NEUMANN UNIVERSITY

The Office of the Associate Vice-President for Academic Affairs (AVPAA) and the
Learning Outcomes Assessment Committee (LOAC) annually review submitted
Assessment Plans and Reports from all Divisions of the University. A summary of these
Assessment Reports and their review is contained in this report. Included as well are the
results of the Annual Audit of Assessment Activities, also submitted by the Academic
Divisions.

Executive Summary

At Neumann University, all major programs are required to submit an annual assessment report by June 1. These reports are uploaded to the university's SharePoint site under a file maintained by the Associate Vice-President for Academic Affairs (AVPAA), and thus available to all faculty. On June 8, 2015 the Learning Outcomes Assessment Committee (LOAC) of the Faculty Senate as well as the AVPAA review all submitted reports and complete a questionnaire on this review. Included in the questionnaire is an executive summary of the learning outcomes targeted for the current assessment period, results, and action plan based on the results. The LOAC members will share the results of their findings with the individual program liaisons during early fall of the subsequent semester.

The results of the review of program assessment by the LOAC and the AVPAA are given in this report. A tally of submitted reports, the executive summary, and the results of the LOAC findings are given below.

In addition to submitting an annual report on assessment actions, each major program is asked to complete a survey for an assessment audit. This audit monitors assessment activity undertaken by the faculty during the course of the academic year. It allows the Office of the AVPAA to be aware of any faculty development related to assessment and the general direction of the academic programs toward updating of learning outcomes and changes to the assessment plan. The results of the AY 2014-2015 Annual Audit of Assessment Activities is included, along with a program assessment summary submitted by the assessment liaison who completed the forms. The assessment audit includes assessment results from academic programs without a defined major.

The results of this year's review of the Assessment Reports of the Academic Divisions show a continued high level of investment of faculty in the assessment process, especially in the Undergraduate Core Experience. Transitions in academic leadership of a program often accounts for a temporary lapse in program assessment, but this is usually remedied the following year with support from the LOAC and the AVPAA. In AY 2014-2015 this was evident in the following programs: Business Division, and the Masters and Doctoral Programs in Education. Within the Arts and Sciences Division, duties are often shared and rotated among faculty assigned to workgroups. However, with the development of the role of the department head in that division, the department head will be expected to manage assessment roles and duties within the division's major and minor programs. Further faculty development in assessment of learning is indicated for the areas of definition of learning outcomes and the relationship of goals, objectives, and outcomes for program assessment, as well as what constitutes direct evidence of learning. The Annual Assessment Audit survey tool is intended as a guide for good assessment practice; as it is used on a regular basis it will further develop faculty understanding of the necessary steps in the assessment cycle.

Program Assessment Report Submittal AY 2014-2015

Annual Audit of Assessment Activities AY 2014-2015			
Division	Program	Date of Submittal	Major or Minor Program
A & S	Arts Production and Performance (Art Minor, Music Minor, Theater Minor)	6/8/2015	Major
A & S	Biology Major	5/29/2015 See Annual Assessment Audit	Major
A & S	Communication & Media Arts	6/7/2015 See Annual Assessment Audit	Major
A & S	Chemistry		Minor
A & S	Criminal Justice	5/20/2015 See Annual Assessment Audit	Major
A & S	Developmental Education		Program
A & S	English	6/8/2015	Major
A & S	History	5/27/2015 (Plan) See Annual Assessment Audit	Minor
A & S	Liberal Arts		Major
A & S	Math		Minor
A & S	Modern Language Modern Languages (Spanish Minor, Chinese, Farsi, French, Italian, Russian)	See Annual Assessment Audit	Minor
A & S	Philosophy	6/4/2015	Minor
A & S	Political Science	6/8/2015	Major
A & S	Psychology	6/8/2015 See Annual Assessment Audit	Major
A & S	Writing	6/8/2015	Program
B & IM	Business Programs: All	5/27/2015	Business Core
B & IM	Accounting - Undergraduate		Major
B & IM	Accounting – Graduate	See Annual Assessment Audit	Major
B & IM	Business Management		Major
B & IM	Computer Information Management	See Annual Assessment Audit	Major

Annual Audit of Assessment Activities AY 2014-2015			
Division	Program	Date of Submittal	Major or Minor Program
B & IM	International Business		Major
B & IM	Marketing		Major
B & IM	SEM - Undergraduate		Major
B & IM	SEM - Graduate		Major
CAPS	Liberal Studies	6/4/2015	Major
CAPS	Professional Studies	6/4/2015	Major
CAPS	OSL - Undergraduate	6/4/2015	Major
CAPS	OSL - Graduate	6/4/2015	Major
E & HS	Master of Science in Education with dual certification (PK-4 and PK-8 special education)		Major
E & HS	Master's in Pastoral and Mental Health Counseling	6/8/2015	Major
E & HS	ECE Undergraduate Teacher Certification Program	6/4/2015	Major
E & HS	Special Education K-8	6/4/2015	Certification
E & HS	EdD Educational Leadership		Major
E & HS	Spiritual Direction – Master's Level	5/29/2015	Certificate
E & HS	Theology	5/28/2015	Minor
E & HS	PhD Pastoral Counseling	6/15/2015	Major
N & HS	Athletic Training	6/3/2015 See Annual Assessment Audit	Major
N & HS	Graduate Nursing	6/8/2015	Major
N & HS	Doctor of Physical Therapy	5/8/2015 See Annual Assessment Audit	Major
N & HS	Undergraduate Nursing	5/29/2015	Major
University	Honors	6/8/2015 See Annual Assessment Audit	Program
University	Neumann University Core Experience	5/22/2015 See Assessment Audit	Program

LOAC Review of NU Program Assessment Reports: AY 2014-2015

During the first week in June, the Faculty Senate's Learning Outcomes Assessment Committee (LOAC) reviewed all submitted Program Assessment Reports. The following table lists the executive summary of these reports, as written by the program's reviewer. In some cases, the program assessment report was received after the review date. These program reports were then reviewed by the AVPAA.

Division	Program	Executive Summary - LOAC
A & S	ARTPP	During the AY 2014-2015, the Arts Production and Performance Program assessed learning outcomes 5-9 (Create effective images in a variety of media; Use a variety of technologies for the creation of images and sound; Play a musical instrument and/or sing with competence and confidence; Perform on stage and/or manage stage performance with competence and confidence; Apply the principles of effective songwriting and scriptwriting.). To do this assessment, the Arts Production and Performance Program evaluated assignments, performances and portfolios using a common rubric. The results showed that not all students reached the level of "accomplished" as desired. Areas of specific concern were the results connected to LO 6, 8, and 9. To address these findings, the ARTPP group will revise learning outcomes and provide additional opportunities for individual evaluation. It is also noted that the ARTPP major serves a small number of students, and this year's cohort numbered 4 students.

