



Assessment Newsletter

NU Faculty Engage in Continuous Course Improvement

At the end of each semester, Neumann University faculty select a course just taught and engage in critical reflection. They respond to the following questions: What should I continue (keep) in the course? What should I change (start doing) in the course? What should I delete (stop doing) in the course?

Faculty responders are also asked to identify evidence of learning from the course. Finally, faculty are asked to describe and identify mission or value integration.

Data is then coded and aggregated, and this informs the direction of Faculty Development and gives evidence of Mission Integration. Results from Fall 09 through Spring 11 show that the top five areas noted for course continuance are: Application to Real-Life, Active Learning, Course Assignments, Adaptive Learning; Student Support, and Course Content. The top areas noted for course change or initiations are: Course Update and Research, BlackBoard & Technology, Continuous Improvement & Feedback/Assessment, and Student-centered learning/ Active Learning.

Evidence of Student Learning at NU

Critical to course planning is identification and articulation of appropriate learning outcomes: What will students be able to know, do, and value after successfully completing the course? In addition to planning how students will achieve the outcomes through class activities and assignments, faculty also plan on how to assess this learning using appropriate standards. The results of this planned assessment give evidence of student learning.

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Developing Rubrics

[Rubric Maker](#)

[AAC&U VALUE Rubrics](#)

NU Common Rubrics: Oral Presentations, Research Papers/Writing Assignments, and Literature Papers

Home>> Faculty & Staff >> [Teaching and Learning Support](#): Follow these directions from the NU website to find rubrics developed by NU faculty for [Oral Presentations](#), [Research Papers/Writing Assignments](#), and [Literature Papers](#).

During the AY 2010-2011, the Communications and Media Arts workgroup, the Literature and Humanities workgroup, and the Writing workgroup developed common rubrics for the NU faculty to use to assess oral presentations and writing/research assignments.

Consistent use of these rubrics by all NU faculty will ensure that students will be held to appropriate standards in these assignments and are afforded the opportunity to develop skills over their undergraduate career.

Faculty are encouraged to become familiar with the competencies related to these assignments and to use the suggested rubrics, adapting as appropriate for course and level of instruction.

Boyer's Taxonomy

Type	Purpose
Discovery	Build new knowledge through traditional research.
Integration	Interpret the use of knowledge across disciplines.
Application	Aid society and professions in addressing problems.
Teaching	Study teaching models and practices to achieve optimal learning.

Faculty Convivium 2011: Focus on Faculty Scholarship

*Neumann University's 2011 Fall Faculty Convivium will be held on **Wednesday, October 26th** from 4:30 to 8:30 PM in Our Lady of Angels Convent.*

Topic: Showcasing Faculty Scholarship According to Boyer's Taxonomy.

Preliminary Schedule:

Wine and Cheese Reception with Poster Presentations (Spiritual Center)

Dinner (OLA Dining Hall)

Faculty Presentations (Spiritual Center)

Evening Prayers (OLA Chapel)

Look for emails: Requests for proposals & Registration.

Assessment is the ongoing process of establishing clear, measureable outcomes of student learning; ensuring that students have sufficient opportunities to achieve those outcomes; systematically gathering, analyzing, and interpreting the evidence of learning; using the results to inform and improve student learning.

– Thomas Angelo

NU Assessment Workshops AY 2011-12	
Assessment Workshops Series 1: Assessment Essentials	Assessment Workshops Series 4: Assessing Reading Assignments
AW1.1 Continuous Course Improvement	AW 4.1 Reading Levels and Metacognitive Reading Techniques
AW1.2 Connecting Curriculum	AW 4.2 Developing Subject-Specific Reading Skills and Assessment
AW1.3 Assuring Quality Control in Multi-Sectioned Courses	AW 4.3 Classroom Action Research
Assessment Workshops Series 2: Constructing Learning	Assessment Workshops Series 5: CATs Classroom Assessment Techniques
AW2.1 Writing Learning Outcomes	AW 5.1 Modalities and Applications of Classroom Assessment Techniques
AW2.2 Evidence of Learning	AW 5.2 Classroom Action Research
AW2.3 Planning Learning Experiences	
Assessment Workshops Series 3: Thinking like an Assessor	Assessment Workshops Series 6: Using and adapting AAC&U VALUE Rubrics
AW3.1 Assessment Tasks: Problems vs. Exercises	AW 6.1 Overview and Structure of the Rubrics for Valid Assessment of Learning in Undergraduate Education
AW3.2 Assessment Criteria and Validity	AW 6.2 Adapting and Using the AAC&U VALUE Rubrics at NU
AW3.3 Program Assessment	
Assessment Workshops Series 7: Electronic Portfolios: efolioPA	Assessment of Online and Hybrid Courses (For faculty who are teaching/designing online or hybrid courses)
AW 7.1 Implementing the use of efolioPA in NU Programs and Courses	Quality Matters (QM™) Course Management System and Rubric (QM™ Course Certification)
AW 7.2 Follow-up: efolioPA implementation at NU	AW 8.1 Assessment within online or hybrid courses



Assessment Workshops Fall 2011

Several new assessment workshops have been added for Fall 2011. These will address Assessment of Reading Assignments, using Classroom Assessment Techniques, and the development of NU versions of the AAC&U VALUE Rubrics. In addition, previous workshops will be presented: Assessment Essentials, Constructing Learning, Thinking like an Assessor, and Assessment of Online and Hybrid Courses. Faculty will also be offered workshops on Electronic Portfolios: efolioPA at NU.

Full-time faculty will receive the fall schedule and sign up form by email. All workshop presentation materials are available on the Faculty Development BlackBoard Vista site.

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Use the Cloud

Using web-based cloud computing can offer faculty and students a convenient place to save and store student assignments in a class file. Files held in the cloud can be accessed after a class is completed. Services such as [Dropbox](#) are initially free, and you can earn more "space" by introducing more users to the service. More information can be found on [PCMagazine](#). No more looking for a pile of papers or manila files on an overcrowded desk!

Virtual Faculty Development

Faculty members are invited to visit the Virtual Faculty Development Site on [BlackBoard Vista](#). This site gives a forum for faculty discussion and resources on assessment, teaching, and learning. For those new to BlackBoard, the site also allows for exploration of the features of BbV, as you enter as a student. For more information or to gain access to the site, please contact Sr. Janet Thiel at thielj@neumann.edu. A valid Neumann email address is required.

In conjunction with the Faculty Senate Development Committee and Developmental Education, supported with funding from Neumann University's federal Title III Strengthening Institutions Program grant, there will be an afternoon workshop from **1:30 to 4 PM** on **August 24, 2011, Welcome Back Day**. The featured speaker is a national expert on developmental education: David C. Caverly, Ph.D. Professor, Dept. of Curriculum and Instruction, Texas State University - San Marcos
<http://www.education.txstate.edu/ci/people/faculty/Caverly.html>

Included in this afternoon workshop will be the NU Student Profile presented by the Office of the Assistant Vice-President for Academic Affairs. **All faculty members should make every effort to attend this workshop. The need to use developmental education strategies is not exclusive to developmental classes!**