NU Academic Assessment Handbook

Learning Assessment

Office of the Associate Vice-President for Academic Affairs

Neumann University

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Assessment of Student Learning

Assessment Handbook for Neumann University

This handbook is designed to assist faculty and staff in the processes of academic assessment. Assessment of student learning occurs at the course level, program level, and institutional level. It is a process of continuous improvement based on data, analysis, research, and observation. The goal of academic assessment is to validate learning expectations as expressed in program learning outcomes, course objectives, and university-wide goals. The overarching questions that academic assessment seeks to answer are "When a student leaves the university after completing a program of study, what is it that the student should know, be able to do, and value?" and "How do we know that the student can do the above?"

Assessment of student learning is supported at Neumann University by the Office of the Associate Vice-President for Academic Affairs and the Learning Outcomes Assessment Committee of the Faculty Senate. Educational assessment is faculty-driven. It is also regulated by various higher education accrediting agencies. Assessment practices should be transparent and the evidence of student learning should drive educational practices, program design, and resource allocation.

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Assessment Policy

NU Assessment Policy

Introduction:

Assessment of student learning at Neumann University occurs at the course level, program level, and institutional level. It is a process of continuous improvement based on data, analysis, research, and observation. The goal of academic assessment is to validate learning expectations as expressed in program learning outcomes, course objectives, and university-wide goals. Assessment is part of an integrative and collaborative learning process. Learning goals are integrated among university-wide, program, and course learning outcomes. Courses are mapped into a sequence that supports program outcomes. Data about learning becomes part of academic research. Plans to improve learning and instruction are made based upon empirical evidence, understanding of the student learner, and best practices.

Policy:

Assessment of student learning in major programs at Neumann University is part of an annual, reportable cycle that is reviewed by the Learning Outcomes Assessment Committee of the Faculty Senate and the University's Assessment Officer. As a continuous process of improvement shared by the entire Neumann community, the topic of assessment of student learning and its cycle of continuous improvement needs to be integrated into the topics addressed at faculty, division and program meetings on a regular basis.

Introduction

Why assess student learning? The purposes of assessment of student learning at a university are two-fold: first, to improve teaching and learning and second, to be accountable to the university's stakeholders. (Suskie, 2009)

Assessment of student learning is a process, a process of continuous improvement. Its cycle is four-fold:

Establish learning goals

Provide learning opportunities

Use the results

Assess student learning

Thus, assessment is part of an integrative and collaborative learning process. Learning goals are integrated among university-wide, program, and course learning outcomes. Courses are mapped into a sequence that supports program outcomes. Data about learning becomes part of academic research. Plans to improve learning and instruction are made based upon empirical evidence, under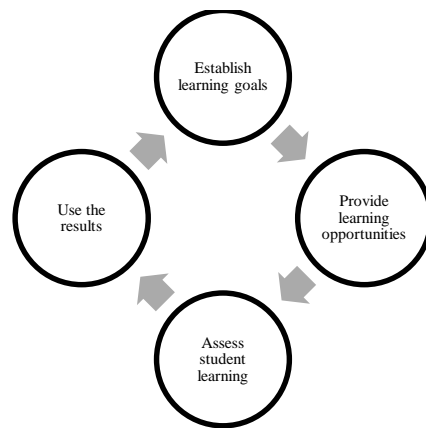standing of the student learner, and best practices. Assessment is taken from student work products and assignments that are part of planned coursework as well as from standardized testing and results of professional examinations. Capstone experiences provide evidence of program learning and allow the learner to reflect upon his/her learning as well as to have the opportunity to apply learning to real-life experiences or to engage in academic research; assessment of capstone projects provides rich data not only for discipline-specific outcomes but also for the skill areas of oral and written communication, information literacy, and values integration. Learning outside of the classroom is also validated through assessment, especially learning of the skills of teamwork, leadership, and social consciousness.

At Neumann University, assessment of student learning is supported by the Office of the Associate Vice-President for Academic Affairs (AVPAA) and the Learning Outcomes Assessment Committee (LOAC) of the Faculty Senate. Educational assessment is faculty-driven. It is also regulated by various higher education accrediting agencies. Neumann University makes every effort to make sure its assessment practices support

and inform teaching and learning and that results are regularly distributed to the appropriate stakeholders.

NU Mission, Vision, Core Values, and Learning Outcomes

The Neumann University's Mission and Vision along with its defined Values (RISES) and University Goals form the foundation for its learning outcomes, be they at course, program, or university level.

The learning outcomes of each course must be aligned with the learning outcomes of its major program. Program outcomes are aligned with either the NU Core Experience or NU Graduate Programs Outcomes, as well as with the outcomes of discipline specific licensing or accreditation agencies. (See Appendix A as an example). The University's Goals should be reflected in all expressions of learning outcomes. Learning outcomes for specific programs can be found in the NU catalog.

NU Mission

Neumann University educates a diverse community of learners based upon the belief that knowledge is a gift to be shared in the service of others and that learning is a lifelong process.

NU Vision

Neumann University strives to be a teaching university of distinction, providing innovative, transformational education in the Catholic Franciscan tradition.

Neumann RISES on the values of Reverence, Integrity, Service, Excellence, and Stewardship and lives the actions these values inspire.

Neumann's curriculum promotes thoughtful and ethical leadership in service and response to a global and technologically complex world.

NU Core Values (RISES): Reverence, Integrity, Service, Excellence, Stewardship

Neumann University Goals

Always and everywhere, Neumann University strives to:

1. Demonstrate a firm commitment to the Catholic Franciscan tradition.
2. Nurture a campus community which lives the values of Reverence, Integrity, Service, Excellence and Stewardship.
3. Challenge its students to achieve personal, academic, and professional excellence.

Neumann University Undergraduate CORE Experience: Learning Outcomes

Active engagement in the Neumann University Core Experience, including credit-bearing courses and co-curricular activities, provides Neumann University graduates the opportunity to achieve the following learning outcomes.

Comprehension: Think critically, creatively, and analytically

Analyze and solve complex problems; demonstrate quantitative reasoning and scientific literacy; and explore the relationship of contemporary and historical events and issues.

Contemplation: Engage in meaningful reflection

Apply the principles and values of the Catholic Franciscan tradition to personal, professional, and societal questions and issues; engage in self-reflection; embrace life-long learning; discern career and vocational choices; and recognize and appreciate creative expression.

Conscience: Act ethically and responsibly

Demonstrate personal, professional, and academic honesty; accept responsibility for the consequences of their actions; engage as responsible members and leaders of diverse groups; and exercise ethical decision-making, informed by the Catholic Franciscan tradition, in a variety of settings.

Compassion: Respect all of creation

Honor the worth and dignity of each person; interact respectfully in the local and global community; engage in service to promote the common good; and demonstrate environmental awareness and stewardship.

Communication: Communicate effectively

Express ideas clearly and effectively in spoken and written form; use technology competently; and access, evaluate, cite, and credit information using accepted conventions.

Graduate Programs Learning Outcomes

Active engagement in the Graduate Programs offered by Neumann University provides Neumann University graduate students the opportunity to achieve the following learning outcomes.

Comprehension: Think critically, creatively, and analytically

Demonstrate knowledge of materials required for competence in field of study; Analyze and solve complex problems; demonstrate quantitative reasoning and scientific literacy; and demonstrate expertise in field of study through competent application

Achievement of outcomes may be demonstrated through comprehensive program and/or professional testing; measurement/testing by external stake-holders and/or educational partners relevant to field of study; completion of acceptable terminal or capstone scholarly product.

Contemplation: Engage in meaningful reflection

Apply the principles and values of the Catholic Franciscan tradition to personal, professional, and societal questions and issues; engage in self-reflection and reflective practice relevant to the field of study; embrace life-long learning as a consequence of meaningful self-reflection.

Achievement of outcomes may be demonstrated by assessment of student and graduate performance functioning in their field of study; self-reflective assessment following service-learning experiences; self-reported evidence of relevant post-graduate continuing and/or professional education; preparation of a career development plan associated with chosen profession or occupation.

Conscience: To act ethically and responsibly

Manifest social and ethical responsibility, stewardship, and servant leadership.

Achievement of outcomes may be demonstrated by development and demonstration of a personal code of conscience related to the social and ethical responsibility of a servant leader in the Franciscan Intellectual Tradition; active engagement in a learning community that assesses, plans and commits to improve self, organizations, and the community at large.

Compassion: As stewards of God's universe respect all creation

Model the highest degree of ethical, professional and academic behavior; demonstrate leadership through interactions that promote justice and foster right relations; consider how choices and actions impact the global community and extend oneself to outreach and service; integrate the knowledge of the discipline with the principles and tenets of the Catholic Franciscan intellectual tradition [CFIT].

Achievement of outcomes may be demonstrated by ratings given on formative and summative evaluations that assess "best standards" in the field of the discipline; internal and external evaluations that examine student performance in various leadership roles; through use of reflective processes, examination of engagement and meaning-making when involved in roles of service and outreach; through capstone projects, determine the degree of integration of the material from the discipline with principles in the CFIT.

Communication: Communicate Effectively

Demonstrate proficiency in gathering data/research material/evidence; demonstrate proficiency in presenting findings in a logical, methodical, systematic argument.

Achievement of outcomes may be demonstrated by internal and/or external evaluations, performed by supervisors, of the students' ability to effectively communicate with colleagues, stakeholders or members of the larger community; completion and presentations/defenses of a scholarly project or dissertation.

Learning Outcomes Assessment Committee

Neumann University's Learning Outcomes Assessment Committee (LOAC) became a standing committee of the Faculty Senate in fall 2012. Prior to that inclusion, NU had instituted a Learning Outcomes Assessment Task Force in 2008. The Learning Outcomes Assessment Committee (LOAC) of the Faculty Senate strives to ensure that all Neumann University academic programs utilize high quality student learning outcomes assessment processes. This is done through the provision of assessment resources and education to all faculty members, as well as through individual consultation with each academic program. The LOAC will support and encourage organized, systematized, and sustained improvement in academic programs using assessment data.

The LOAC reviews all submitted Program Assessment Reports on an annual basis. The members of the LOAC then meet with the faculty identified as the program assessment liaison to review the reports, make recommendations, and to provide support for assessment related activities as needed. The review form is found in Appendix B. The liaison report form is found in Appendix C .The LOAC approves all Program Assessment Plans for programs under MSCHE accreditation.