Division	Program	Executive Summary - LOAC
A & S	Biology/CLS	During the AY 2014-2015, the Biology Program assessed learning outcomes 1 to 8 (Perform a range of laboratory procedures that includes the latest in technological advances; Think critically, evaluate appropriate test methods, and solve problems related to the life sciences; Use computers effectively to access, analyze, and interpret information; Practice the scientific method in laboratory exercises; Communicate ideas effectively in both written and oral formats; Evaluate published studies and research design as an informed student; Conduct literature searches and write reviews on scientific topics; and Adhere to professional and ethical attitudes required of scientists.) Learning outcomes 9-12 were not assessed and no details were provided to indicate in which AY cycle they would be reviewed. For the current assessment, the Biology Program evaluated student achievement in three categories: technical writing (specifically a literature review), research based project (presented as a poster), and an oral presentation delivered publicly to an audience of science faculty and students. All three of these exercises were conducted in the Senior Seminar as a capstone course, Biology 460, in both the Fall 2014 and Spring 2015 semesters. The results showed in the case of poster presentations, a dip in the graphic profile for program objectives 2, 3, and 4, indicated weaknesses in critical thinking, problem solving, professional applications of statistics (other computer based applications) and written communication. While the program did not see such a dip in assessments for the literature review profile, all program objectives in the literature reviews were rated low, mostly under 2.5. It appears that students are relaxed and effective in oral presentations, but the written communication tasks are challenging for them. Moving forward, both an assessment plan, and a more detailed action plan for improvement would benefit the overall assessment process.

Division	Program	Executive Summary - LOAC
A & S	CJ	During the AY 2014-2015, the Criminal Justice Program assessed Learning Outcome 1 (Understand the innate goodness of humanity and the possibilities for redemption and rehabilitation for the betterment of the total community). While the choice to use reflection papers appears appropriate and relevant, the determination to use a grade of "C" or better, rather than a rubric level (Mastery, Accomplished, Developing, or Beginning) is not a valid assessment method and reconsideration should be given to the methodology going forward. The results showed that based on the current methodology, student learning in this area does not appear to be deficient. The Criminal Justice faculty are concerned however that all assessment for this outcome is taking place in a singular course (CJ 370) and with the use of a single assignment. Moving forward, the Criminal Justice workgroup will take up the charge to revise the assessment plan to reflect proposed changes in the courses and the assignments utilized for assessment of Learning Outcome 1. It is recommended that the workgroup also look into adjusting the rubric to use categories such as Mastery, Accomplished, Developing, and Beginning, as well as a more detailed action plan for improvement to benefit the overall assessment process.
A & S	CMA	During the AY 2014-2015, the Communication and Media Arts Program appears to have assessed Learning Outcomes 1-4 at the end of Spring 2015 utilizing data from CMA 460, though the cycle of assessment listed in the plan indicates a very different cycle of assessment. It is unclear if the assessment methodologies are appropriate for the program because there is some jargon used in the assessment protocol of the plan thereby making it unclear for the reviewer. Specifically, in relation to Learning Outcome 1, there is question as to whether the achievement of "developing" on a rubric in a senior seminar course is an appropriate expectation for satisfactory progress. There is mention of the use of at least two rubrics with differing categories and levels of achievement, but they were not provided with the report adding to the lack of clarity. There is a lack of hard data provided in the report, either as an appendix or in the discussion of results, other than to indicate that 11 students were included in the assessment. Moving forward, it is recommended that the Communication and Media Arts program review the assessment protocol element of the plan and adding data and rubrics.

Division	Program	Executive Summary - LOAC
A & S	English	During the AY 2014-2015, the English program assessed its learning outcome – Recognize significant linguistic elements and apply major theoretical approaches to literary texts. Students in Hum 460 completed a paper on utilizing literary theories learned in prior courses. The results indicated that 5 out of the 8 students reached mastery and the remaining 3 reached accomplished. The students also had to complete a reflection and this reflection will be included in future courses. The plan moving forward was to use the same plan for this learning outcome.
A & S	Philosophy	During the AY 2014-2015, the Philosophy Minor Program created an assessment plan and report. There were no learning outcomes assessed in the 2014-2015 to report because the students have not yet completed the Capstone Project. Learning outcomes 1, 2, and 3 will be assessed 2016-2017 and learning outcomes 4 and 5 will be assessed 2017-2018.
A & S	Political Science	During the AY 2014-2015, the Political Science program assessed the learning outcome – Communicate effectively in both oral and written formats. The report does not describe specifically what was assessed. However, students in POLSC 460 Senior Research Seminar were assessed using the Neumann University "Rubric for Oral Communication." The results indicate improvement in this outcome (N=5; 6 students in course) compared with the prior academic year (2.812, up from 2.75, an increase of 1.6 percent on the 1-to-4 rubric/scale). The goal is to move from "Developing" to "Accomplished." Some of the changes integrated so far to reach that goal have been the use of a broadcaster professional by Dr. McMonagle and Karen Thomas's presentation to the students on oral communication. In addition, the oral communication rubric will be dispersed to students at all levels in Political Science to prepare them before they get to their Senior Research Seminar.

Division	Program	Executive Summary - LOAC
A & S	Writing	During the AY 2014-2015, the Freshman Writing Program assessed its learning outcomes "Participate in the process of writing" (from ENG 101) and "Judge your processes for identifying the problem or limiting the research question, evaluating information, analyzing various viewpoints, synthesizing relevant information to support your claims, and documenting information, as needed" and "Judge the value of engaging in writing processes through various stages of a text's production: planning, drafting, outlining, revising, proofreading, editing, and publishing" from ENG 102. To do this assessment, the Writing Program selected 100 essays about the writing process assigned at three points in the writing courses. These essays were assessed using a provided rubric. The results showed that most students showed improvement by the end of ENG 101, but fell back by the end of ENG 102. Areas of concern were the maintenance of writing as a process through ENG 102. To address these findings, the Writing group will incorporate the use of a reflective journal in the research-heavy ENG 102 to keep the writing process fresh in the students' minds.
B & IM	Business Programs	The Business and Information Management report did not assess any particular Learning Outcome. Rather, it discussed the significant changes that are taking place in the major as articulated through discussions with the Business Advisory Council and related faculty follow-up research of best practices and discussion. It was noted that the major course offerings were not up to date, and needed to be more career oriented. In order to address these issues, and others, the entire division's curriculum is being overhauled. New tracks within the major areas are being developed, as is new coursework within these tracks. It is expected that this will lead to revised learning outcomes and assessment protocols for these programs. The AVPAA shared with the Business Division the IDEA results aligned with the program outcomes as well as the results of the ETS Major Field Test with a comparison to National Norms. These latter results will be used in the accreditation report for ACBSP, Fall 2015.
CAPS	OSL	The OSL program assessed LOs 1 through 3 (apply theories of strategic leadership to life and work, analyze public policy and legal issues, and articulate the principles of the Catholic, Franciscan tradition) this year. These were assessed using the rubric for the capstone seminar final project. The results met expectations, as most students achieved in the accomplished level or higher in all categories. Given this success, no major changes are planned, although adjunct faculty have been encouraged to review capstone progress in each course.

Division	Program	Executive Summary - LOAC
CAPS	Professional Studies	The CAPS professional studies program assessed all of its LOs (1 through 5) this year. Due to the small class size, there were not enough final projects available to yield meaningful assessment results or to provide data that would inform future actions.
E & HS	PhD Pastoral Care and Counseling	During the AY 2014-2015 the doctoral program in Pastoral Counseling assessed student learning in the following student learning outcomes: LO1.Use advanced knowledge of the mental health profession to further integrate student's identity as counseling therapist, supervisor, and educator. LO2. Demonstrate Clinical Leadership. LO3. Advocate as an advanced practitioner in the Franciscan Tradition. The assessment data used was success in the mapped courses. Several rubrics were submitted as the evaluative forms used for these courses. Upon completion of the review of progress of the current cohorts in this program, the following recommendations for action were given. LO1. Adjustments were made to the delivery of the curriculum (via web-assisted), and modified to suit a more productive seminar format for class discussion and completing assignments. LO2. Since it was the first cohort completing the clinical internships, more comparative data is needed before any changes are made. LO3. Adjustments were made to the delivery of the curriculum (via web-assisted), and modified to suit a more productive seminar format for class discussion and completing assignments.

