

Assessment Update

Neumann University: Office of Assistant Vice-President
for Academic Affairs

Assessment Workshops

Series II: Fall 2010 Constructing Learning

Workshop 2.1
Writing Learning
Outcomes
Workshop 2.2
Evidence of Learning
Workshop 2.3
Planning Learning
Experiences

See email message for
schedule and sign-up.



Creating Rubrics

Do you want some
assistance in creating
rubrics? Do you know
the difference
between an
assessment rubric and
a grading rubric?

Go to the Resource
section of the Faculty
Development Course
for additional support.

Great website:
www.rubistar.com



this issue

Virtual Teaching and Learning
Center P.1

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Cycle P.3

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Neumann University Opens Its Virtual Teaching and Learning Center

A virtual Teaching-Learning Center for Faculty Development at Neumann University was opened on February 2, 2010 with a course site on BlackBoard Vista. Faculty were enrolled based on their responses to the Fall 2009 End of Course Reflection sent through the Academic Affairs Office. The site was introduced by Janet Thiel, OSF, PhD on February 2, 2010 to those attending the Faculty Development Workshop in conjunction with the Faculty Senate Meeting on the same date.

With no common meeting time carved out in the block schedule, no extra space on campus, and with a variety of full-time and adjunct faculty engaged in Neumann's Learning Community, this site serves as a modern day "water-cooler" or common "bulletin board" for faculty informal gatherings. Faculty can enter the site 24/7, meet asynchronously or synchronously with their colleagues, and become familiar

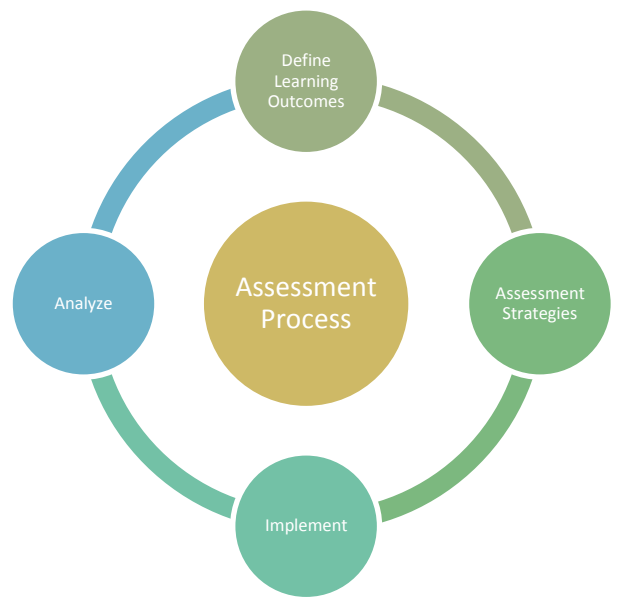
with the features of the courseware on the site on BlackBoard Vista.

This site also begins to realize what Neumann University envisioned for a Teaching-Learning Center in the Faculty Development Committee Report of April, 2004

- **Expanded Faculty Orientation Program**
- **Faculty Mentoring Program**
- **Continuous Faculty Development**
- **Networking Opportunities**

For Fall 2010 the site is updated on BlackBoard Vista. All full-time faculty are automatically enrolled. Part-time faculty can be enrolled by contacting Sr. Janet Thiel at thielj@neumann.edu

What is the Assessment Cycle?



Levels of Assessment

Assessment at the University occurs within five levels, as defined by Miller and Leskes (2005) in their document *Levels of Assessment: From the Student to the Institution*.

- ▶ **Level 1. Assessing individual student learning within courses**
- ▶ **Level 2. Assessing individual student learning across courses**
- ▶ **Level 3. Assessing courses**
- ▶ **Level 4. Assessing programs**
- ▶ **Level 5. Assessing the institution**

While instructors are involved with all levels of assessment, they are primarily responsible for assessment at level one: assessment of learning within their own assigned teaching sections. If the course that the instructor is teaching is one of multiple sections, then any common learning outcomes of the course as well as common assessment protocols must be followed within their section of the course. All courses within a major or program will have a plan to incorporate program learning outcomes throughout a sequence of courses, with the student development of these outcomes appropriately defined for benchmark, developing, accomplished, and mastered levels of such. Within a program there will also be designated assessment of student learning to monitor the accomplishment of major or program outcomes, with an appropriate rubric defining student behavior indicating these outcomes.

Whether within an individual course or the sequence of courses defining a program or major, course-embedded assignments provide the *most valid evidence for all levels of analysis because they are closely aligned with faculty expectations* and with the teaching-learning process (Suskie, 2009). The ways of sampling, aggregating, and grouping the evidence for analysis (to make collection more manageable) will depend on the original questions posed. For the most part, course-embedded assignments are considered formative assessments; capstone course projects are summative assessment.

References

- Miller, R. & Leskes, A. (2005). *Levels of assessment: From the student to the institution*. Washington, DC: AAC&U.
- Suskie, L. (2009). *Assessing student learning: A common sense guide* (2nd ed.). San Francisco: Jossey-Bass.

Types of Assessment: Formative & Summative

Formative assessment occurs while learning is still happening, and occurs in all courses whether 100 or 400 level. Summative assessment occurs at the end of the learning process, again in all courses, often taking the form of a final exam, exit exam, or final project. Formative assessment allows the instructor to amend intended learning activities or explanations to meet the needs of the learners, to correct student errors in content or processes, and to obtain feedback on the effectiveness of the classroom activities intended to support learning.

