

# NU Learning Assessment AY 2012-13

## Program Assessment Report

This report contains a summary of Major Program Assessment for AY 2012-13 and is based upon the review by the Learning Outcomes Assessment Committee of the Faculty Senate of submitted assessment reports as for the Academic Year 2012-13. This report also includes a review of Minor Program Assessment Plans as submitted by the above date. This report is submitted by the Assistant Vice-President for Academic Affairs as the University Assessment Officer.



# NU Learning Assessment AY 2012-13

## Program Assessment Report

*MSCHE Monitoring Report and Follow-Up Visit  
September 19-20, 2012*

The 2012-2013 academic year began with a successful site visit by Middle States Commission on Higher Education (MSCHE) which gave the following commendations on student learning assessment:

1. Developing a faculty-driven assessment effort to create a culture of assessment.
2. Working to articulate program-level learning outcomes for every program.
3. Implementing an Assessment Report Form for consistent, systematic reporting of activities across the institution.
4. Having general education learning outcomes that are mission-consistent.
5. Using AACU Value rubrics to evaluate student achievement of embedded assessments within courses.
6. Publishing student learning outcomes on Neumann University's webpage.
7. Providing excellent professional development opportunities that include training in the use of AACU Value Rubrics, Franciscan tradition, service learning, liberal arts, etc...

All major program assessment plans were updated and made available to the NU constituency on SharePoint. All program learning outcomes were reviewed and are available within the online catalog. Program assessment reports were reviewed by the Learning Outcomes Assessment (LOA) Task Force in preparation for their inclusion in the MSCHE report due September 1, 2012. The Task Force became a committee of the Faculty Senate in August

## NU LOAC



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.



2012. The program assessment reports were updated for the current academic year to be reviewed by the LOAC in June 2013.

### *Executive Summary*

#### Learning Outcomes Assessment Committee (LOAC) Report

The 2012-2013 academic year was the first that the LOAC was officially a standing committee of the Neumann University Faculty Senate. Committee members were as follows: Tiffeny Atkins, Jilian Donnelly, Tammy Feil (co-chair, fall semester), Karen May, Alfred Milliner, Marisa Rauscher, Ryan Savitz (co-chair fall semester, chair spring semester), Albert Tay, Sr. Janet Thiel (ex officio).

Major activities of the LOAC for the academic year 2012-2013 included the following:

1. Coordinated preparation, delivery, and review of assessment plans from each department and division.
2. Met with the MSCHE's site visit team to discuss our ongoing assessment efforts.
3. Reviewed MSCHE's comments and recommendations and are moving forward in ensuring that we continue to collaborate with faculty and administration in using assessment data for the continuous improvement of the teaching and learning process.
4. Collected mid-year assessment progress reports on SharePoint from the various major programs.
5. Consulted with faculty on an as-needed basis.
6. The LOAC website is a work in progress. Construction of the website is being led by Albert Tay and Sr. Janet Thiel.
7. Developed a process to review and to provide feedback on the end of year assessment reports from major programs. See Appendices A & B.
8. Met monthly to discuss assessment related issues.

Each of the Major Programs at Neumann University conducted assessment of student learning according to the program's learning outcomes and the assessment plan cycle. Some of the programs had reports in progress at the time of the LOAC review (June 5, 2013), but it is expected that these will be made available to the LOAC for review by the end of summer 2013. All completed assessment plans and reports are made available on SharePoint (AA site, Assessment Library, various folders) for access by all authorized Neumann faculty and staff, and are not repeated in this report. See Appendices A- C for documents used and review results from the LOAC June 5<sup>th</sup> meeting.