Alignment of Learning Outcomes, Learning Experiences, Assessment and Expected Results

In order for the assessment cycle to occur, planning must precede it. Once a learning outcome is defined, the related learning experiences, assessment protocol, and expected results must be defined. An example follows in Table 1.

Table 1. Cycle of Learning and Assessment

Learning Outcome	Learning Experience	Assessment	Expected Results
The student will locate information and evaluate it critically for its validity and appropriateness. (CORE LO 5.3) (IDEA LO 9)	Instructor will present a lesson on developing an annotated bibliography using the criteria found in the rubric for this assignment. Students will then be given the assignment to submit an annotated bibliography on the topics related to the current unit of study for the four units of the course. In addition, the students will be asked to evaluate the source for academic or scholarly usage and for validity of information. Upon submittal of the assignment, the assignment rubric will be returned to the student with annotations for improvement or development.	A rubric will be used to evaluate the annotated bibliography assignment. The rubric will include the following criteria: Correct source citation according to APA 6th ed.; synthesis of information available in the source, evaluation of the credentials of the source, use of Standard English, appropriateness of the source for academic or scholarly usage. A copy of rubric results will be given to the student and kept on file for comparison as the student repeats the assignment.	Students will reach the accomplished level on the majority of the rubric criteria by the third iteration of the assignment.

Mapping of Program Learning Outcomes with Core Learning Outcomes and IDEA Objectives

Program learning outcomes are often determined by the guidelines of the related professional organizations and accrediting bodies. These are then aligned or mapped to the Undergraduate Core Experience outcomes or to the Graduate Learning Outcomes, the IDEA Objectives, and the courses of the program. From this mapping appropriate assignments or student artifacts can be identified for program assessment. The program reports from IDEA will give indirect evidence of student learning. An example from the Social Work Program follows.

Table 2. Alignment of SW Program Competencies with NU Core and IDEA

SW Program Competency	NU Core learning Outcome	IDEA Objectives	SW Course(s) I: Introduction D: Developed M: Mastery PA: Program Assessment
2.1.1 Identify as a professional social worker and conduct oneself accordingly	Contemplation	#10 Develop a clearer understanding of, and commitment to, personal values	SW 101 Intro to social work (I), SW 460 Capstone (M), PHIL 3XX Professional ethics (D), SW 205 Social welfare policy and services (D), SW 305 Social work with communities and organizations (D), SW 200 Social work with families, SW 315 The client interview (D), SW 260 – 460 Field placement(s) (I,D,M), SW 495 Field seminar (M, PA)

Learning Outcomes

Learning outcomes or learning goals describe how students will be different because of a learning experience (Suskie, 2009, p. 117). Outcomes are destination goals. **A learning outcome is the statement of the knowledge, skills, attitudes, values, and habits of mind that students take with them from a learning experience.** Outcomes include an

action-word that can readily be assessed. Outcomes are the learning expected at the end of the learning experience.

A learning outcome may be constructed using the following schema:

1. Specify the terminal behavior that is required of the learner.
2. State the conditions or boundaries that will be placed on the learner.
3. State the standards of performance.

Some examples of learning outcomes follow.

1. Upon completion of the unit on information literacy, students will find, validate, and analyze a variety of academic resources on a given topic, and present their findings in the form of an annotated bibliography. The student is expected to show accomplishment of the competencies as outlined in the assignment rubric related to information literacy.
2. During assigned clinical placement, students will use appropriate interpersonal qualities and professional characteristics of responsibility, empathy, and openness to self-exploration. This will be noted during interactions with peers, academic and clinical faculty and staff, and clients and students will be evaluated for these behaviors by their clinical supervisor. All students are expected to receive satisfactory ratings.
3. Using one of the course-presented theories, students will analyze a case study and apply the most appropriate theory to the case. This analysis will be presented to the class during its weekly seminar portion, and both the presentation and analysis will be evaluated with the corresponding assignment rubric. Students will be expected to achieve the mastery level by the conclusion of the course.

Objectives describe detailed aspects of learning goals. Objectives can also describe the tasks to be accomplished to meet the goal. Objectives and tasks (assignments) are stated in course syllabi to further outline the expected learning in a course so that the course or program learning outcomes may be met. If a learning outcome is to explain psychology concepts in writing, then the related objectives may be to write essays, critique peer submittals, or maintain a journal on personal growth as a psychology writer. The assessment of such tasks gives evidence of whether or not the outcome is met.

Here is an example of how outcomes, competencies and learning objectives are related.

- ◦ Learning Outcome: Upon completing the course of study associated with Diversity in the Public Health Arena, the student will analyze case studies utilizing the framework of Ethical Practices as a Public Health

Professional, and the theories and knowledge of diverse populations and culture. Within a comprehensive exam, the student will be asked to apply a personal philosophy of practice to a given scenario, and to justify his/her actions based on the theories and best practices presented in the course. Successful students will demonstrate the competencies listed below at the accomplished level.

- Competency: Utilizes appropriate methods for interacting sensitively, effectively, and professionally with persons from diverse cultural, socioeconomic, educational, racial, ethnic and professional backgrounds, and persons of all ages and lifestyle preferences (competency from: Council on Linkages Between Academia and Public Health Practice)

- Learning objectives from a course that relate to the above competency:

    - Describe the demographic trends and epidemiological trends related to diverse populations in the United States and abroad

    - Compare and contrast diversity and cultural competency in the public health context

    - Identify a framework to design culturally competent public health care services for diverse populations

Evidence of Student Learning

The evidence of student learning used in assessment may be direct or indirect. Ideally, the evidence of learning is a by-product of the learning experience. Direct evidence of student learning is tangible, visible, self-explanatory and compelling (Suskie, 2009, p. 20). Such evidence may be samples of student work products accompanied by grading criteria or rubrics that show well-defined standards. Indirect evidence is often subject to interpretation. Indirect evidence may be student's satisfaction with the learning process, course grades without qualification, student articulation of their learning, student use of learning, or how the learning allowed the student to achieve goals such as use of retention rates, graduation rates, or placement rates in the professions.

Table 3. Examples of Direct Evidence of Student Learning (Suskie, 2009)

Ratings of student skills by a field experience supervisor

Scores and pass rates on licensure or certification exams.

Capstone experiences

Scores on locally designed multiple-choice tests and essays that are criterion-referenced and learning objectives are identifiable.

Score gains (value-added) between entry and exit exams

Classroom response systems (Clickers) data analysis

Student reflections on values, attitudes, and beliefs as directed within course intended outcomes.

Recording and analysis of threaded discussions on course topics

Table 4. Examples of Indirect Evidence of Student Learning (Suskie, 2009)

Course grades and grade distributions

Assignment grades if stand-alone without samples and accompanying rubrics

Retention and graduation rates

Scores on tests for further study such as the Graduate Record Exam (GRE)

Alumni perceptions of their career responsibilities and satisfaction

End of course evaluation questions about the course (not instructor)

Honors, awards, and scholarships earned by students and alumni

Placement rates of students into appropriate career positions and starting salaries

Rubrics and Expected Results

A rubric is a way to share expectations for learning and to analyze student learning on a given assignment. A rubric lists the key learning criteria of an assignment along with a description of levels of achievement of these criteria. A rubric may be used, in whole or part, for grading an assignment, but more importantly, is used to assess student achievement of stated learning objectives or program outcomes and to give feedback on such to the student and to the university stakeholders.

In 2010, the Association of American Colleges and Universities (AAC&U) published its VALUE (Valid Assessment of Learning in Undergraduate Education) Rubrics. These

rubrics are intended to be adapted by colleges and universities to assess outcomes aligned with the Essential Learning Outcomes (ELO's) identified with the VALUE project.

Neumann University has developed university-wide rubrics (**NU common rubrics**) in all areas related to the Core Learning Outcomes and Core Assessment. These rubrics are found on Neumann's Core webpage and on the Teaching and Learning Support webpage. Current rubrics include the following:

- Comprehension: Quantitative Literacy, Exploring the Relationship of Contemporary and Historical Events and Issues, Problem Solving
- Contemplation: Reflection, Life-Long Learning
- Conscience: Teamwork, Ethical Reasoning
- Compassion: Intercultural Knowledge and Competencies, Service in the Promotion of the Common Good, Environmental Awareness & Stewardship
- Communication: Written Communication, Oral Presentations, Information Literacy, Oral Presentations of Research

Neumann's programs have used the AAC&U VALUE rubrics to design assessment protocols on both the graduate and undergraduate level. These rubrics are referenced in various program assessment plans. In addition, faculty can create their own course rubrics using the Rubistar website. NU Learn, the university's learning management system, also assists faculty in setting up grading rubrics for courses and assignments, and Neumann's common rubrics are uploaded as university data.

Faculty are expected to use the NU Common Rubrics for assignments related to the Core learning outcomes. Since the NU Core Experience encompasses the entire undergraduate program, its learning outcomes are mapped into both general education and major courses. Consistency in the use of common rubrics helps ensure that the Neumann student can meet the CORE learning outcomes as they proceed through their course of study and enter into their capstone course. See http://www.neumann.edu/CoreExperience/default.asp and http://www.neumann.edu/assessment/resources/default.asp

University-Wide Program Assessment

Neumann's CORE Experience program and Graduate programs are considered University-wide programs and as such have a distinct Assessment Plans. These assessment plans cover a three-year cycle. The plans identify courses related to the stated

learning outcomes (course mapping) and generally use already embedded course assignments for program assessment.

The Core Director notifies faculty of the use of student work products or presentations to be used for Core Experience assessment in the semester prior to the use of these work products. Faculty are asked to volunteer to complete the assessment protocol in the plan's cycle of assessment. The Core Task Force reviews the data and makes recommendations based on the analysis of the results. Assessment results and recommendations are shared with the faculty who then are asked to address these recommendations within the Academic Divisions as appropriate. The Core Director and Core Task Force then provide appropriate faculty development to address the development of student learning as expressed in the learning outcomes. (See CORE Assessment Plan.)

The Graduate Programs of Neumann University follow common learning outcomes. An overall Graduate Assessment Plan will be begin during Academic Year 2015-16.

University-Wide Assessment Surveys and Testing

University-wide Assessment provides data not only for University Effectiveness, but this data is also integrated into the Core Assessment Plan, Program Assessment and Assessment reports for Accreditation Agencies. This assessment is conducted by both the Office of Institutional Research (IR) and the Office of Academic Affairs at Neumann University.

Office of Institutional Research

The Office of Institutional Research at Neumann coordinates national surveys and tests administered to students.