Division	Program	Executive Summary - LOAC
E & HS	PCMHC/SFD	During the AY 2014-2015, the Pastoral Clinical Mental Health Counseling Graduate Certificate Program assessed its learning outcomes LO 1: Express and evaluate one's theological assumptions about issues central to spiritual direction, psychological development and maturity; LO4: Use the theology as a diagnostic tool in spiritual direction; LO8: Describe the relationship between one's own spiritual/psychological integration at the beginning and end of the certificate process. To do this assessment, Pastoral Clinical Mental Health Counseling Graduate Certificate Program used the students' final integration paper in the PCC 680-690 sequence and the Supervisor's Evaluation of Student Director (completed by each student's individual supervisor) to assess the students' learning in the program as demonstrated in their practicum experience. The course instructor's assessment was recorded through the course grade (the Practicum is a pass/fail course); the Supervisor's Evaluation of Student Director is retained in each student's permanent file. The Supervisor's Evaluation of Student Director assesses student proficiency in these learning objectives in relationship to four focal areas: 1) Contemplative Love in action, 2) Relationship skills (spiritual direction contract/covenant, listening, empathy, and authenticity), 3) student director's discernment, and 4) student director's personal theology of spiritual growth and psychology of spiritual development. All enrolled students passed PCC 680 in F14 and PCC 690 in Sp15. Instructors, supervisors and students all report positive qualitative assessments of the students' personal transformative learning and growth and their readiness for the ministry of spiritual direction. This included five students in PCC 680 in F14 (plus one audit); five in PCC 690 in Sp 15. SFD program coordinator also interviewed 10 students (graduating & continuing) during Sp15. Faculty report satisfaction with assessment results for students completing the program in the course of this academic year. A primary area of concern is recruitment and retention of new students. Sister Diane has met individually and as a group with both full-time faculty members and emerita and adjunct faculty teaching in the SFD program in an ongoing process of assessing the existing program and considering how best to maintain its quality and reputation for outstanding preparation for the ministry of individual spiritual direction, while adapting where necessary to meet current and emerging needs relevant to today's adult students and their ecclesial or other spiritual communities. This process will continue through the summer and into the next academic year.

| Division	Program	Executive Summary - LOAC
E & HS	PCMHC	During the AY 2014-2015, the Pastoral Clinical Mental Health Counseling Master's Program assessed its learning outcomes 3 & 5 under Theoretical skill and #3 under Professional Identify. To do this assessment, the Pastoral Clinical Mental Health Program selected 10 5-chapter papers from May 2015 and 5 papers from December 2014 students from PCC-799. These papers were assessed using the AAPC organization's membership process paper. The results showed that 100% of the students focusing on becoming professional counselors exceeded the standards as set by the professional organization. Results are satisfactory but there is concern over the evaluation sheet's format. To address these findings, the Pastoral Clinical Mental Health Counseling group will continue to move forward with revisions of the form and will soon evaluate PCC-740.
E & HS	Theology	During the AY 2014-2015, the Theology Minor Program assessed its learning outcomes LO 1: Recognize the relevancy of the Judeo-Christian Scriptures to their own life; LO 2: Relate the life of St. Francis of Assisi and Franciscan spirituality to his/her own life; LO3: Recognize the theological reflection as integral to giving meaning to life and especially service; LO4: Appreciate the sacredness of life as linked to God's presence in the world. To do this assessment, the Theology minor Program used the students' capstone project that occurred in the students' last THEO course. Achieving a grade of C or better in all six THEO courses; and attaining benchmark 4 for these outcome on the rubric for the capstone project. [Milestone 4 = Distinguish Jesus as the ultimate expression of God's presence in the world and of full humanity]. On a 4 point scale (with 4 meaning the student achieved benchmark 4), the average of the three students assessed was 3.33. Students demonstrated a satisfactory understanding of a contextualist approach to Scripture interpretation. Actions related to this assessment include the following: Explore possibility of requiring THEO minors to take Themes in Christian Scripture (THEO 214). All THEO 104 instructors will be made aware of the results of this assessment and be reminded of the importance of clear teaching of Christology. Possibly requiring Sacramental Theology (THEO 201) of THEO minors. Confer with other fulltime professors about reviving Christ – Center of Franciscan Spirituality (THEO 311).
E & HS	Undergraduate Education	The undergraduate education major assessed the Learning Outcomes (LOs) of planning and preparation, classroom environment, instructional delivery, professionalism, and certification testing. The first four LOs were assessed using the appropriate portion of PDE form 430. 100% of students scored satisfactory or better in these areas. The final LO was assessed using the PECT test, on which the students had a pass rate of 84%. No future actions were mentioned in the report.

Division	Program	Executive Summary - LOAC
N & HS	ATR	During the AY 2014-2015, the Athletic Training Program assessed the program overall (specific learning outcomes were not specified or addressed). To do this assessment, the Athletic Training Program used a series of course/program student evaluations and surveys and successful completion of the BOC exam. Results from the surveys all met expectations. The overall performance on the BOC exam met expectations, however most sections of the BOC (Domains) did not meet expectations. There was no specific statement of areas of concern or action to be taken.
N & HS	DPT	During the AY 2014-2015, the Doctor in Physical Therapy program assessed all of its learning outcomes. To do this assessment, the DPT program used comprehensive exam results, in-class assignments, alumni surveys, among several other metrics. The comprehensive exam was passed by 100% of those measured, and performance on in-class assignments typically exceeded the 80% minimum score. Results pulled from the alumni surveys met or exceeded expectations (although those benchmarks are never stated). No areas of concern were listed.
N & HS	Nursing - Graduate	During the AY 2014-2015, the Graduate Program in Nursing assessed all of its learning outcomes. To do this assessment, the Graduate Program used Clinical Performance assessments, Alumni Satisfaction surveys, and membership in the AANP professional association. The clinicals were assessed using the NU AGPCNP / NE rubrics (depending on the track). The results showed all students met the expected outcome of a score '3' on their respective rubrics. The alumni surveys were measured on a 5 point scale. All outcomes met or exceeded the expected result of 3.5 except for "Evaluate the quality and cost effectiveness of care in analysis of nursing practice outcomes" which scored slightly under that threshold. Areas of concern were the cost effectiveness outcome, which dipped in 2010. To address these findings, the graduate program focused on that outcome in subsequent semesters to improve the score.
N & HS	Nursing - Undergraduate	During the AY 2014-2015, the Undergraduate Nursing Program assessed all of its learning outcomes. To do this assessment, the Nursing Division gathered data from post-graduation employer surveys and the NCLEX-RN exam. The surveys were assessed a 5 point scale. The results showed that all employers surveyed stated that the undergraduate nursing students exceeded the expected outcome of a score of 3.5 out of the 5 points. Performance on the NCLEX exam was not tied to specific learning outcomes, but results exceeded expectations. There were no stated areas of concern.