In its initial year of implementation, the Neumann University CORE Experience Assessment Plan called for assessment of student learning in the area of Communication. A sampling of student work products in writing and research were collected in the fall and spring semesters and reviewed by faculty in a process led by the University's writing coordinator in conjunction with the Director of



Core. Samplings of in-class oral presentations were assessed using a common rubric by various faculty members during both semesters, and this data was compiled by the Director of Core. Information literacy was assessed by a program designed and executed in coordination with Library Services. In addition, data from various surveys and reports on student achievement added to the data reviewed to assess student learning in the area of Communications as outlined with the Core Learning Outcomes. The Core Task Force will review all findings and make recommendations for improvement of student learning. A full report and plan to communicate such to the faculty are being developed over summer 2013 by the Director of Core and the Core Task Force.

Undergraduate majors used a variety of assessment methods including direct and indirect evidence of learning. Rubrics based on the AAC&U VALUE rubrics were designed for use both by individual programs and also for Neumann University for general usage. The data faculty used to analyze student learning came from the following: Pre- and Post-testing of students; common exams or embedded questions; data from student co-operative, clinical, field experiences, and internships; student surveys; application of rubrics to student work products in capstone or critical courses in the major. Where applicable, major field tests, certification, or licensure test results were used for student learning analysis, especially in those programs requiring maintaining benchmark standards in these tests for outside accrediting or licensing agencies.

Graduate programs relied upon certification results, student surveys, and comprehensive exam results evaluated by a given rubric for analysis of student learning as benchmarked by the program's expected results. With the exception of Strategic Leadership, all graduate programs are certified or accredited by agencies in addition to MSCHE. Many of the graduate programs submitted the assessment portion of their annual or periodic reports.

During the academic year 2012-13, all minor programs not associated with a major program were asked to submit program learning outcomes and an assessment plan. These program plans were made available on SharePoint and reviewed by the LOAC at its June meeting.

### *Division Reports*

#### *University-Wide Assessment*

##### Neumann University CORE Experience Program (Undergraduate)

An interim report was provided. The program is following its assessment protocol for the Communication's learning outcome. A detailed report will be submitted by September 2013. The 2012-13 academic year was the first year for the new CORE Experience implementation.



In addition to the CORE Experience Assessment of communication, the following submitted reports of continuing assessment protocols: Foreign Language for Oral Communication, INT 202 for Diversity and Service Learning, THEO 104 for Service and Theological Reflection, and Math for Critical Thinking.

#### Honors Program (Undergraduate)

The Honors Program assessed its learning outcomes 3, 6 & 7. Research papers and presentations were assessed using established rubrics. Other learning objectives will be assessed in May 2014. Data was presented based on rubric scores. Action plan was developed to reflect proposed changes.

### *Arts and Sciences*

#### **Major Programs: Undergraduate**

##### Arts Production and Performances (BA)

ARTPP assessed its learning outcomes 1, 2, 10. The learning outcomes were clearly stated and matched the catalog description. Learning outcomes 3, 4, 5, 6, 7, 8, 9, 11 were not assessed in this cycle. The Arts events rubric was used to assess learning. Data were provided and an action plan was developed.

##### Biology (BS)

The Biology program assessed its learning outcomes 1, 2, 3, 4, 5, 6, 7, 8. Using a variety of methods, students were assessed in BIO 460 the capstone course. The reports stated that rubrics were used to assess learning. Data were presented as a cohort. Analysis and action plan were provided.

##### Biology/ Clinical Laboratory Science (BS)

This program submitted its accreditation renewal report to NAACLS in June 2013. Its assessment report was contained therein.

##### Communication and Media Arts (BA)

The Communication and Media Arts program continued its assessment protocol within the senior seminar course. Results were satisfactory. This program updated its Program Learning Outcomes and thus will be revising its Program Assessment Plan for AY 2013-14.



### Criminal Justice (BA)

The criminal justice program had its students take the Major Field Test in Criminal Justice. They used these results to assess student learning and the strengths and weaknesses of the program in the areas of theories of criminal behavior, the law, corrections, court system, critical thinking, and research methodology and statistics. Out of 41 students tested, 19 met the threshold standard of testing at the 50th percentile or above. The program was satisfied with these initial results and plans to address the areas of theory, research, and statistical methods through the hiring of an instructor with expertise in these areas. Subsequent testing on a yearly basis will give further indication of student learning through program improvement.