Beginning College Survey of Student Engagement (BCSSE)

Format: Web and Paper. Web Only (Starting 2013)
Who: Entering first-year students
When: Orientation
Measures: Pre-college academic and co-curricular experiences; expectations for engagement during college. Links to NSSE.

National Survey of Student Engagement (NSSE)

Who: First-year students and graduating seniors
When: February or March

Measures: Level of participation in effective educational practices; self-reported gains from undergraduate education; overall satisfaction. Links to BSSE.

Noel Levitz Student Satisfaction Inventory (SSI)

Format: Web and Paper
Who: Representative sample of overall population
When: February or March
Measures: Student satisfaction and priorities and shows how satisfied students are as well as what issues are important to them.

Higher Education Research Institute (HERI)

Cooperative Institutional Research Program Freshman Survey (CIRP)

Format: Web
Who: Entering first-year students
When: Orientation
Measures: Characteristics, attitudes, values, aspirations; expectations for undergraduate experience; reasons for college choice. Links to YFCY and CSS.

Your First College Year (YFCY)

Format: Web

Who: First-year students
When: End of first year
Measures: Academic and personal development over first year; satisfaction, attitudes, participation. Links to CIRP and CSS.

College Senior Survey (CSS)

Format: Web

Who: Graduating seniors
When: End of senior year
Measures: Self-assessment of learning and development; values, attitudes, goals; post-college plans and aspirations. Links to CIRP and YFCY.

Faculty Survey

Format: Web
Who: Faculty
When: August through March
Measures: Faculty perspectives on planning and policy analysis, enhance faculty development programming, and improve the student learning experience.

Association of Independent Colleges and University of Pennsylvania (AICUP)

First Year Student Survey (FYSS)

Format: Web
Who: First-year students
When: End of first year
Measures: Academic and personal development over first year; satisfaction, attitudes, participation.

Table 5. Neumann University Surveys Administered by the Office of Institutional Research

Year	Entering Students	Freshmen	Freshmen to Seniors	Graduating Seniors	Alumni	Faculty
2001-02	CIRP (TFS)					
2002-03	CIRP (TFS)	NSSE		NSSE		
2003-04	CIRP (TFS)	NSSE		NSSE		
2004-05	CIRP (TFS)	NSSE		NSSE		FSSE
2005-06	CIRP (TFS)	NSSE		NSSE		FSSE
						HERI
2006-07	CIRP (TFS)	NSSE		NSSE		FSSE
2007-08	CIRP (TFS)	YFCY				
2008-09	CIRP (TFS)					HERI
2009-10	CIRP (TFS)	NSSE		NSSE		FSSE
2010-11	CIRP (TFS)	NSSE	NLSSI	NSSE	AICUP	FSSE
2011-12			NLSSI			
2012-13	BCSSE	NSSE	NLSSI	NSSE		
2013-14	CIRP (TFS)	YFCY	NLSSI			HERI
2014-15		AICUP (FYSS)	NLSSI			
2015-16	BCSSE	NSSE	NLSSI	NSSE	AICUP	
2016-17	CIRP (TFS)	YFCY	NLSSI			HERI

Office of Academic Affairs

The Office of Academic Affairs, under the Associate Vice-President for Academic Affairs, coordinates university-wide academic testing. Academic testing includes the ETS Proficiency Profile Testing and Major Field Tests. The Division of Education and Human Services coordinates the testing for students seeking Pennsylvania Teaching Certification. This includes the Pre-service Academic Performance Assessment (PAPA) or Core Academic Skills for Educators Tests (CORE) plus the appropriate certification area test(s). The Division of Nursing and Health Sciences coordinates the students' preparation for the National Council of State Boards of Nursing (NCSBN) NCLEX® examination for registered nurses (RNs) for those students seeking nursing licensure, as well as the Board of Certification (BOC) Athletic Trainer's Certification Exam for graduating students in the Athletic Training Major.

ETS Proficiency Profile Test

The ETS Proficiency Profile test was administered to Neumann university undergraduate students from 2009-2015. The testing was a major component of the 2008 Title III Strengthening Institutions Grant. Beginning in Fall 2015, the ETS Proficiency Profile test will no longer be used by Neumann University. Past results are available in the office of the Associate VP Academic Affairs.

ETS Major Field Tests

Format: Online
Who: Graduating seniors (undergraduate)
When: During the capstone course, fall or spring semesters
Measures: The ETS® Major Field Tests are comprehensive undergraduate outcomes assessments designed to measure the critical knowledge and understanding obtained by students in a major field of study. The Major Field Tests go beyond the measurement of factual knowledge and evaluate students' ability to analyze and solve problems, understand relationships and interpret material from their major field of study.
For more information and the fields tested, go to the ETS Major Field Tests website: http://www.ets.org/mft/about

Table 6. Academic Testing Administered by the Office of Academic Affairs

Year	First Year (Fall Exam period)	Sophomore or Junior Year (Language 102 classes)	Seniors: University Testing (Capstone Course)	Seniors: Testing in the Major
2009-10	ETS PP (paper)			MFT (Business)
2010-11	ETS PP (paper)	ETS PP(online)		MFT (Business)
2011-12	ETS PP (paper)	ETS PP(online)		MFT (Business)
2012-13	ETS PP (paper)	ETS PP(online)	ETS PP (online)	MFT (Business, Criminal Justice, Political Science)
2013-14		ETS PP(online)	ETS PP (online)	MFT (Business, Criminal Justice, Political Science)
2014-15		ETS PP(online)	ETS PP (online)	MFT (Business, Criminal Justice, Political Science)
2015-16				MFT (TBD)
2016-17				MFT (TBD)
2017-18				MFT (TBD)
2018-19				MFT (TBD)

Assessment and University Accreditation

Middle States Commission on Higher Education (MSCHE) states its expectations for learning assessment in its Standards for Accreditation and Requirements of Affiliation, 13th Edition, revised in 2014.

> The Middle States Commission on Higher Education Accreditation Standards and Requirements of Affiliation are comprised of (the enclosed) seven standards and 15 requirements which serve as an ongoing guide for those institutions considering application for membership, those accepted as candidate institutions, and those accredited institutions engaged in self-review and peer evaluation. Accredited institutions are expected to demonstrate compliance with these standards and requirements, to conduct their activities in a manner consistent with the standards and requirements, and to engage in ongoing processes of self-review and improvement.

Four principles guided the development of these standards: first, the mission-centric standards acknowledge the diversity of institutions; second, the focus of the standards is on the student learning experience; third, the standards emphasize institutional assessment and assessment of student learning; fourth, the standards support innovation as an essential part of continuous institutional improvement. –(MSCHE, 2014)

The revised MSCHE Standards are listed below:
   I.   Mission and Goals
   II.   Ethics and Integrity
   III. Design and Delivery of the Student Learning Experience
   IV.   Support of the Student Learning Experience
   V.   Educational Effectiveness Assessment
   VI.   Planning, Resources, and Institutional Improvement
   VII. Governance, Leadership, and Administration

Educational Effectiveness Assessment (Standard V) is further defined as assessment of student learning and achievement demonstrates that the institution's students have accomplished educational goals consistent with their program of study, degree level, the institution's mission, and appropriate expectations for institutions of higher education.

Criteria for Standard V.
An accredited institution possesses and demonstrates the following attributes or activities:
   1. clearly stated educational goals at the institution and degree/program levels, which are interrelated with one another, with relevant educational experiences, and with the institution's mission;
   2. organized and systematic assessments, conducted by faculty and/or appropriate professionals, evaluating the extent of student achievement of institutional and degree/program goals.
   3. consideration and use of assessment results for the improvement of educational effectiveness.
   4. if applicable, adequate and appropriate institutional review and approval of assessment services designed, delivered, or assessed by third-party providers; and
   5. periodic assessment of the effectiveness of assessment processes utilized by the institution for the improvement of educational effectiveness.

Program Assessment: Major and Minor Programs

Each academic major program at Neumann University is required to develop, submit to LOAC for approval, and execute an Assessment Plan that spans a 3-5 year cycle of implementation. Any NU minor program not associated with a major program must also submit an assessment plan. This plan is to be based upon the Program's Learning

Outcomes and be designed according to the NU Template for Assessment Plans or follow the Academic Program Assessment Plan protocol of a discipline's specific accrediting agency.

The NU Program Assessment Plan follows the outline given below. The template is given in Appendix B.

NU Program Assessment Plan
Program:
Student Learning Outcome
Area of Development
How do students learn this? In what course(s) and/or co-curricular experience(s)?
How and in what course do they demonstrate that they've achieved this outcome?
Assessment Protocol
How and when do you assess the achievement of *all students* in your program before they graduate and record the results of your assessment?
What do you consider satisfactory achievement of this outcome? WHY?
Time Frame
Time Frame for Assessing the outcome.

The plan includes a mapping of all required and elective courses to the program learning outcomes, an identification of courses and assessment protocols, rubrics used in the assessment process and performance indicators and standards.

All NU program assessment plans can be found on the NU SharePoint portal under the AA Site, Assessment Library. The LOAC reviews and approves the program assessment plans for those programs under MSCHE accreditation. The LOAC is to be notified whenever a program plan is updated. All approved program assessment plans can be found on the Assessment page of the Neumann University website.

Course Assessment

Each faculty member is responsible for individual course assessment strategies. This is different from course assignment grading. Assessment is aligned with stated course outcomes and uses a defined rubric on student work products or performances or common exam questions aligned with course objectives. For those courses that have multiple sections, a common course assessment determined by the course coordinator is used. All Neumann courses with multiple sections are to have common course learning outcomes, common course grading criteria, and a common syllabus.

Classroom assessment may be formative or summative. There are many resources for classroom assessment, the most notable of which is *Classroom Assessment Techniques* by Angelo and Cross (1993). Some examples from this source may be accessed at http://www.ncicdp.org/documents/Assessment%20Strategies.pdf. Faculty members are expected to include course assessment goals in their professional development plan.

At the end of each semester, the AVPAA offers faculty the opportunity to reflect on their praxis within one course. Faculty are asked to identify what they wish to keep doing, change or delete from one selected course. They are asked to describe the evidence of student learning linked to one course outcome. In addition, they are asked to identify one of the Core Values they emphasized in class and give an example of this value's inclusion in their curriculum. This survey is called the End of Course Reflection. Data is analyzed and reported to appropriate constituents. See Appendix K.