Division	Program	Executive Summary - LOAC
UNIVERSITY	Core	The Core program assessed L.O. 2.1 -2.5, corresponding to Contemplation. Given the broad nature of this program, learning was assessed in a variety of ways including field tests and reflection papers. The results were generally consistent with faculty experiences and tended to meet faculty expectations. The divisions' specific ideas were included for improvement in this area. The results of Core Assessment are recorded on the NU Core Experience webpage: http://www.neumann.edu/CoreExperience/default.asp
UNIVERSITY	Honors	During the AY 2014-2015, the Honors program assessed three learning outcomes: Discover, select and report information using an active learning approach; Facilitate a group discussion, presentation or activity in a curricular or extracurricular setting; Report the findings of a research paper in a professional manner. For the first learning outcome (Discover, select and report information using an active learning approach), students in HNR 420 did not complete the learning journal in 2014/2015 because of negative student feedback regarding the use of the journal. A new instrument is being created to use for this assessment in the future. The second learning outcome (Facilitate a group discussion, presentation or activity in a curricular or extracurricular setting), student presentations in HNR 320 or 420 were assessed using the Facilitation Response Sheet. The results were not favorable and the use of the Facilitation Response Sheet is being reevaluated. For the last learning outcome (Report the findings of a research paper in a professional manner), the students in HNR 420 were assessed during a co-curricular event using the related AAC&U VALUE Rubric. This outcome was favorably met and no changes will be made moving forward with this third learning assessment.

LOAC Review of Program Assessment Reports: Survey Data AY 2014-2015

Upon completion of the review of the Program Assessment Reports, the LOAC completes the following survey. Results from 2014-15 follow for those programs available at the time of the review.

Type of Program.		
Answer Options	**Response Percent**	**Response Count**
Program: Graduate	21.7%	5
Program: Undergraduate Major	52.2%	12
Program: Undergraduate Minor (No related Major)	8.7%	2
Undergraduate Core	0.0%	0
Undergraduate Program (Non-Major; Honors, Writing, Developmental Ed, etc.)	17.4%	4
Certificate Program	0.0%	0
Other (please specify)		2
	answered question	**23**
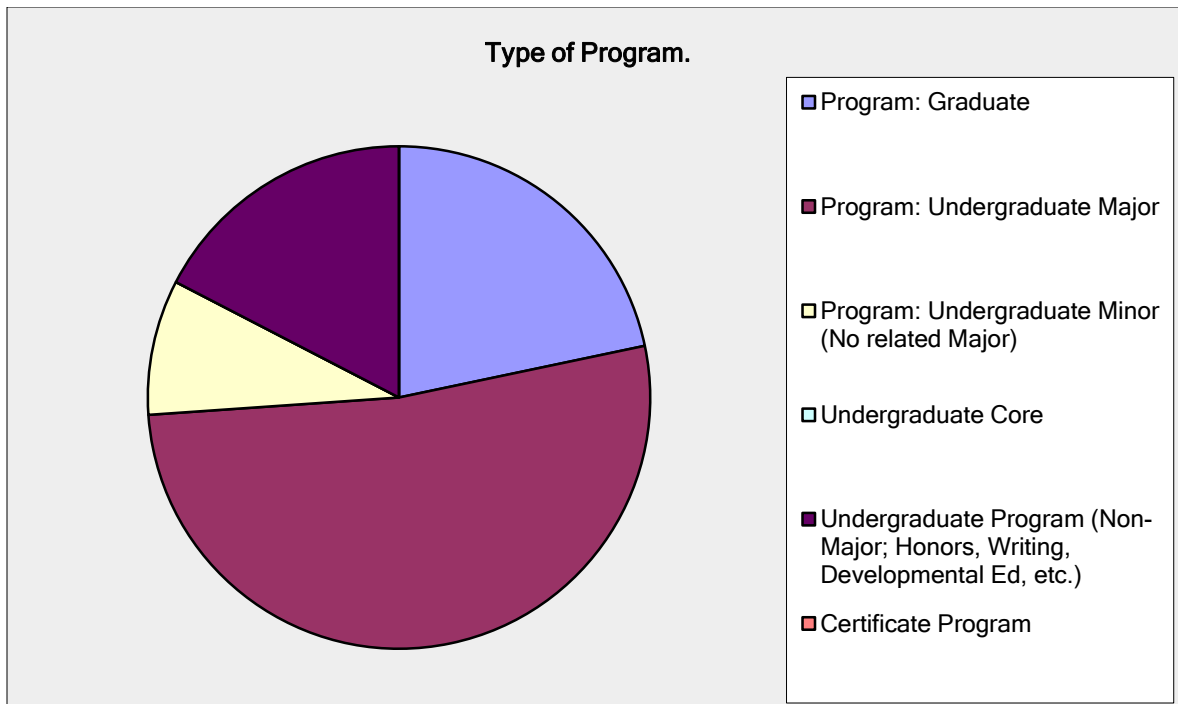
LOAC Review of Program Assessment Reports AY 2014-2015

Assessment Plan covers:		
Answer Options	**Response Percent**	**Response Count**
2012-2015	4.3%	1
2013-2016	13.0%	3
2014-2017	56.5%	13
2015-2018	26.1%	6
Other (please specify)		8
	answered question	**23**

Assessment Plan covers:

Legend: 2012-2015, 2013-2016, 2014-2017, 2015-2018
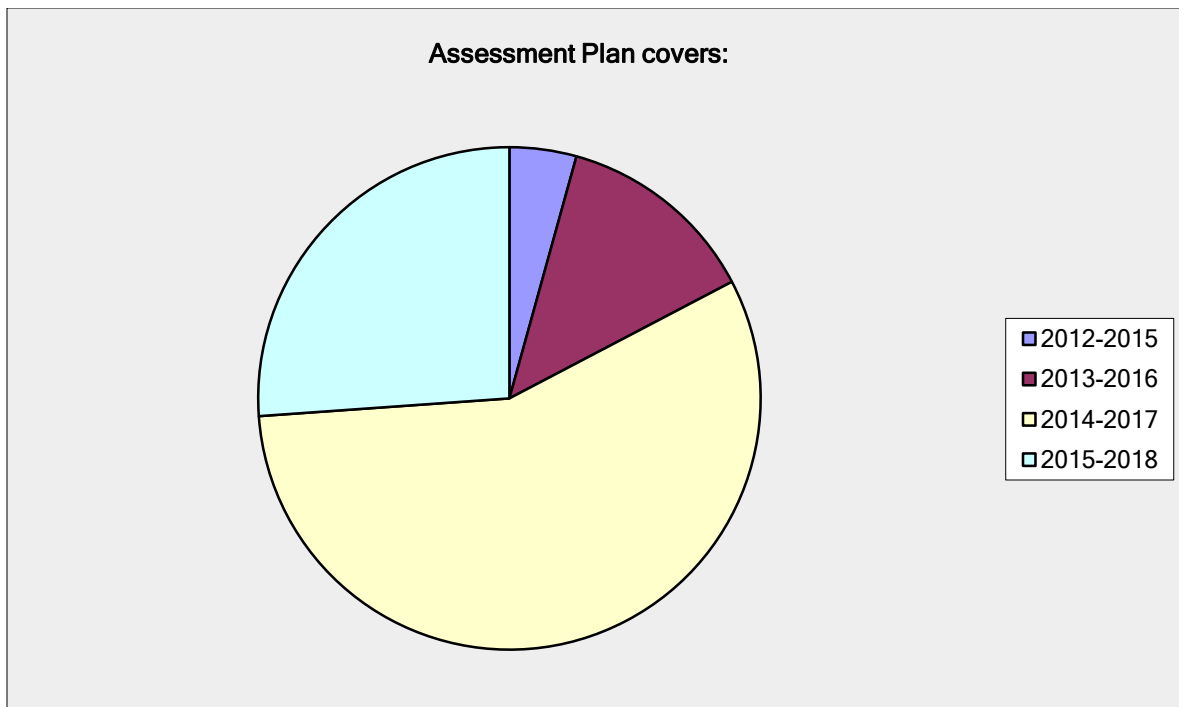
LOAC Review of Program Assessment Reports AY 2014-2015

Does the program have defined learning outcomes?		
Answer Options	**Response Percent**	**Response Count**
Yes	95.7%	22
No	4.3%	1
Other (please specify)		3
	answered question	**23**

Does the program have defined learning outcomes?