### English (BA)

The English program continued its planned assessment. No report was submitted.

### Liberal Arts (BA)

No report submitted for AY 2012-13.

### Political Science (BA)

The Political Science Program assessed two out of five of its learning outcomes. The team stated they assessed both oral and written components of a research proposal in POLSC 460. The team introduced and utilized the Neumann University adapted AAC&U VALUE rubric for oral communication outcomes. Data was not provided to support qualitative comments regarding outcomes.

### Psychology (BA)

The Psychology Program assessed students using pre- and post-testing on basic knowledge, application of AAC&U VALUE rubrics to a research paper, completed NIH Ethics Training, and developed an assignment for critical and creative thinking (blog and presentation). The report provided data on the assessment protocols and when repeated from fall to spring results improved. The program assessed 4 out of 5 of its learning outcomes and has a plan to assess the remaining one. No action plan based on this year's results was evident within the report.

### **Minor Programs: Undergraduate: No Major Degree Program offered**

#### Art

Assessment Plan submitted and reviewed by LOAC.

#### Chemistry



Assessment Plan submitted and reviewed by LOAC.

Environmental Studies

No Plan submitted. Due in 2013-14.

Foreign Language

Assessment Plan submitted and reviewed by LOAC.

Franciscan Studies

No plan submitted. Due in 2013-14.

History

No plan submitted. Due in 2013-14.

Math

Assessment Plan submitted and reviewed by LOAC.

Music

Assessment Plan submitted and reviewed by LOAC.

Philosophy

Assessment Plan submitted and reviewed by LOAC.

Writing

Assessment Plan submitted for review by LOAC.

### *Business and Information Management*

#### **Major Programs: Undergraduate**

Business Core Program

The Division of Business and Information Management assessed criteria based on their requirements for accreditation as reported in their Quality Assurance Report to ACBSP, September 2012.

Specifically, the Division of Business and Information Management utilized the MFT for undergraduate business majors, a designated group project in senior seminar using the NU Rubric for Writing Research and Oral Presentation, and student rating forms from their internship or cooperative



employer. Assessment data were provided for MFTs and average scores on the NU Rubric for Written Research and Oral Presentation for MGT 460. Analysis of data and actions taken this far were reported. Specific learning outcomes by major program were identified in the report except for Accounting.

#### Accounting (BS)

No separate report. See Business Core Program.

#### Business Administration (BS)

No separate report. See Business Core Program.

#### Computer and Information Management (BS)

No separate report. See Business Core Program.

#### International Business (BS)

No separate report. See Business Core Program.

#### Marketing (BS)

No separate report. See Business Core Program.

#### Sport and Entertainment Management (BS)

This program submitted the report sent to its accrediting agency, COSMA. The SEM undergraduate program assesses its Learning outcomes using senior seminar group projects evaluated using the AAC&U VALUE rubric on teamwork and on written communication. The results show that 100% of the students met the teamwork benchmark and 74% met the written communication benchmark. SEM achievement in the Learning outcomes of the business division is not separated. The action plan for undergraduate SEM program includes introducing online biweekly reporting with the internship program, holding students to higher standards in written and oral communication in classes prior to internship, continued emphasis on major field tests, motivation, and preparation. The major field test result will be included in the senior seminar course grade.

### **Major Programs: Graduate**

#### Sport and Entertainment Management (MS)

This program submitted the report sent to its accrediting agency, COSMA. The M.S. in Sport and Entertainment Management (SEM) assessed students on their internship portfolio and evaluation as well as a capstone project and student satisfaction survey. The last measure's data is still pending.





Other results are satisfactory. There is no further analysis or action plan based on these assessment results. It is to be noted that the SEM program has less than 10 students.