Assessment and Course Evaluation

Neumann University uses the IDEA (Individual Development and Educational Assessment) Student Ratings of Instruction as its course evaluation system. Resources related to best teaching and learning practices aligned with the selected important or essential learning objectives are found on the IDEA website, and are outlined on the course evaluation report. Appendix D contains the alignment of the 12 IDEA learning objectives with Bloom's Taxonomy and how the objectives are grouped by learning categories.

Faculty complete an information form for each course they teach (FIF: Faculty Information Form). Of the twelve learning objectives, faculty select a total of three to five objectives as important (I) or essential (E) to their course. In certain programs, these learning objectives are pre-determined to fulfill program evaluation requirements. In selecting "Essential" or "Important" objectives, faculty should ask themselves three questions:

1. Is this a significant part of the course?
2. Do I do something specific to help the students accomplish this objective?
3. Does the student's progress on this objective affect his or her grade?

On the FIF, faculty also describe their primary instructional approach, give the context of the course, and identify the type of student enrolled. Students describe their learning in the course according to the twelve objectives, as well as rate the level of academic challenge in the course, their work habits, and motivation. Faculty receive an analysis of student ratings of learning on relevant objectives, teaching methods and styles used in the class, as well as how the students describe the course and its challenges. The course evaluation is benchmarked with courses within the university, within the national database of IDEA evaluations, and within the discipline area data from IDEA. Faculty are given detailed suggestions and support to improve teaching effectiveness based on the IDEA evaluation system. Faculty use this data to develop appropriate annual goals and action plans related to teaching effectiveness.

More detail can be found on the IDEA Center website: www.theideacenter.org and the interpretive guide, the POD-IDEA Center Instruction Notes, and the POD-IDEA Center Learning Notes. The Faculty Information form is found in Appendix G. Appendices H and I show the alignment of IDEA objectives with the NU Core Experience Learning Outcomes and the Graduate Programs Learning Outcomes.

Course evaluation is conducted through the NU office of Institutional Research in cooperation with the office of the Associate Vice-President for Academic Affairs (AVPAA). Faculty Development related to the results of the IDEA course evaluation system is coordinated by the NU Office of the Associate Vice-President for Academic Affairs in consultation with the LOAC.

Assessment and Program Evaluation

Neumann University has a regular cycle of program evaluation. Ordinarily a program undergoes a periodic review once every five (5) years. The NU Academic Programs Evaluation Plan is listed as Appendix G.

For those programs utilizing the IDEA Center evaluation system, a Group Summary Report is generated each semester by division or program. Utilized over time, these reports identify which objectives correlated with program learning outcomes are being properly emphasized, compares the course evaluations of the program with national norms for the discipline on these relevant objectives. The report identifies the percent of classes rated as excellent, identifies the percent of teachers rated excellent, and compares these percentages to the IDEA national database average. Finally the group report

supports teaching improvement efforts by showing ratings on teaching methods and styles, student ratings of course characteristics, and circumstances that impact learning.

The annual assessment reports become an important part of the program evaluation process. Each program at Neumann University undergoes a formal program review every five years, or as determined by an outside accrediting agency. The program evaluation adds additional data on student demographics, teaching credentialing and course loads, program graduates, and process of curriculum review.

Annual Cycle of Program Assessment

As a continuous process of improvement, the topic of assessment needs to be integrated into the topics addressed at faculty division and program meetings on a regular basis. The following chart outlines an annual cycle, and serves as an assessment audit. This audit is to be submitted to the AVPAA at the end of the academic year by the program or division assessment liaison.

Table 7. Annual Assessment Audit

Program:		Division:	
Assessment Liaison:			
Planning for Assessment			
Item		In Process or Completed	Date
Program description reviewed, aligned with University Mission.			
Program Learning Outcomes (LOs) reviewed and updated as needed.			
Aligned LOs with CORE or University Vision			
Mapped the curriculum to the program LOs			
Created an assessment plan (3-5 year cycle to assess all LOs)			

Developed a plan for collecting data and evidence of learning		
Developed a plan for sharing data		
Named an assessment liaison for the program		

Assessment

Item	In Process or Completed	Date
Discussion of cycle of assessment for current academic year (AY) with division or program group.		
Identified and collected student work products or evidence to be used for program assessment		
Identified process to assess student work, report of assessment data, and a timeframe for completion of the assessment process.		
Set aside time for meetings to share results of assessment data with faculty		
After reviewing assessment data, analyze results and develop an action plan to address these results. Continue positive results, address areas for improvement.		
How will you know if the action is successful? What is the timeline to review results post action?		
What results should be made public to promote the program?		

Documentation

Item	In Process or Completed	Date
Program Learning Outcomes current on NU catalog		

Syllabi for program's courses include the learning outcomes for the major or program		
Checked syllabi for course descriptions that match catalog descriptions		
Kept minutes or action plans of meetings with faculty with assessment activities outlined.		
Appropriate storage of student work documents used for assessment: hard copy? Electronic copy?		
Program Assessment Plan uploaded on NU SharePoint. (Due September of AY)		
Program Assessment Report uploaded on NU SharePoint. (Due by June 1)		
LOAC Review		
Item	In Process or Completed	Date
Assessment Liaison selected and reported to chair of LOAC and AVPAA.		
Assessment Plan approved by LOAC		
Assessment Report reviewed by LOAC		
Meeting with LOAC member and program assessment liaison		
Form Submitted by:	**Date:**	

NU Assessment Webpage

Neumann University maintains an assessment page on the university website. This page contains the current assessment plans for the academic programs, current members of the LOAC, NU Common Rubrics, and assessment resources, including this Assessment Handbook. Go to: http://www.neumann.edu/assessment/

Assessment Resources

Angelo, T. A., & Cross, K. P. (1993). *Classroom Assessment Techniques: A Handbook for College Teachers, 2nd ed.* San Francisco: Jossey-Bass.

Association of American Colleges and Universities. (2010). *Assessing Outcomes and Improving Achievement: Tips and Tools for Using Rubrics.* (T. L. Rhodes, Ed.) Washington, DC: Association of American Colleges and Universities.

Middle States Commission on Higher Education. (2014). *Requirements for Affiliation and Standards for Accreditation, 13th Ed.* Retrieved from Middle States Commission on Higher Education: http://msche.org/publications/RevisedStandardsFINAL.pdf

Miller, R. (2007). *Assessment in Cycles of Improvement: Faculty Designs for Essential Learning Outcomes.* Washington, DC: AAC&U.

Palomba, C. A. (1999). *Assessment Essentials.* San Francisco: Jossey-Bass.

Suskie, L. (2009). *Assessing Student Learning, 2nd ed.* San Francisco: Jossey-Bass.

Wiggins, G. &. (2005). *Understanding by Design, 2nd ed.* Upper Saddle River, NJ: Pearson Education, Inc.

**Appendix A. Sample of Course, Undergraduate Core, and IDEA
Learning Outcomes/Objectives Alignment**

World Languages 101 level				
Course Number: FR 101	**Learning Outcomes**	**Learning Experience**	**Learning Assessment**	**Core and IDEA LOs**
Knowledge	*Knowledge:* *Upon successful completion of this course, the student will*	*Learning Experiences: To gain the learning outcomes cited for the course, the student will be given the following learning experiences or assignments.*	*Assessment of Learning Criteria: By the completion of the course the student will demonstrate 70% accuracy on testing or attain the developing level on rubric-based assessments.*	*Related Core Learning Outcomes and IDEA learning objectives (Important (I) or Essential (E))*
LOK1.0	Recognize and reproduce sound-symbol connections in target language	In-class assignments or assessments and workbook/lab assignments	Respond appropriately with minimal assistance at 70% accuracy on testing or at a developing level on rubric-based assessment tools to oral and/or written prompts	Communication: Express ideas clearly and effectively in spoken and written form. IDEA 8. Developing skills in expressing myself orally or in writing

World Languages 101 level

Course Number: FR 101	Learning Outcomes	Learning Experience	Learning Assessment	Core and IDEA LOs
LOK2.0	Identify common vocabulary in everyday situations in target language	In-class assignments or assessments and workbook/lab assignments	Label appropriately with minimal assistance at 70% accuracy in testing or at a developing level on a rubric-based assessment tool	Comprehension: think critically, creatively, and analytically IDEA 1. Gaining factual knowledge
LOK3.0	Recognize and reproduce grammatically and syntactically correct phrases in target language	In-class assignments or assessments and workbook assignments	Respond to oral and/or written prompts generated by instructor-student interactions at 70% accuracy in testing or rubric-based assessment tools	Comprehension: think critically, creatively, and analytically IDEA 1. Gaining factual knowledge
LOK4.0	Recognize differences and similarities between student's native culture and culture(s) of target language	In-class assignments or assessments, workbook/lab assignments, technology-based presentations and reflection process	70% accuracy on testing or at a developing level on rubric-based written or oral assessment of discussions, assignments, or presentations	Contemplation engage in self-reflection IDEA 7. Gaining broader understanding and appreciation of intellectual-cultural activity

World Languages 101 level				
Course Number: FR 101	**Learning Outcomes**	**Learning Experience**	**Learning Assessment**	**Core and IDEA LOs**
Skills	*Skills: During the course the student will*			
LOS1.0	Recognize and comprehend spoken prompts in target language	Activities using a variety of modes that incorporate listening in target language	Evaluation of listening comprehension at 70% accuracy on testing or a developing level on rubric-based assessments	Communication: Express ideas clearly and effectively in spoken and written form IDEA 8. Developing skills in expressing myself orally or in writing
LOS2.0	Converse in formal and informal interactions in target language	Activities that incorporate spoken interactions in the target language	Evaluation of oral proficiency at 70% accuracy on testing or a developing level on rubric-based assessments	Communication: Express ideas clearly and effectively in spoken and written form. IDEA 8. Developing skills in expressing myself orally or in writing

World Languages 101 level				
Course Number: FR 101	**Learning Outcomes**	**Learning Experience**	**Learning Assessment**	**Core and IDEA LOs**
LOS3.0	Read and comprehend a variety of texts in target language	Activities that incorporate reading in the target language	Evaluation of reading proficiency at 70% accuracy on testing or a developing level on rubric-based assessments	Comprehension: think critically, creatively, and analytically

IDEA 1. Gaining factual knowledge |
| LOS4.0 | Write a variety of texts in target language | Activities that incorporate writing in the target language | Evaluation of writing proficiency at 70% accuracy on testing or a developing level on rubric-based assessments | Communication: Express ideas clearly and effectively in spoken and written form.