Various types of formative assessment are as follows:

- ▶ Classroom clicker questions.
- ▶ Short classroom surveys: In this course, what should we continue, stop, and start doing?
- ▶ Classroom Assessment Techniques: Minute paper, Muddiest Point, Directed Paraphrasing, etc.
- ▶ Quizzes, homework checks, and student performances accompanied by rubrics for grading.
- ▶ Course tests prior to final exam.

Summative assessment examples are as follows:

- ▶ Capstone projects accompanied by a rubric
- ▶ Portfolios of student work
- ▶ Scores and pass rates on licensure/certification exams



Evidence of Learning

According to Linda Suskie (2009), direct (clear and compelling) evidence of learning should support the learning outcomes of a course. Direct evidence of learning in a course include portfolios of student work, score gains between entry and exit on tests or writing samples, classroom response systems (clickers) data, research papers and reports, annotated observations of field work or service-learning experiences, case study analysis.

artistic performances and products, and student reflections on values, attitudes, and beliefs. Assessment of the direct evidence is usually done with a defined rubric that describes student behavior in meeting the defined criteria associated with the learning outcome(s). Within a program, direct evidence of student learning includes capstone projects with an accompanied rubric, scores on licensure or certification tests.

student publications or conference presentations, or employer or internship supervisor ratings of student performance.

Indirect evidence of student learning is less clear in determining what or how much students are learning. Course grades, assignment grades unaccompanied by a rubric, admission rates into graduate school, end of course evaluations that refer to the course and not the instructor, honors and awards earned by student are all considered indirect evidence of student learning. These give a less compelling argument about the achievement of learning outcomes.

Evidence of learning processes that promote student learning are those assessments that promote insight into why the students are or are not learning, and can occur at the course, program, or institutional level. Learn more about creating and assessing valid evidence of learning by attending the Assessment Workshops: Series II Constructing Learning.

equipment, the instructor needs to become familiar with the appropriate electronic device and related software. Most important, however, is to work with a colleague who is already familiar with the use of clickers.

To work with clickers in the classroom you need to download the Turning Point Software, use the software to imbed clicker questions in a Power Point presentation, and have a receiver to put into the classroom computer and a set of clickers for your students. You may also want to bring a flash drive to record the data from the class for later analysis.

Q: What do I need to do to use clickers in the classroom?

The use of student response devices (clickers) is a very effective form of formative assessment in the classroom. As with the introduction of any new technology or classroom

EYE ON IT

AAC&U LEAP & VALUE Rubrics

Liberal Education and America's Promise (LEAP) is an initiative that champions the value of a liberal education—for individual students and for a nation dependent on economic creativity and democratic vitality. The initiative focuses campus practice on fostering essential learning outcomes for all students, whatever their chosen field of study.

LEAP is AAC&U's primary vehicle for advancing and communicating about the importance of undergraduate liberal education for all students. LEAP seeks to engage the public with core questions about what really matters in college, to give students a compass to guide their learning, and to make a set of essential learning outcomes the preferred framework for educational excellence, assessment of learning, and new alignments between school and college.

For more information go to

<https://www.aacu.org/leap/index.cfm>

See also the VALUE Rubrics posted under Resources on the Faculty Development BbV Site.



Neumann's Academic Assessment Plan: Response to recommendation from Neumann's 2006 MSCHE Decennial Self Study Visiting Team Report

Standard 14: Assessment of Student Learning

Recommendation:

Coordinate and communicate a comprehensive, integrated institutional assessment plan for scheduled evaluation of student learning, academic programs, services and processes.

▶ **Level 1. Assessing individual student learning within courses**

Each faculty member takes the responsibility for continuous course improvement in any course taught. He/she submits an assessment plan and the evidence of student learning to his/her supervisor.

This plan is to focus on formative assessment of student learning as well as the attitudes of students within the course.

▶ **Level 2. Assessing individual student learning across courses**

Each multi-sectioned course uses common learning outcomes, assessment protocols, and syllabus template.

An assessment plan to monitor student learning across a continuum of courses is submitted by the appropriate Dean to the Office of Assessment. Yearly progress reports are expected.

▶ **Level 3. Assessing courses**

Each Major or Minor is to publish learning outcomes in the course catalog and to submit the mapping of such within the prescribed course of studies to the appropriate Dean and the Assessment Office.

Each Division takes on the responsibility to monitor its program learning plans, evidence of student learning, and assessment protocols.

Assessment plans are submitted by the appropriate Dean to the Office of Assessment. Yearly progress reports are expected.

▶ **Level 4. Assessing programs**

Each division determines its own cycle of program evaluation, review, and assessment.

For those programs with separate accreditation or certification requirements, the program review follows the format and schedule of the accrediting agency.

Neumann's Handbook for Program Review is available from the Office of Academic Affairs, and is followed by those programs who are accredited by MSCHE and no other external accrediting agency.



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Assessment Update01 Fall 2010

Assessment Workshops: Series I Assessment Essentials

Repeated in Fall, 2010

Workshop 1.1: Continuous Course Improvement
Workshop 1.2: Connecting Curriculum
Workshop 1.3: Assuring Quality Control in Multi-Sectioned Courses

Congratulations to the **34** faculty members who completed this series in Spring 2010!
See email message (7/20/2010) for schedule and sign-up.