- Yes
- No
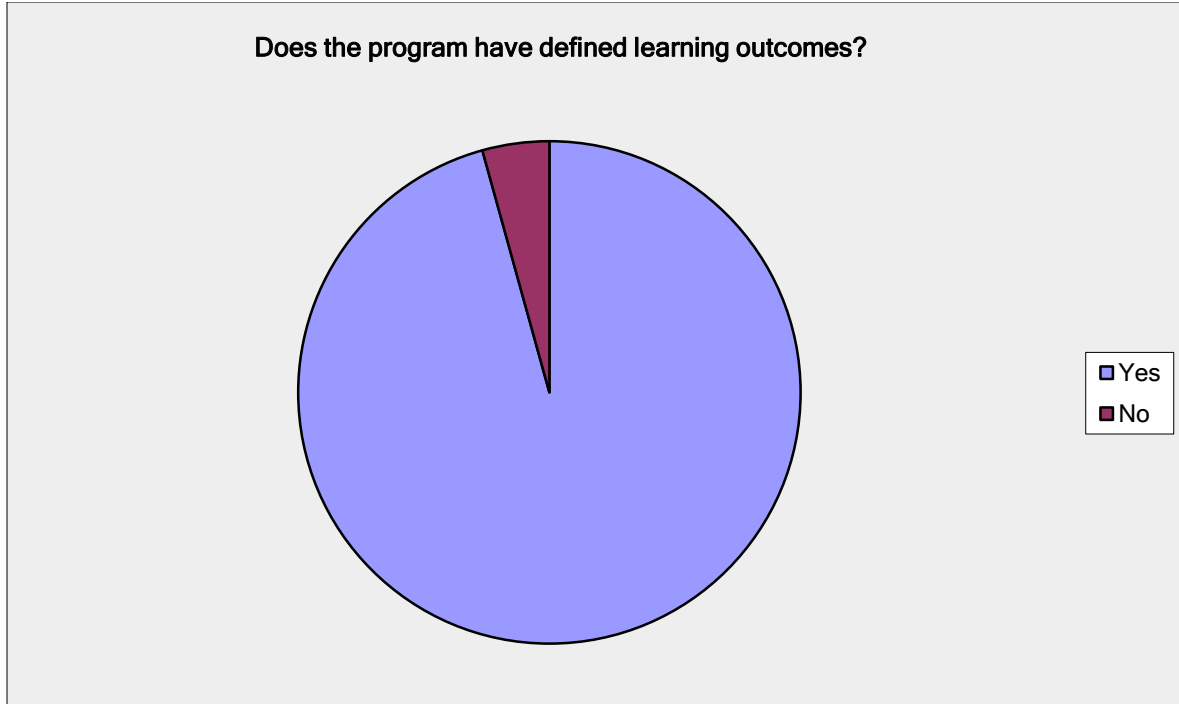
LOAC Review of Program Assessment Reports AY 2014-2015

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

Answer Options	Response Percent	Response Count
Yes	78.3%	18
No	21.7%	5
answered question		**23**

Do program learning outcomes match what is written in the current catalog?
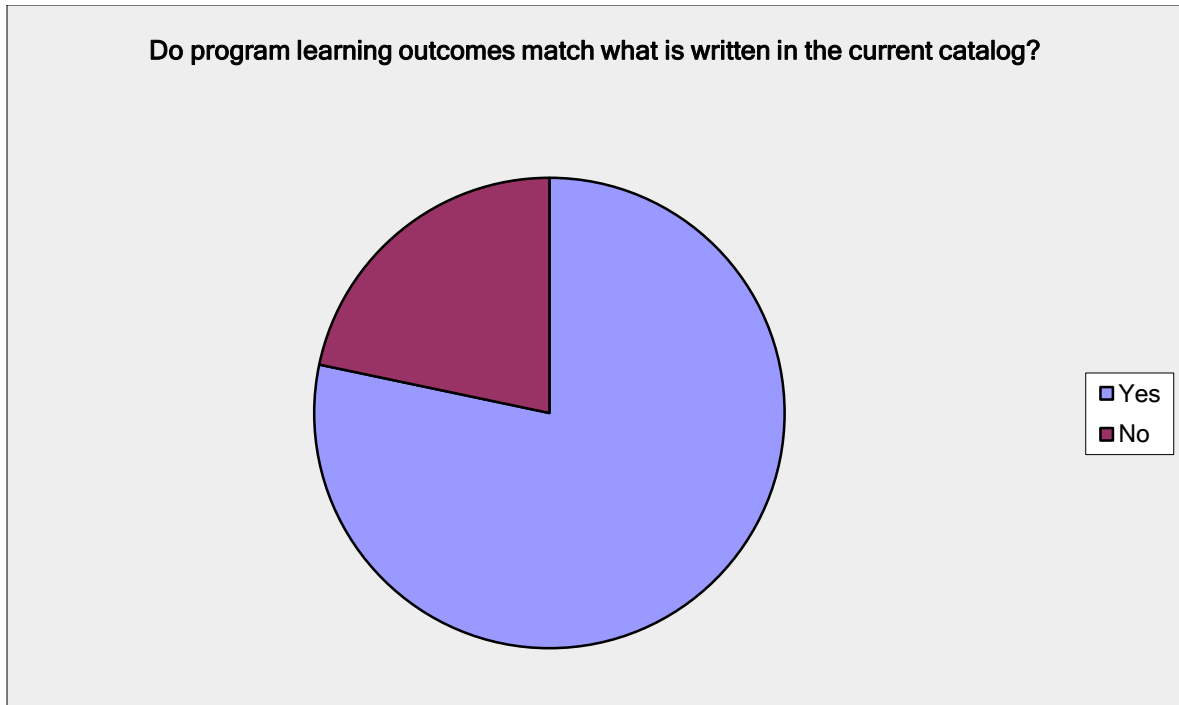
LOAC Review of Program Assessment Reports AY 2014-2015