IDEA 8. Developing skills in expressing myself orally or in writing |

World Languages 101 level				
Course Number: FR 101	**Learning Outcomes**	**Learning Experience**	**Learning Assessment**	**Core and IDEA LOs**
LOS5.0	Compare and contrast differences and similarities between student's native culture and culture(s) of target language	Activities that specify and explore aspects of the target culture	Demonstration of developing level on a rubric-based reflection	Compassion: Interact respectfully in the local and global community IDEA 7. Gaining broader understanding and appreciation of intellectual-cultural activity
Values	*Values: During the course the student will*			
LOV1.0	Develop and monitor personal and professional goals associated with the course, including academic integrity	Articulation and posting of personal course goals and the students will also review the NU policy on Academic Honesty mid-course	Classroom discussion	Conscience: demonstrate personal, professional, and academic honesty IDEA 10. Developing a clearer understanding of, and commitment to, personal values

World Languages 101 level				
Course Number: FR 101	**Learning Outcomes**	**Learning Experience**	**Learning Assessment**	**Core and IDEA LOs**
LOV2.0	Consider him/herself a contributing member of a learning community by working effectively in groups, preparing for class discussion of scheduled topics and communicating with the instructor and classmates in a professional manner	Discussion on Mission and Values of Neumann University	Signing of the Values Statement on course syllabus	Conscience: engage as responsible members and leaders of diverse groups

IDEA 5. Acquiring skills in working with others as a member of a team |
| LOV3.0 | Manage time effectively to enhance the learning process, including coming on time to scheduled classes and submitting assignments in a timely manner | Submit all work according to the syllabus schedule. Adherence to the Late Work Not Accepted Rule. | Class record of non-submitted assignments. | Conscience: Accept responsibility for the consequences of their actions

IDEA 10. Developing a clearer understanding of, and commitment to, personal value |

Appendix B. NU Program Assessment Plan

Program:	Division:
Date of Submission:	
Assessment Liaison:	

Program:	LO1	LO2	LO3
Student Learning Outcome			
Area of Development			
How do students learn this? In what course(s) and/or co-curricular experience(s)?			
How and in what course do they demonstrate that they've achieved this outcome?			
Assessment Protocol			

Program:	LO1	LO2	LO3
How and when do you assess the achievement of *all students* in your program before they graduate and record the results of your assessment?			
What do you consider satisfactory achievement of this outcome? WHY?			
Time Frame			
Time Frame for Assessing the outcome.			

Appendix C. NU Program Assessment <u>Report</u> Form

Program:	Division:
Date of Submission:	
Assessment Liaison:	

Program:	LO1	LO2	LO3
Student Learning Outcome			
Area of Development			
How do students learn this? In what course(s) and/or co-curricular experience(s)?			
How and in what course do they demonstrate that they've achieved this outcome?			
Assessment Protocol			
How and when do you assess the achievement of *all students* in your program before they graduate and record the results of your assessment?			

Program:	LO1	LO2	LO3
What do you consider satisfactory achievement of this outcome? WHY?			
Time Frame			
Time Frame for Assessing the outcome.			
Results			
What are the recent results of your assessment? How many students were assessed?			
Analysis and Action Steps			
How do the results compare with your expectations for satisfactory learning? Are you satisfied with the results?			
If you are NOT satisfied with the results, what do you plan to do to improve student learning? When will you implement changes?			

Program:	LO1	LO2	LO3
Do you plan to modify your assessment of student achievement of this objective? If so, how?			

Please copy the above chart and insert the copy into this report if the Program has more than 3 learning outcomes.

Assessment Data: Please include the data that you used to complete the above report. Attach rubrics, tallies, and method of validation.

Update Header with Division information. Date of submission is to be noted on page one. Assessment Liaison is the person submitting the report. You may cut and paste the information from the Program Assessment PLAN into this Program Assessment REPORT.

Appendix D. Form Used for Review of Program Assessment Reports by LOAC: Major Programs

The LOAC will use this form to review Program Assessment Reports beginning in AY 2012-13. The results will be compiled for an overall report on Neumann University Assessment.

LOAC Review of Program Assessment Reports AY 2014-2015

*1. Name of Program

*2. Type of Program.

○ Program: Graduate

○ Program: Undergraduate Major

○ Program: Undergraduate Minor (No related Major)

○ Undergraduate Core

○ Undergraduate Program (Non-Major; Honors, Writing, Developmental Ed, etc.)

○ Certificate Program

Other (please specify)

*3. Degree Program

○ DPT

○ EdD

○ MA

○ MS

○ BA

○ BS

○ Non-Degree

Other (please specify)

Page 1

2015 Edition

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LOAC Review of Program Assessment Reports AY 2014-2015

*4. Assessment Plan covers:

○ 2012-2015

○ 2013-2016

○ 2014-2017

○ 2015-2018

Other (please specify)

_____

*5. Contact for this report of assessment of student learning

[   ]

*6. Does the program have defined learning outcomes?

○ Yes

○ No

Other (please specify)

_____

*7. Do program learning outcomes match what is written in the current catalog?

○ Yes

○ No

*8. Which of the program's learning outcomes were assessed in this year's report? Give the specific outcome description(s).

[   ]

*9. Were the program's learning outcomes changed or updated this past academic year?

○ Yes

○ No

Other (please specify)

_____

*10. Did the assessment methods chosen fit the learning outcomes?

[   ]

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LOAC Review of Program Assessment Reports AY 2014-2015

11. Did the report include discussions of results?

○ Yes

○ No

✱12. Did the report identify areas for improvement?

○ Yes

○ No

✱13. Did the report include an action plan for implementation of assessment findings?

○ Yes

○ No

✱14. Will this assessment report need to be modified?
Please explain.

[ ]

15. Will the assessment plan need modification? If yes, please explain.

○ Yes

○ No

Explanation:

[ ]

16. What comments do you wish to add to this review?

[ ]

✱17. Please write an executive summary of this assessment report. Include the program's name, the outcomes assessed, the evidence of learning used, a summary of results, and a description of the actions to be taken based on the results.

[ ]

18. Name of LOAC reviewer(s)

[ ]

2015 Edition

Appendix E. Form Used by LOAC for Follow-Up Interviews: Assessment Report Review

Use this form in a one on one consultation with the Program Assessment contact person and the LOAC designee. The LOAC designee will complete this form after the consultation.

LOAC Follow-Up Interviews 2015: Assessment Report Review

* 1. Name of Program

* 2. Date of the meeting

Date of meeting   MM / DD / YYYY

* 3. Program Assessment Contact Person

* 4. Name of LOAC member

* 5. What was the most significant challenge of completing the program assessment during the previous academic year?

6. What worked best in the process of doing this past year's program assessment?

1

7. Are there any changes being made to the following areas? Check all that apply.

☐ definition of learning outcomes

☐ assessment plan and processes

☐ types of evidence of student learning

☐ time line for the assessment plan

☐ program courses

☐ sequence of programs courses

☐ pedagogy for courses or program

Other (please specify)

```

```

* 8. How are you applying the results of this year's assessment?

```


```

* 9. Are there any resources you need to follow through with your action plan based on this year's results?

```


```

10. How can you align your assessment of learning outcomes with the university's goals?

```


```

11. Is your program assessment being used for academic research? If yes, please explain.

◯ Yes

◯ No

Explanation:

```

```

Appendix F. IDEA Learning Objectives.

The IDEA learning objectives encompass these categories--and more (for instance, team skills and lifelong learning). In the two figures below, you can see how the IDEA objectives relate to Bloom's Taxonomy and which objectives go beyond Bloom's (Objective 4, 5, 12).
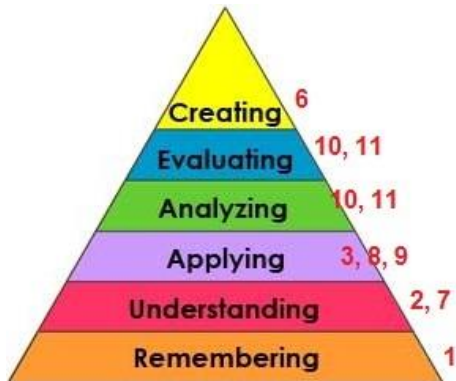
IDEA OBJECTIVES

1. Gaining factual knowledge
2. Principles, generalizations, theories
3. Application for improved thinking
4. This profession's points of view, skills
5. Team skills
6. Creative capacities
7. Broad , liberal education
8. Expressiveness (written and oral)
9. Find & use resources
10. Personal values
11. Analyze and critically evaluate ideas
12. Learn more by asking questions

The following brief summary organizes the objectives into six groups. The numbers used for each objective (1-12) correspond to the numbers used on the Faculty Information Form. It is recommended that the meaning of the objectives is discussed with your class early in the semester so a common understanding is reached. For a more thorough discussion about selecting IDEA Objectives, please see, "Some Thoughts on Selecting IDEA Objectives" (http://www.theideacenter.org/SelectingObjectives

Basic Cognitive Background
    1. Gaining factual knowledge (terminology, classifications, methods, trends)
        Objective's focus: building a knowledge base
    2. Learning fundamental principles, generalizations, or theories
        Objective's focus: connecting facts, understanding relationships
Application of Learning
    3. Learning to apply course material (to improve thinking, problem solving, and decisions)
        Objective's focus: applying what you have learned in this class to clarify thinking or solve problems
    4. Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course
        Objective's focus: developing skills, abilities, or attitudes of a beginning professional
Expressiveness
    6. Developing creative capacities (writing, inventing, designing, performing in art, music, drama, etc.)
        Objective's focus: flexibility and divergence in thinking, elaboration of thoughts and insights, imagination, expressiveness of individuality
    8. Developing skill in expressing oneself orally or in writing
        Objective's focus: effective oral and written communication
Intellectual Development
    7. Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)
        Objective's focus: gaining and valuing a "Liberal Education"
    10. Developing a clearer understanding of, and commitment to, personal values
        Objective's focus: developing a sound basis for making lifestyle decisions
    11. Learning to analyze and critically evaluate ideas, arguments, and points of view
        Objective's focus: higher level thinking skills (either within or outside of a disciplinary context)
Lifelong Learning

9. Learning how to find and use resources for answering questions or solving problems

Objective's focus: functioning as an independent learner

12. Acquiring an interest in learning more by asking questions and seeking answers

Objective's focus: developing attitudes and behaviors to support lifelong learning Team Skills

5. Acquiring skills in working with others as a member of a team

Objective's focus: learning to function effectively in multiple team roles

Appendix G. IDEA Faculty Information Form (FIF)

i IDEA CENTER

Faculty Information Form

See Directions to Faculty:
www.theideacenter.org/directions

IMPORTANT!