### *Continuing Adult and Professional Studies*

#### **Major Programs: Undergraduate**

##### Liberal Studies (AA/BA/BS)

The Liberal Studies program assessed four out of five learning outcomes using the data from the common rubric used for the Experiential Learning Project in LSENG 190 and LSINT 490, the program's beginning and its capstone courses. The results were satisfactory. Further discussion with faculty members regarding the necessity of rubric data will be ongoing. The rubric was initiated in the 12/FA semester as a requirement for all faculty members. While there is strong evidence (anecdotal at the time of assessment) that the rubric is being utilized, acquisition of the data is challenging. The Division will need to increase the dialog with the adjunct faculty members regarding integrative learning and written and oral communication skills in all courses within the degree program that lead to this culminating capstone course. This dialog may therefore lead to the new workshops and one-on-one meetings with faculty to improve the consistency of instruction and evaluation in these areas.

##### Behavioral Sciences (BA)

This program is still under development. No report available.

##### Organizational Leadership Professional Studies (BS)

#### **Major Programs: Graduate**

##### Organizational and Strategic Leadership (MS)

The program's Capstone Seminar (OSL 600) provides the students with an opportunity to synthesize knowledge and demonstrate mastery of key competencies in the field of organizational and strategic leadership by completing a Capstone Service Project (CSR). Students are required to document and demonstrate a review of scholarly literature, authoritative sources, contemporary articles, professional or trade journals, corporate reports, government records, and primary research sources for data



gathering required for the CSRP. The Capstone Service Project is composed of two parts: 1) a scholarly paper that clearly and succinctly documents the research performed by the student(s); and 2) an oral presentation and defense of the project's major conclusions and recommendations. Initial proposals for the CSRP are reviewed and approved by the Program Director and Dean. Projects in progress are reviewed throughout the program. The oral presentation of Capstone research is conducted before the graduating cohort, in addition to the Program Director, faculty, and fellow students. The student's scholarly paper and oral presentation are evaluated by faculty. In April 2013, all ten students in OSL-600 Capstone Seminar achieved the goal of achieving scores at or above 3.00 in the categories listed on the CSRP rubric. The achievement of the results above is due in part to the substantial academic review and mentoring of students as they move through the OSL curriculum and in particular during the Capstone Seminar. Faculty are encouraged to review Capstone progress in each course, and to align appropriate assignments to further the understanding and development of the Capstone Research Project. Additionally, a Capstone Completion Schedule was developed by the Director and distributed to all students and adjuncts, for use as a rubric of milestone for successfully completing the Capstone.

### *Education and Human Services*

#### **Major Programs: Undergraduate**

Early Elementary (PK-4) and Special Education (K-8) (BA)

Secondary Teacher Certification with Biology, English, or Political Science majors

The undergraduate Education program assessed its learning outcomes 1, 2, 3, 4, 5. Standardized testing required by the PDE is the hallmark of the assessment model. Program exceeds the requirements of the outside accrediting agency (PDE)

#### **Minor Programs: Undergraduate: No Major Degree Program offered**

Theology

Assessment Plan submitted and reviewed by LOAC.

Youth Ministry

No plan submitted. Due in 2013-14.

#### **Major Programs: Graduate**

Education (MS)

Administrative Certificate



Teacher Certification: Special Education

Teacher Certification: Early Childhood/Elementary/Secondary Education

The M.S. in education is offered with and without certification. The program learning outcomes were revised for AY 2013-14. The current year assessment was based on passing rates for the PRAXIS exam and satisfactory evaluations on the PDE 430 form. All students in the certification program met these requirements. With the revision of the Learning outcomes there will be an inclusion of an action research project in the program. It is this project that will give evidence of student learning in subsequent assessment.

Educational Leadership (EdD)

Administrative Certification Principal K-12

Superintendent's Letter of Eligibility

The Ed.D. Program assessed learning outcome<sup>1</sup> related to educational leadership. They did a survey of recent graduates to determine current employment status. 17 out of 19 graduates responded. 10 of these 17 had a change in employment to a leadership position or a change in leadership. These results are congruent with the program's expectations and no change is planned in the program.