Were the program's learning outcomes changed or updated this past academic year?		
Answer Options	**Response Percent**	**Response Count**
Yes	4.3%	1
No	95.7%	22
Other (please specify)		4
	answered question	**23**
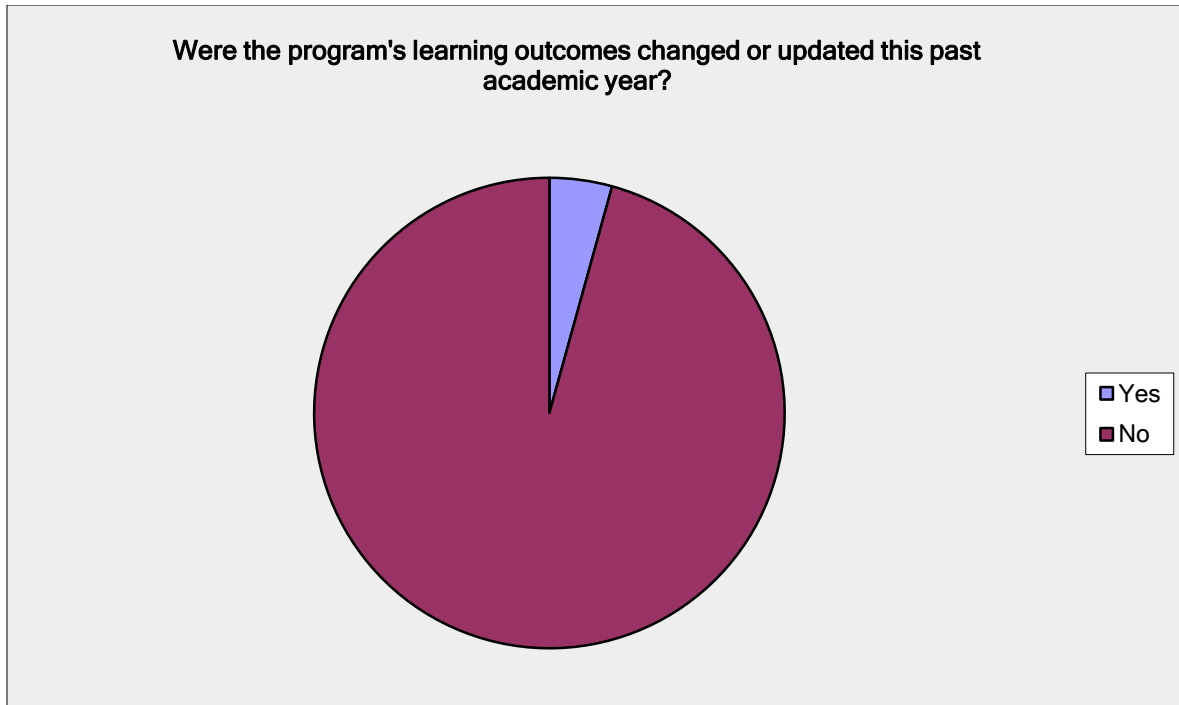
Were the program's learning outcomes changed or updated this past academic year?

- Yes
- No

LOAC Review of Program Assessment Reports AY 2014-2015

Did the report include discussions of results?		
Answer Options	**Response Percent**	**Response Count**
Yes	82.6%	19
No	17.4%	4
	answered question	**23**

Did the report include discussions of results?
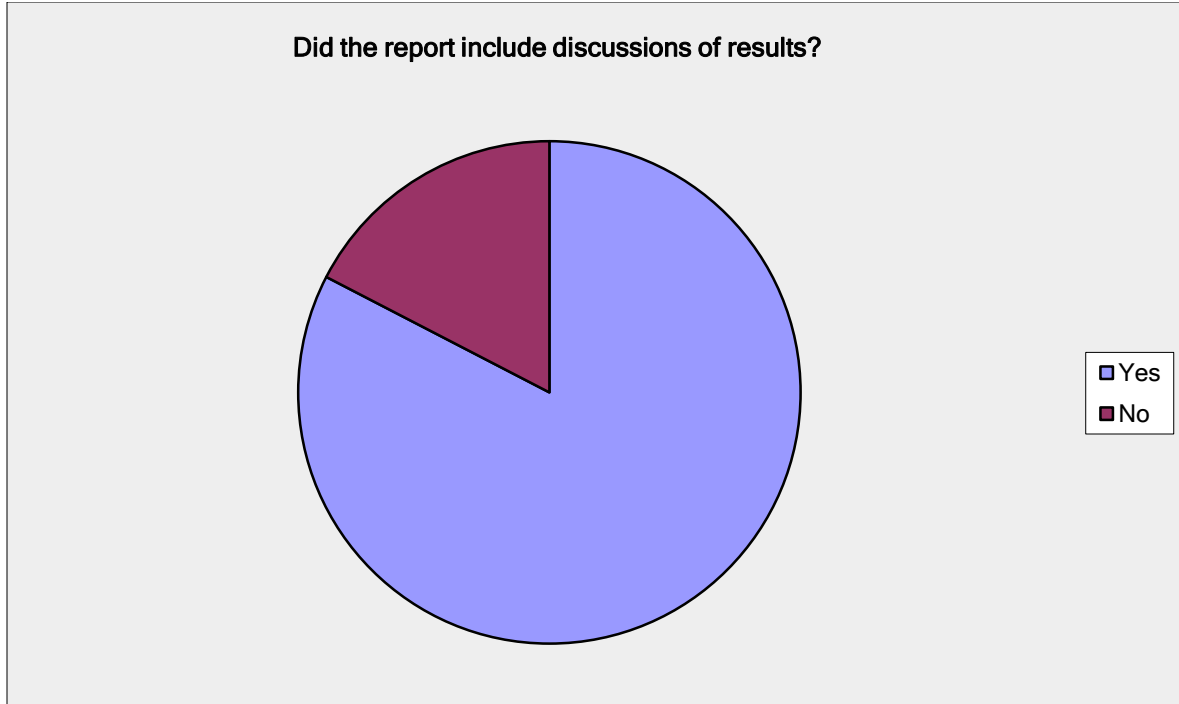
LOAC Review of Program Assessment Reports AY 2014-2015

Did the report identify areas for improvement?		
Answer Options	**Response Percent**	**Response Count**
Yes	65.2%	15
No	34.8%	8
	answered question	**23**

Did the report identify areas for improvement?
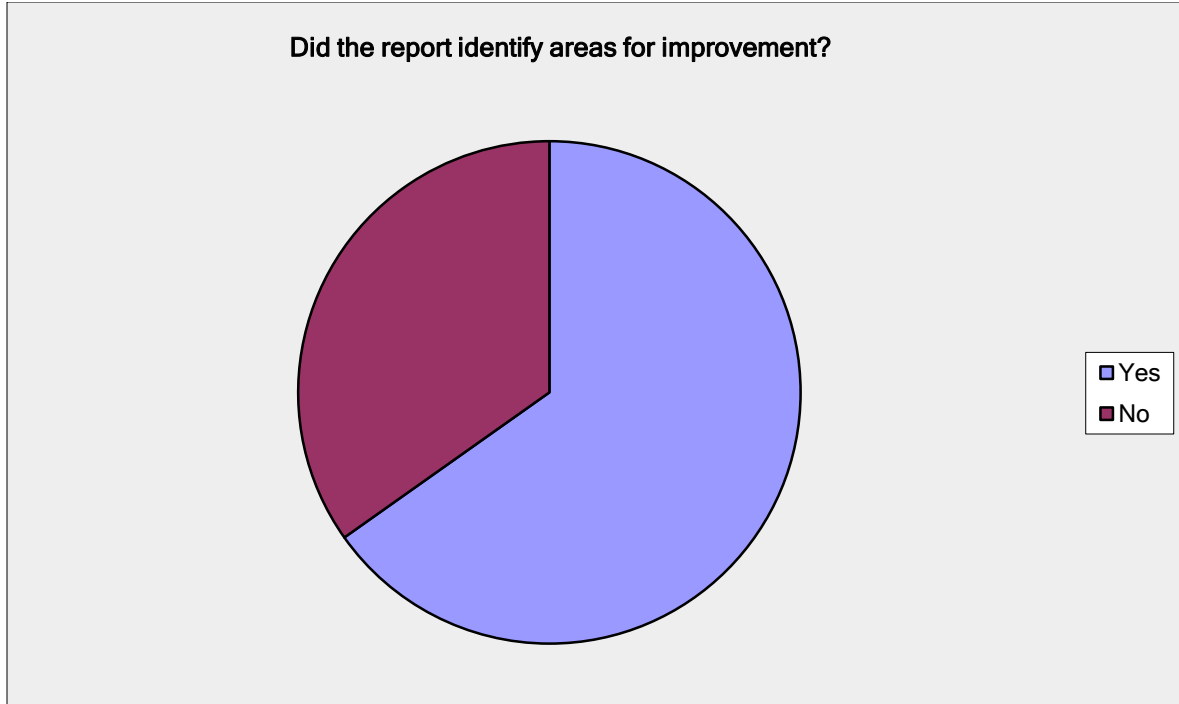
LOAC Review of Program Assessment Reports AY 2014-2015