USE NO. 2 PENCIL ONLY

Proper Marks
●●●●●
Improper Marks
⊙⊘⊗⊙◖⊙

Institution: _____

Instructor: _____

Course Number: _____

Time and Days Class Meets: _____

Last Name (Up to 11 letters) | **Init.**

(bubble grid A–Z)

Objectives: Using the scale provided, identify the relevance of each of the twelve objectives to this course. As a general rule, prioritize what you want students to learn by selecting no more than 3-5 objectives as either Important or Essential. The weighting system used to generate the IDEA report weighs Essential objectives "2," Important objectives "1," and Minor objectives "0."
(Scale - M = Minor or No Importance, I = Important, E = Essential)

M I E
1. ○○○ Gaining factual knowledge (terminology, classifications, methods, trends)
2. ○○○ Learning fundamental principles, generalizations, or theories
3. ○○○ Learning to *apply* course material (to improve thinking, problem solving, and decisions)
4. ○○○ Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course
5. ○○○ Acquiring skills in working with others as a member of a team
6. ○○○ Developing creative capacities (writing, inventing, designing, performing in art, music, drama, etc.)
7. ○○○ Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)
8. ○○○ Developing skill in expressing oneself orally or in writing
9. ○○○ Learning how to find and use resources for answering questions or solving problems
10. ○○○ Developing a clearer understanding of, and commitment to, personal values
11. ○○○ Learning to *analyze* and *critically evaluate* ideas, arguments, and points of view
12. ○○○ Acquiring an interest in learning more by asking questions and seeking answers

Days Class Meets
○ Mon
○ Tues
○ Wed
○ Thu
○ Fri
○ Sat
○ Sun

Discipline Code (bubbles 0–9)

Time Class Begins (bubbles 0–9)

Course Number (bubbles 0–9)

Number Enrolled (bubbles 0–9)

Local Codes:
A B C D E F G H (bubbles 0–9)

Contextual Questions (Research Purposes):
The IDEA Center will conduct research on these optional questions in order to improve the interpretation of student ratings.

1. Which of the following represents the **primary** approach to this course? (Mark only one)

① = Lecture
② = Discussion/recitation
③ = Seminar
④ = Skill/activity
⑤ = Laboratory
⑥ = Field Experience
⑦ = Studio
⑧ = Multi-Media
⑨ = Practicum/clinic
⓪ = Other

2. If multiple approaches are used, which **one** represents the **secondary approach**? (Mark only one)

① = Lecture
② = Discussion/recitation
③ = Seminar
④ = Skill/activity
⑤ = Laboratory
⑥ = Field Experience
⑦ = Studio
⑧ = Multi-Media
⑨ = Practicum/clinic
⓪ = Other

3. Describe this course in terms of its requirements with respect to the features listed below. Use the following code to make your responses:
N = None (or little) required
S = Some required
M = Much required

N S M
○○○ A. Writing
○○○ B. Oral communication
○○○ C. Computer applications
○○○ D. Group work
○○○ E. Mathematical/quantitative work
○○○ F. Critical thinking
○○○ G. Creative/artistic/design endeavor
○○○ H. Reading
○○○ I. Memorization

TF5901 (08/11) 0 9 8 7 6 5 4 3 2 1   Printed in U.S.A.   Copyright © IDEA Center, 1998   **Continue on back page**

Contextual Questions Continued:

4. Rate each of the circumstances listed below, using the following code to respond:

P = Had a positive impact on learning
I = Neither a positive nor a negative impact
N = Had a negative impact on learning
? = Can't judge

P I N ?
○○○○ A. Physical facilities and/or equipment
○○○○ B. Your previous experience in teaching this course
○○○○ C. Substantial changes in teaching approach, course assignments, content, etc.
○○○○ D. Your desire to teach this course
○○○○ E. Your control over course management decisions (objectives, texts, exams, etc.)
○○○○ F. Students' level of preparation for taking the course
○○○○ G. Students' level of enthusiasm for the course
○○○○ H. Students' level of effort to learn
○○○○ I. Technical/instructional support

5. Please identify the principal type of student enrolling in this course (Mark only one)

① = First-year students/sophomores seeking to meet a "general education" or "distribution" requirement
② = First-year students/sophomores seeking to develop background needed for their intended specialization
③ = Upper level non-majors taking the course as a "general education" or "distribution" requirement
④ = Upper level majors (in this or a related field of study) seeking competence or expertise in their academic/professional specialty
⑤ = Graduate or professional school students
⑥ = Combination of two or more of the above types

6. Is this class:

a. Team taught? ○ Yes ○ No
b. Taught through distance learning? ○ Yes ○ No

Discipline Codes (Modified CIP Codes)

0100 Agricultural Business and Production	9902 Developmental Reading
0200 Agricultural Sciences	9903 Developmental Writing
0300 Conservation and Renewable Natural Resources	9904 Developmental Natural Sciences
0400 Architecture and Related Programs	4506 Economics
0500 Area Ethnic and Cultural Studies	1300 Education
5007 Art (Painting, Drawing, Sculpture)	1400 Engineering
3201 Basic Skills	1500 Engineering-Related Technologies
2600 Biological Sciences/Life Sciences	9910 English as Second Language
5201 Business, General	2301 English Language and Literature
5202 Business Administration and Management	5000 Fine and Applied Arts (EXCEPT Art, Music, and Design and Applied Arts)
5203 Business - Accounting	1600 Foreign Languages and Literatures
5208 Business - Finance	3105 Health and Physical Education/Fitness
5212 Business Information and Data Processing Services	5100 Health Professions and Related Sciences (EXCEPT Nursing)
5214 Business - Marketing	5199 Health Professions and Related Sciences (2-year program)
4005 Chemistry	4508 History
0900 Communications	1900 Human Sciences/Family and Consumer Sciences
1100 Computer and Information Sciences	2400 Liberal Arts & Sciences, General Studies and Humanities
4301 Criminal Justice and Corrections	2200 General Legal Studies (Undergraduate)
1205 Culinary Arts and Related Services	2500 Library Science
1103 Data Processing Technology (2-year program)	
5004 Design and Applied Arts	
9901 Developmental Math	

2700 Mathematics and Statistics
5009 Music (Performing, Composing, Theory)
5116 Nursing
3100 Parks, Recreation, Leisure, and Fitness Studies
3801 Philosophy
4000 Physical Science (EXCEPT Physics and Chemistry)
4008 Physics
4510 Political Science and Government
4200 Psychology
4400 Public Administration and Services (EXCEPT Social Work)
3900 Religion and Theological Studies
4500 Social Sciences (EXCEPT Economics, History, Political Science, and Sociology)
4407 Social Work and Service
4511 Sociology
2310 Speech and Rhetorical Studies
Vocational/Technical Programs (see Website: Department codes 4600-4900)
9900 Other (to be used when none of the above codes apply)

To see an expanded list of discipline codes go to: www.theideacenter.org/DisciplineCodes

Appendix H. Undergraduate Core Learning Outcomes and Alignment with IDEA Objectives

NU Core Experience Learning Outcomes	IDEA Learning Objectives
Active engagement in the Graduate Programs offered by Neumann University provides Neumann University graduate students the opportunity to achieve the following learning outcomes.	The following outline contains suggested relationships between the stated objectives of the IDEA instrument for student ratings of instruction and the NU Core Learning Outcomes.
Comprehension: Think critically, creatively, and analytically	
Analyze and solve complex problems; demonstrate quantitative reasoning and scientific literacy; and explore the relationship of contemporary and historical events and issues.	**Objective 1**: Gaining factual knowledge (terminology, classifications, methods, trends) **Objective 2:** Learning fundamental principles, generalizations, or theories **Objective 3:** Learning to apply course material (to improve thinking, problem solving, and decisions) **Objective 6:** Developing creative capacities (writing, inventing, designing, performing in art, music, drama, etc.) **Objective 7:** Gaining a broader understanding and appreciate of intellectual/cultural activity (music, science, literature, etc.)

NU Core Experience Learning Outcomes	IDEA Learning Objectives
Contemplation: Engage in meaningful reflection	
Apply the principles and values of the Catholic Franciscan tradition to personal, professional, and societal questions and issues; engage in self-reflection; embrace life-long learning; discern career and vocational choices; and recognize and appreciate creative expression.	**Objective 3:** Learning to apply course material (to improve thinking, problem solving, and decisions) **Objective 4:** Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course. **Objective 7:** Gaining a broader understanding and appreciate of intellectual/cultural activity (music, science, literature, etc.) **Objective 11:** Learning to analyze and critically evaluate ideas, arguments, and points of view **Objective 12:** Acquiring an interest in learning more by asking my own questions and seeking answers
Conscience: Act ethically and responsibly	
Demonstrate personal, professional, and academic honesty; accept responsibility for the consequences of their actions; engage as responsible members and leaders of diverse groups; and exercise ethical decision-making, informed by the Catholic Franciscan tradition, in a variety of settings.	**Objective 5:** Acquiring skills in working with others as a member of a team **Objective 10:** Developing a clearer understanding of, and commitment to, personal values

NU Core Experience Learning Outcomes	IDEA Learning Objectives
Compassion: Respect all of creation	
Honor the worth and dignity of each person; interact respectfully in the local and global community; engage in service to promote the common good; and demonstrate environmental awareness and stewardship.	**Objective 5:** Acquiring skills in working with others as a member of a team **Objective 12:** Acquiring an interest in learning more by asking my own questions and seeking answers
Communication: Communicate effectively	
Express ideas clearly and effectively in spoken and written form; use technology competently; and access, evaluate, cite, and credit information using accepted conventions.	**Objective 6:** Developing creative capacities (writing, inventing, designing, performing in art, music, drama, etc.) **Objective 8:** Developing skill in expressing myself orally or in writing **Objective 9:** Learning how to find and use resources for answering questions or solving problems **Objective 11:** Learning to analyze and critically evaluate ideas, arguments, and points of view

Appendix I. NU Graduate Programs Learning Outcomes and Alignment with IDEA Objectives

