate people out there that do not share the same opportunity.

Utilize the resources provided by the university. Appreciate and respect the faculty members as they come with years of experience that helped link the material discussed to real-life situations.

Stay the course. Utilize teamwork. Ask questions in class. Let the instructors know that you are interested in what you're learning from them.

Take advantage of Averett's small size and use the opportunity to form a relationship with your professors.

Alumni comments on academics and services...

I feel like I learned a lot at Averett, but after entering grad school I kind of feel like what I learned was a bit outdated. I do feel a bit unprepared, but not horrendously so.

Students should be aware that it may take awhile to get a job within their field. They should start applying for jobs before they graduate. They also should know that they need experience, I have found that I should have done an internship with the place I wanted to work or the type of job I wanted. Trying to find a job has been very stressful and I wish that I would have been more prepared for this situation.