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

Answer Options	Response Percent	Response Count
Yes	65.2%	15
No	34.8%	8
answered question		**23**

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

LOAC Review of Program Assessment Reports AY 2014-2015

Will the assessment plan need modification? If yes, please explain.		
Answer Options	**Response Percent**	**Response Count**
Yes	38.1%	8
No	61.9%	13
Explanation:		10
	answered question	**21**

Will the assessment plan need modification? If yes, please explain.
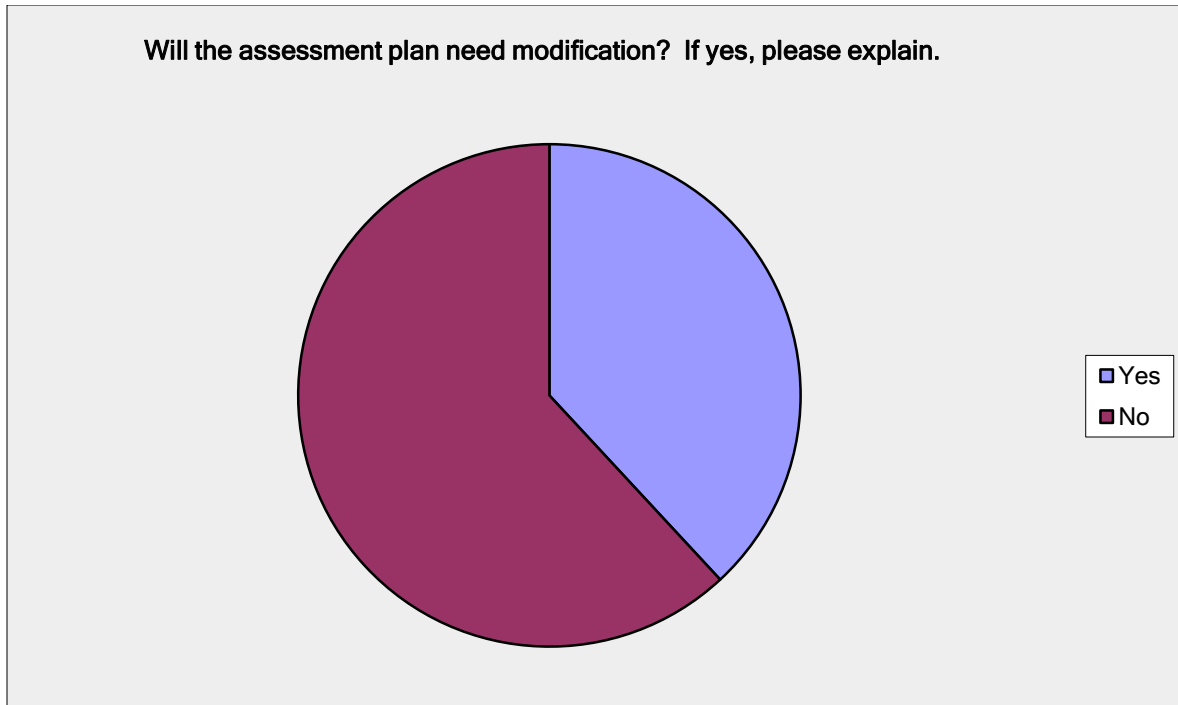
Annual Audit of Assessment Activities AY 2014-2015
Neumann conducts an annual audit of assessment activities in its major programs. The audit is completed by the assessment liaison. Results of the survey related to the audit follow.

Programs which responded to the Audit Survey

  Athletic Training Education
  Biology
  CIM
  CMA
  Criminal Justice
  English
  Foreign Language
  Graduate Program in Nursing
  History Minor -- Revision
  Honors Program
  Liberal Arts Major
  Liberal Studies
  M.S. in Organizational and Strategic Leadership
  MS in Accounting with Emphasis on Fraud and Forensics
  NU Core Experience
  Nursing
  Philosophy Minor
  Physical Therapy Program
  Political Science Major

Psychology

What is your Division affiliation?

Answer Options	Response Percent	Response Count
Arts & Sciences	59.1%	13
Business & Information Management	9.1%	2
Continuing Adult & Professional Studies (CAPS)	9.1%	2
Education & Human Services	4.5%	1
Nursing & Health Sciences	13.6%	3
University-wide Program	4.5%	1
Other (please specify)		1
	answered question	**22**

Is there a completed assessment plan for this program that covers a 3-5 year cycle?

Answer Options	Response Percent	Response Count
In process	38.9%	7
Completed	33.3%	6
No	27.8%	5
	answered question	**18**
	skipped question	**4**

Is the current Program Assessment Plan uploaded on SharePoint?

Answer Options	Response Percent	Response Count
In process	60.0%	9
Completed	33.3%	5
Previous Plan is on SharePoint	6.7%	1
Other (please specify)		3
	answered question	**15**
	skipped question	**7**

Is the Assessment Plan on the NU Assessment webpage the current and correct plan? http://www.neumann.edu/assessment/

Answer Options	Response Percent	Response Count
Yes	46.7%	7
Previous plan, not current plan	13.3%	2
Plan missing	6.7%	1
Plan needs updating, and this is in process	33.3%	5
Other (please specify)		3
	answered question	**15**
	skipped question	**7**

Has the current Program Assessment Plan been approved by the LOAC?

Answer Options	Response Percent	Response Count
Yes	64.7%	11
No	11.8%	2
In Process	23.5%	4
answered question		17
skipped question		5

Is the current year's Program Assessment Report uploaded on SharePoint? Due annually by June 1. Based on current Assessment Plan. Template available under Resources, NU Assessment webpage.

Answer Options	Response Percent	Response Count
In process	56.3%	9
Completed	37.5%	6
No	6.3%	1
Other (please specify)		2
answered question		16
skipped question		6

Was the program description reviewed this year?

Answer Options	Response Percent	Response Count
In Process	40.0%	6
Completed	40.0%	6
Not reviewed	20.0%	3
answered question		15
skipped question		7

Has the program description been aligned with the University Mission, Vision, Values and Goals?

Answer Options	Response Percent	Response Count
In Process	33.3%	5
Completed	66.7%	10
No	0.0%	0
answered question		15
skipped question		7

Have the program's learning outcomes been reviewed this year?

Answer Options	Response Percent	Response Count
In process	13.3%	2
Completed	73.3%	11

No	13.3%	2
answered question		**15**
skipped question		**7**

Have the program's learning outcomes been updated this year?

Answer Options	Response Percent	Response Count
In process	26.7%	4
Completed	20.0%	3
No	53.3%	8
answered question		**15**
skipped question		**7**

Are the program's learning outcomes in the NU catalog current and correct?

Answer Options	Response Percent	Response Count
In process	20.0%	3
Completed	80.0%	12
No	0.0%	0
answered question		**15**
skipped question		**7**

Have the program's learning outcomes been aligned or mapped to NU Core Learning Outcomes?

Answer Options	Response Percent	Response Count
In process	26.7%	4
Completed	66.7%	10
No	6.7%	1
answered question		**15**
skipped question		**7**

Have the program's outcomes been aligned with the IDEA objectives?