NU Graduate Programs Learning Outcomes	IDEA Learning Objectives
Active engagement in the Graduate Programs offered by Neumann University provides Neumann University graduate students the opportunity to achieve the following learning outcomes.	The following outline contains suggested relationships between the stated objectives of the IDEA instrument for student ratings of instruction and the NU Graduate Program Learning Outcomes.
Comprehension: Think critically, creatively, and analytically	
Demonstrate knowledge of materials required for competence in field of study; Analyze and solve complex problems; demonstrate quantitative reasoning and scientific literacy; and demonstrate expertise in field of study through competent application Achievement of outcomes may be demonstrated through comprehensive program and/or professional testing; measurement/testing by external stake-holders and/or educational partners relevant to field of study; completion of acceptable terminal or capstone scholarly product.	**Objective 1**: Gaining factual knowledge (terminology, classifications, methods, trends) **Objective 2:** Learning fundamental principles, generalizations, or theories **Objective 3:** Learning to apply course material (to improve thinking, problem solving, and decisions)
Contemplation: Engage in meaningful reflection	

NU Graduate Programs Learning Outcomes	IDEA Learning Objectives
Apply the principles and values of the Catholic Franciscan tradition to personal, professional, and societal questions and issues; engage in self-reflection and reflective practice relevant to the field of study; embrace life-long learning as a consequence of meaningful self-reflection. Achievement of outcomes may be demonstrated by assessment of student and graduate performance functioning in their field of study; self-reflective assessment following service-learning experiences; self-reported evidence of relevant post-graduate continuing and/or professional education; preparation of a career development plan associated with chosen profession or occupation.	**Objective 3:** Learning to apply course material (to improve thinking, problem solving, and decisions) **Objective 4:** Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course. **Objective 11:** Learning to analyze and critically evaluate ideas, arguments, and points of view **Objective 12:** Acquiring an interest in learning more by asking my own questions and seeking answers
Conscience: Act ethically and responsibly	
Manifest social and ethical responsibility, stewardship, and servant leadership. Achievement of outcomes may be demonstrated by development and demonstration of a personal code of conscience related to the social and ethical responsibility of a servant leader in the Franciscan Intellectual Tradition; active engagement in a learning	**Objective 5:** Acquiring skills in working with others as a member of a team **Objective 10:** Developing a clearer understanding of, and commitment to, personal values

NU Graduate Programs Learning Outcomes	IDEA Learning Objectives
community that assesses, plans and commits to improve self, organizations, and the community at large.	
Compassion: Respect all of creation	
Model the highest degree of ethical, professional and academic behavior; demonstrate leadership through interactions that promote justice and foster right relations; consider how choices and actions impact the global community and extend oneself to outreach and service; integrate the knowledge of the discipline with the principles and tenets of the Catholic Franciscan intellectual tradition [CFIT]. Achievement of outcomes may be demonstrated by ratings given on formative and summative evaluations that assess "best standards" in the field of the discipline; internal and external evaluations that examine student performance in various leadership roles; through use of reflective processes, examination of engagement and meaning-making when involved in roles of service and outreach; through capstone projects, determine the degree of integration of the material from the discipline with principles in the CFIT.	**Objective 4:** Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course. **Objective 5:** Acquiring skills in working with others as a member of a team **Objective 12:** Acquiring an interest in learning more by asking my own questions and seeking answers

NU Graduate Programs Learning Outcomes	IDEA Learning Objectives
Communication: Communicate effectively	
Demonstrate proficiency in gathering data/research material/evidence; demonstrate proficiency in presenting findings in a logical, methodical, systematic argument. Achievement of outcomes may be demonstrated by internal and/or external evaluations, performed by supervisors, of the students' ability to effectively communicate with colleagues, stakeholders or members of the larger community; completion and presentations/defenses of a scholarly project or dissertation.	**Objective 6:** Developing creative capacities (writing, inventing, designing, performing in art, music, drama, etc.) **Objective 8:** Developing skill in expressing myself orally or in writing **Objective 9:** Learning how to find and use resources for answering questions or solving problems **Objective 11:** Learning to analyze and critically evaluate ideas, arguments, and points of view **Objective 12:** Acquiring an interest in learning more by asking my own questions and seeking answers

Appendix J. NU Academic Program Evaluation Schedule

NEUMANN UNIVERSITY

ACADEMIC PROGRAM EVALUATION SCHEDULE

2014 - 2021

UNIT/DIVISION/ PROGRAM	EVALUATING AGENCY	PROGRESS REPORT DUE TO VPAA	SELF- STUDY (Semester proposal/report is due/mailed)	SITE-VISIT (Semester visit on campus occurs)	FINAL REPORT (Semester recommendations are received)
VICE PRESIDENT FOR **ACADEMIC AFFAIRS**					
University-wide: Middle States Periodic Review Report	Middle States Commission on Higher Education (MSCHE)		June 1, 2011 (Completed) Next Date: June 1, 2021	----------	Fall 2011 (Completed) Next Date: Fall 2021
Re-accreditation Visit	Middle States Commission on Higher Education (MSCHE)		2004-2005 (Completed) Next Date: Fall 2015	Spring 2006 (Completed) Next Date: Spring 2016	Summer 2006 (Completed) Next Date: Spring 2016
General Education/Core	Internal		Spring 2011 (Completed) Next Date: Spring 2016	:	Spring 2012 (Completed) Next Date: Spring 2017

UNIT/DIVISION/ PROGRAM	EVALUATING AGENCY	PROGRESS REPORT DUE TO VPAA	SELF-STUDY (Semester proposal/report is due/mailed)	SITE-VISIT (Semester visit on campus occurs)	FINAL REPORT (Semester recommendations are received)
DIVISION OF ARTS AND SCIENCES					
Clinical Laboratory Sciences	National Accrediting Agency for Clinical Laboratory Sciences		Spring 2013 (Completed) Next Date: Spring 2020	Fall 2013 (Completed) Next Date: Fall 2020	Spring 2014 (Completed) Next Date: Spring 2021
Freshman Experience	Internal		Fall 2009 (Revision Completed) Next Date: Fall 2015	Next Date: Spring 2015	Next Date: Summer 2015
Honors Program	Internal	June 2006	Spring 2015 (Completed) Next Date: Spring 2020	Fall 2015 Next Date: Fall 2020	Fall 2015 Next Date: Fall 2020
Majors A					
Communication and Media Arts	Internal		Fall 2009 (Completed) Next Date: Fall 2016	Spring 2015 (Completed) Next Date: Spring 2017	Spring 2010 (Completed) Next Date: Spring 2017

UNIT/DIVISION/ PROGRAM	EVALUATING AGENCY	PROGRESS REPORT DUE TO VPAA	SELF- STUDY (Semester proposal/report is due/mailed)	SITE-VISIT (Semester visit on campus occurs)	FINAL REPORT (Semester recommendations are received)
English	Internal		Fall 2014 (Completed) Next Date: Fall 2019	Spring 2015 (Completed) Next Date: Spring 2020	Summer 2015 (Completed) Next Date: Summer 2020
Liberal Arts	Internal		Fall 2004 (Completed) Next Date: Spring 2015 (Completed)	Spring 2005 (Completed) Next Date: Fall 2015	Spring 2005 (Completed) Next Date: Fall 2015
Majors B					
Arts Production and Performance	Internal		Fall 2016	Spring 2017	Spring 2017
Biological Science	Internal		Fall 2010 (Completed) Next Date: Fall 2016	Fall 2010 (Completed) Next Date: Fall 2016	Spring 2011 (Completed) Next Date: Spring 2017
Criminal Justice	Internal		Fall 2011 (Completed) Next Date: Fall 2016	Spring 2012 (Completed) Next Date: Spring 2017	Spring 2012 (Completed) Next Date: Spring 2017

UNIT/DIVISION/ PROGRAM	EVALUATING AGENCY	PROGRESS REPORT DUE TO VPAA	SELF- STUDY (Semester proposal/report is due/mailed)	SITE-VISIT (Semester visit on campus occurs)	FINAL REPORT (Semester recommendations are received)
Political Science	Internal		Fall 2002 (Completed) Next Date: Fall 2014	Spring 2003 (Completed) Next Date: Spring 2015	Spring 2003 (Completed) Next Date: Spring 2015
Psychology	Internal		Fall 2008 (Completed) Next Date: Fall 2015	Spring 2009 (Completed) Next Date: Spring 2016	Spring 2009 (Completed) Next Date: Spring 2016
DIVISION OF BUSINESS AND INFORMATION MANAGEMENT					
Accounting	Association of Collegiate Business Schools and Programs (ACBSP)		Quality Assurance Report (every 3 years) Spring 2014 (Completed) Next Date: Spring 2017		Fall 2014 (Completed) Next Date: Fall 2017

UNIT/DIVISION/ PROGRAM	EVALUATING AGENCY	PROGRESS REPORT DUE TO VPAA	SELF-STUDY (Semester proposal/report is due/mailed)	SITE-VISIT (Semester visit on campus occurs)	FINAL REPORT (Semester recommendations are received)
Business Administration	Association of Collegiate Business Schools and Programs (ACBSP)		Quality Assurance Report (every 3 years) Spring 2014 (Completed) Next Date: Spring 2017		Fall 2014 (Completed) Next Date: Fall 2017
Computer & Information Management	Association of Collegiate Business Schools and Programs (ACBSP)		Quality Assurance Report (every 3 years) Spring 2014 (Completed) Next Date: Spring 2017		Fall 2014 (Completed) Next Date: Fall 2017

UNIT/DIVISION/ PROGRAM	EVALUATING AGENCY	PROGRESS REPORT DUE TO VPAA	SELF-STUDY (Semester proposal/report is due/mailed)	SITE-VISIT (Semester visit on campus occurs)	FINAL REPORT (Semester recommendations are received)
Marketing	Association of Collegiate Business Schools and Programs (ACBSP)		Quality Assurance Report (every 3 years) Spring 2014 (Completed) Next Date: Spring 2017		Fall 2014 (Completed) Next Date: Fall 2017
International Business	Association of Collegiate Business Schools and Programs (ACBSP)		Quality Assurance Report (every 3 years) Spring 2014 (Completed) Next Date: Spring 2017		Fall 2014 (Completed) Next Date: Fall 2017

UNIT/DIVISION/ PROGRAM	EVALUATING AGENCY	PROGRESS REPORT DUE TO VPAA	SELF-STUDY (Semester proposal/report is due/mailed)	SITE-VISIT (Semester visit on campus occurs)	FINAL REPORT (Semester recommendations are received)
Sport Management (Undergraduate and Graduate)	North American Society for Sport Management/Commission on Sport Management Accreditation (COSMA)		Spring 2010 (Completed) Next Date: Fall 2014	Fall 2010 (Completed) Next Date: Fall 2014	Fall 2010 (Completed) Next Date: Spring 2015
DIVISION OF CONTINUING ADULT AND PROFESSIONAL STUDIES					
Liberal Studies Accelerated Degree Program	Internal	Fall 2015	Fall 2008 (Completed) Next Date: Spring 2016	Spring 2009 (Completed) Next Date: Spring 2017	Spring 2009 (Completed) Next Date: Fall 2017