Pastoral Counseling (PCC) (MS)

Pastoral Care Specialist

Spiritual Direction

### *Nursing and Health Sciences*

#### **Major Programs: Undergraduate**

Athletic Training (BS)

The Athletic Training Program continued its assessment protocol as outlined by the requirements of its accrediting agency: Commission on the Accreditation of Athletic Training Education. The program received a ten-year accreditation in 2012.

Nursing (BS)

The Nursing Program submitted its Systematic Plan for Evaluation (SPE) report of December 2012. This report is based upon the National League for Nursing Accrediting Commission (NLNAC) 2008 Standards and Criteria for Academic Quality. The Systematic Plan of Evaluation documents the



nursing program's on-going assessment of 6 standards and 70 criteria: I. Mission and Administrative Capacity, II. Faculty and Staff, III. Students, IV. Curriculum, V. Resources, and VI. Outcomes.

This outside accreditation body requires this format to be utilized. The Nursing Division is currently looking closely at alignment between its outside accrediting agencies and published course catalog learning outcomes. The Nursing program is compliant with all certification and accreditation standards in the area of student learning assessment.

### **Major Programs: Graduate**

Nursing (MS)

Track I: Adult Gerontology Nurse Practitioner

Track II: Nurse Education

Certificate as an Adult Gerontology Nurse Practitioner

See SPE report (Undergraduate Nursing Program).

Physical Therapy (DPT)

The DPT program assesses student learning according to the criteria CAPTE. Nine learning outcomes were assessed with various means giving direct and indirect evidence of student learning. Students met or exceeded expectations in all areas. The aggregate 3 year NPTE pass rate for classes 2009-11 was 93.5%. Alumni and employer surveys indicate that students were well prepared and met or exceeded expectations in program criteria. External reviewers appraised students' final research projects with a defined rubric. Alumni surveys indicate that graduates engage in evidence based practice. Graduates are members of APTA, the professional organization for this discipline.



Appendix A.

Form Used for Review of Program Assessment Reports: Major Programs

## LOAC Review of Assessment Reports: 2012-13

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

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\* Required

**Name of Major Program \***

**Degree Program \***

- DPT
- EdD
- MA
- MS
- BA
- BS
- Other:

**Assessment Plan covers \***

- 2011-2014
- 2012-2015
- 2011-2016
- 2012-2017
- Other:

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

**Are program learning outcomes present? \***

- Yes
- No

**Do program learning outcomes match the catalog? \***

- Yes
- No

**Which learning outcomes were assessed in this year's report? \***



	Assessed this year?	Data included?	Data analyzed?
Learning Outcome 1	●	●	●
Learning Outcome 2	●	●	●
Learning Outcome 3	●	●	●
Learning Outcome 4	●	●	●
Learning Outcome 5	●	●	●
Learning Outcome 6	●	●	●
Learning Outcome 7	●	●	●

**Comment on the learning outcomes of this program. \***

**Did the assessment methods chosen fit the learning outcomes? \***

**Did the report include discussion of results? \***

- Yes
- No

**Did the report identify areas for improvement? \***

- Yes
- No

**Did the report include an action plan for implementation of assessment findings? \***

- Yes



- No

**Will this assessment report need to be modified? Explain.**

**Will this assessment plan need modification? If yes, explain.**

**What comments do you wish to add to this review? \***

**Please write an executive summary of this assessment report. \***

**Name of LOAC reviewer (s). \***



Appendix B.

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

**Follow Up Meeting with LOAC and Program Assessment Contact**

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.

\* Required

Name of Program \*

Date of the meeting \*

Month	▼	Day	▼	2013	▼
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Program Assessment Contact Person \*

Name of LOAC member \*

What was the most significant challenge of completing the program assessment during 2012-13? \*

What worked best in the process of doing this year's program assessment? \*

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 program's courses
- pedagogy for courses or program
- Other:

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

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

**How can you align your assessment of learning outcomes with the university's strategic plan? \***

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



Is there any support that the LOAC can provide you or your program? \*

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Is there additional faculty development needed in the area of assessment? If yes, please explain. \*

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Submit