UNIT/DIVISION/ PROGRAM	EVALUATING AGENCY	PROGRESS REPORT DUE TO VPAA	SELF-STUDY (Semester proposal/report is due/mailed)	SITE-VISIT (Semester visit on campus occurs)	FINAL REPORT (Semester recommendations are received)
Strategic Leadership	Internal	Spring 2016 (to PDE)	Spring 2011 Next Date: Fall 2016	Fall 2011 (Completed) Next Date: Spring 2017	Fall 2011 (Completed) Next Date: Spring 2017
DIVISION OF EDUCATION AND HUMAN SERVICES					
Education (Undergraduate)	PA Dept. of Education (PDE)	Spring 2016	Fall 2001 (Completed) Next Date: Fall 2016	Spring 2002 (Completed) Next Date: Fall 2016	Summer 2002 (Completed) Next Date: Fall 2016
Secondary Education/Teacher Certification					
Biology	PDE	Spring 2016	Fall 2001 (Completed) Next Date: Fall 2016	Spring 2002 (Completed) Next Date: Fall 2016	Summer 2002 (Completed) Next Date: Fall 2016
Social Studies	PDE	Spring 2016	Fall 2001 (Completed) Next Date: Fall 2016	Spring 2002 (Completed) Next Date: Fall 2016	Summer 2002 (Completed) Next Date: Fall 2016

UNIT/DIVISION/ PROGRAM	EVALUATING AGENCY	PROGRESS REPORT DUE TO VPAA	SELF-STUDY (Semester proposal/report is due/mailed)	SITE-VISIT (Semester visit on campus occurs)	FINAL REPORT (Semester recommendations are received)
English/Language Arts	PDE	Spring 2016	Fall 2001 (Completed) Next Date: Fall 2016	Spring 2002 (Completed) Next Date: Fall 2016	Summer 2002 (Completed) Next Date: Fall 2016
General Science	PDE	Spring 2016	Fall 2001 (Completed) Next Date: Fall 2016	Spring 2002 (Completed) Next Date: Fall 2016	Summer 2002 (Completed) Next Date: Fall 2016
Education (Graduate)	PDE	Spring 2016	Fall 2001 (Completed) Next Date: Fall 2016	Spring 2002 (Completed) Next Date: Fall 2016	Summer 2002 (Completed) Next Date: Fall 2016
Doctor of Education Degree Program	PDE	Spring 2016	Next Date: Fall 2016	Next Date: Fall 2016	Next Date: Fall 2016
Pastoral Counseling and Certificate Programs	CACREP		Fall 2007 (Completed) Next Date: Fall 2016	Fall 2007 (Completed) Next Date: Spring 2017	Spring 2009 (Completed) Next Date: Spring 2017
Spiritual Direction Program	Internal		Fall 2009 (Completed) Next Date: Fall 2016	Fall 2009 (Completed) Next Date: Spring 2017	Fall 2009 (Completed) Next Date: Spring 2017

UNIT/DIVISION/ PROGRAM	EVALUATING AGENCY	PROGRESS REPORT DUE TO VPAA	SELF- STUDY (Semester proposal/report is due/mailed)	SITE-VISIT (Semester visit on campus occurs)	FINAL REPORT (Semester recommendations are received)
DIVISION OF NURSING AND HEALTH SCIENCES					
Nursing (Undergraduate)	Accreditation Commission for Education in Nursing (ACEN)	Annually to ACEN	Next Date: Fall 2015	Next Date: Spring 2016	Next Date: Summer 2016
Nursing (Graduate)	Accreditation Commission for Education in Nursing (ACEN)	Annually to ACEN	Summer 2014 (Completed) Next Date: Summer 2022	Fall 2014 (Completed) Next Date: Fall 2022	Spring 2015 (Completed) Next Date: Spring 2023
Nursing (Undergraduate)	State Board of Nursing (PA)	Annually to State Board	Compliance Report every 3 years Next Date: Fall 2015	No routine/regular site visits at this time	
Nursing (Graduate)	State Board of Nursing (PA)	Annually to State Board	Compliance Report every 3 years	No routine/regular site visits at this time	

UNIT/DIVISION/ PROGRAM	EVALUATING AGENCY	PROGRESS REPORT DUE TO VPAA	SELF-STUDY (Semester proposal/report is due/mailed)	SITE-VISIT (Semester visit on campus occurs)	FINAL REPORT (Semester recommendations are received)
			Next Date: Fall 2015		
Nursing (Undergraduate and Graduate)	American Association of Colleges of Nursing (AACN)	Annually to AACN			
Doctorate in Physical Therapy	Commission on Accreditation in Physical Therapy Education (CAPTE)	Annually to CAPTE – Fall	Next Date: Summer 2023	Next Date: Fall 2023	Next Date: Fall 2023
Athletic Training	Commission on Accreditation of Athletic Training Education (CAATE)	Annually to CAATE – Fall	Next Date: Summer 2021	Next Date: Fall 2021	Next Date: Spring 2022

Note: CAATE (The Commission on Accreditation of Athletic Training Education) placed Neumann University's Athletic Training Program in probationary status as of February 19th, 2016. While still currently accredited by CAATE, Neumann's goal is to have our Athletic Training program achieve full compliance by the fall of 2016.

Last update: August 13, 2015

Appendix K. End of Course Reflection (EOC) Survey

NU End of Course (EOC) Reflection Spring 2015

Please complete the survey below from ONE course you taught this past semester and are likely to teach again at Neumann University. This survey asks you to identify some critical information related to this course, and asks you to be specific in your responses. While the course certainly has more than one outcome or and you incorporated multiple values, we ask that you give specific evidence for just one selection in the above categories. This information is collected in aggregate and shared within the University as appropriate. No individual names are released with the data sharing, although specific course IDs are sometimes made available as appropriate.

*1. What is your first name?

[   ]

*2. What is your last name?

[   ]

*3. Neumann email address.

[   ]

4. What is your Division affiliation?

◯ Arts & Sciences

◯ Business & Information Management

◯ Continuing Adult & Professional Studies (CAPS)

◯ Education & Human Services

◯ Nursing & Health Sciences

*5. Course ID (ex. ENG 101) that you are choosing to use for this reflection.

[   ]

6. Course name (ex. Rhetoric and Writing I) for course ID listed above.

[   ]

*7. What is the type of course chosen?

◯ Undergraduate Core

◯ Undergraduate Major Requirement

◯ Undergraduate Major Elective

◯ Undergraduate Elective

◯ Graduate Course

◯ Other

NU End of Course (EOC) Reflection Spring 2015

8. What would you like to keep or continue doing in this course?

*9. Choose one response that best describes your answer above: "What will I continue to do or keep in this course?".

○ Active Learning

○ Adaptive Learning: Student Support

○ Application to Real Life

○ Technology Use

○ Collaborative Learning

○ Course Assignment(s)

○ Course Content

○ Course Structure

○ Critical Thinking: Higher Order

○ Critical Thinking: Reflection

○ Experiential Learning

○ My Affect or Behavior

○ Use of Outside Resources

○ Keep everything the same

○ I choose not to answer this question

Other (please specify)

10. What would you like to change or do differently in this course?

NU End of Course (EOC) Reflection Spring 2015

＊11. Choose one response that best describes your answer above: "What will I change or do differently in this course?".

○ Assessment practices

○ Active Learning or Student-centered learning

○ Assignment(s) & Protocol

○ Technology

○ Collaborative Learning

○ Course structure

○ Course update based on research

○ Increase student accountability

○ Increase student practice

○ Provide more individual student attention

○ More in-depth learning

○ Rubric Use and Development

○ Use of outside resources and speakers

○ More attention to Values and Mission

○ Keep everything the same

○ I choose not to answer this question

Other (please specify)

[   ]

12. What would you like to delete or stop doing in this course?

[   ]

NU End of Course (EOC) Reflection Spring 2015

*13. Choose one response that best describes your answer above: "What will stop doing or delete from my course?".

- ◯ Assignment(s) and/or Construct
- ◯ Particular Instructor Behavior
- ◯ Class Instructional pattern
- ◯ Content area
- ◯ Grading/Testing Process
- ◯ Presentation by Lecture only
- ◯ Course Reading(s)
- ◯ Course Resources(s)
- ◯ Technology usage
- ◯ Presentation Materials
- ◯ Keep everything the same
- ◯ I choose not to answer this question

Other (please specify)

14. Choose one learning outcome that you deemed important for this course as stated on the course syllabus. List the outcome below.

15. What evidence of learning did you collect to show that the students met this outcome?

NU End of Course (EOC) Reflection Spring 2015

*16. Choose one response that best describes your answer above: "What evidence shows that students met this learning outcome?".

- ◯ Application of course theory to assignments and testing
- ◯ Class activity
- ◯ Class assignment
- ◯ Clinical or Internship Evaluation
- ◯ Iterative Course Assignment
- ◯ Major Course Assignment
- ◯ Course grade
- ◯ Student in-class presentation(s)
- ◯ Student team or group assignment
- ◯ End of Course Evaluation
- ◯ Exams/Tests/Quizzes
- ◯ Final Course project or assignment
- ◯ Improvement based on rubric results
- ◯ Job placement due to course learning
- ◯ Observation of student behavior
- ◯ Student collaboration results
- ◯ Portfolio of student work
- ◯ Course Reflection
- ◯ Student participation in class
- ◯ Student correspondence
- ◯ Student work on NU Learn
- ◯ Student work on My Labs Plus

Other (please specify)

17. Are you satisfied with the results of this outcome? Why or why not?

NU End of Course (EOC) Reflection Spring 2015

18. Among the 5 values (RISES) choose one that you emphasized in this course.

○ Reverence

○ Integrity

○ Service

○ Excellence

○ Stewardship

19. State how you integrated this value into your course. Be as specific as possible.

20. Are there any additional comments you would like to add about your experience in teaching this course?

21. Are there any additional comments you would like to add about student learning in this course?

22. How was this course evaluated by the students?

○ IDEA online evaluation.

○ IDEA paper evaluation.

○ No evaluation.

Other (please specify)