Answer Options	Response Percent	Response Count
Yes	46.7%	7
No	13.3%	2
In Progress	40.0%	6
answered question		**15**
skipped question		**7**

Has the program's curriculum (courses) been mapped to the program's learning outcomes?

Answer Options	Response Percent	Response Count

In process	40.0%	6
Completed	60.0%	9
No	0.0%	0
answered question		**15**
skipped question		**7**

Did the program's faculty discuss the cycle of assessment during the current year?

Answer Options	Response Percent	Response Count
In process	20.0%	3
Completed	60.0%	9
No	20.0%	3
answered question		**15**
skipped question		**7**

Does the assessment plan describe a way to collect data and evidence of learning?

Answer Options	Response Percent	Response Count
In process	26.7%	4
Completed	73.3%	11
No	0.0%	0
answered question		**15**
skipped question		**7**

Did the program's faculty identify and collect student work products or evidence to be used for program assessment?

Answer Options	Response Percent	Response Count
In process	40.0%	6
Completed	53.3%	8
No	6.7%	1
answered question		**15**
skipped question		**7**

Did the program's faculty identify the process to assess student work, report assessment data, and set a timeframe for completion of the assessment process?

Answer Options	Response Percent	Response Count
In process	40.0%	6
Completed	53.3%	8
No	6.7%	1
answered question		**15**
skipped question		**7**

Did the program's faculty set aside time to share assessment results with faculty?

Answer Options	Response Percent	Response Count
Yes	26.7%	4
No	73.3%	11
answered question		**15**
skipped question		**7**

After reviewing the assessment data, did the program's faculty analyze results and develop an action plan to address these results?

Answer Options	Response Percent	Response Count
In process	53.3%	8
Completed	20.0%	3
No	26.7%	4
answered question		**15**
skipped question		**7**

Do the syllabi for the program's courses include the program's learning outcomes?

Answer Options	Response Percent	Response Count
In process	26.7%	4
Completed	60.0%	9
No	13.3%	2
answered question		**15**
skipped question		**7**

Have the syllabi been checked to see if the course description matches that of the NU catalog?

Answer Options	Response Percent	Response Count
In process	26.7%	4
Completed	46.7%	7
No	26.7%	4
answered question		**15**

skipped question		**7**

Is there appropriate storage of student work documents used for assessment: hard copies and/or e-copies?

Answer Options	Response Percent	Response Count
In process	40.0%	6
Completed	46.7%	7

No	13.3%	2
Other (please specify)		2
answered question		**15**
skipped question		**7**

Has the program's assessment liaison been in contact with the LOAC or the AVPAA this year?

Answer Options	Response Percent	Response Count
Consulted with LOAC member(s)	33.3%	5
Consulted with LOAC chair	33.3%	5
Consulted with AVPAA	40.0%	6
No consultation	33.3%	5
answered question		**15**
skipped question		**7**

Did the LOAC initiate contact with the program assessment liaison this year?

Answer Options	Response Percent	Response Count
Yes	53.3%	8
No	40.0%	6
Not sure	6.7%	1
answered question		**15**
skipped question		**7**

What assessment results should be made public to promote the program? Write an executive summary.

Foreign Language: Core Requirement

In particular, reflective results will be used to indicate how the Franciscan mission of the university is integrated into the FL classes and how that helps students see their role in a larger, more diverse world context.

MS Organizational and Strategic Leadership (OSL)

Emphasis is placed upon students throughout the program to demonstrate the application of theories of organizational and strategic leadership to life and work situations because this provides evidence of subject mastery.

Although students are expected to demonstrate mastery of content of the curriculum, it is through the culminating Capstone Research Project that students assimilate the component elements of OSL 600. The Capstone Service Research Project (CSRP) is a creative expression of leadership that includes a "deliverable" to a sponsoring organization, or a realistic service template, that represents a scholarly contribution to the leadership field of study. It may also involve: the creation of a business model; a strategic plan or analysis; a social, educational, public service, or financial scholarship program; or a public awareness campaign regarding some timely and

compelling issue – but whatever the topic, it must have socially redeeming value in the Franciscan Tradition.

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. 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 CSRP must be based on rigorous independent research and reflect the integration of theory and practice. It cannot be merely an interesting or wishful idea. 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.

Assessment categories were updated in summer 2014 to conform to IDEA standards. The new categories are now: Explanation of Issues; Context and Purpose; Control of Syntax and Mechanics; Evidence; Content Development; and, Application of Ethical Perspectives and Concepts. Assessment levels were similarly updated, and reduced from four levels to three levels. The new levels are now: Mastery Level (4 points for each criteria met); Accomplished Level (3 points for each criteria met); Unacceptable level (1 point for each criteria met). Scores at 3 out of 4 are considered satisfactory achievement. Also, the Capstone research paper must demonstrate a consistent emphasis on academic and scholarly writing; i.e., spelling, grammar, structure, page numbering, clarity of ideas, data analysis, and overall caliber of writing expected on a graduate level.

Most students scored in the Accomplished Level or higher in all assessed categories. Two students struggled in two categories were referred to the Academic Resource Center for tutoring assistance in writing. The results are satisfactory, particularly given that most OSL graduate students have not been in an academic learning environment for several years. Given these factors, the results are satisfactory but more effort will be directed to Capstone development, particularly for those students who require academic tutoring.

Adjunct faculty have also been 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.

      BS Athletic Training

BOC Results are on web site. Accreditation Standard. See
http://www.neumann.edu/academics/undergrad/athtrain/BOCResults.pdf

BS: Psychology

Psychology majors are doing well in their core courses. In 2014-15, 93% of students passed Behavioral Science Statistics in 2014-5, 81% of students passed Research Methods, and 100% passed Senior Seminar. These numbers represent an increase in students passing Behavioral Science Statistics (up from 82% last year), but a decrease in students passing Research Methods (down from 91% last year). This year also marked the beginning of our Professional Development Course (Psych 465). 27 students took this course in spring 2015.

University Honors Program

Assessment data supports the contention that students in the honors program become effective presenters of their academic research. All students have the opportunity to do this in the classroom, and in more formal settings both locally and regionally.

BS Biology

At this time we are accumulating a baseline from which we can develop a progressive plan for improvement. Consequently we can share data if needed, however it is not, at this point, showing any trends.

NU Undergraduate Core Experience Program

- Core Contemplation Assessment

  During the 2013-2014 academic year, Contemplation (Engage in meaningful reflection) competencies were the focus of the Core Curriculum assessment. Contemplation learning outcomes include: 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.

  Direct measures used for assessment included: written artifacts demonstrating application of Catholic Franciscan tradition and self-reflection (94 first year and 48 junior or senior level), life-long learning (32 senior level), and creative expression (16 mixed year); surveys and capstone reflections from 28 graduating seniors from the Institute for Student Leadership Formation (ISLF); record of student and graduate engagement with Career and Personal Development Office. Indirect measures included: National Survey of Student Engagement (NSSE) – First and senior years; NSSE Catholic Supplement; Noel-Levitz Student Satisfaction Inventory (all years); NU Mission Survey administered to graduating seniors; and NU Alumni Survey.

The assessment of Contemplation learning outcomes revealed the following.
- o Comparing the percentage of freshmen students with the percentage of junior or senior students reaching the Accomplished or Mastered levels on written artifacts related to self-reflection and reflection in light of the Catholic Franciscan tradition demonstrated growth. At the lower level, 70.2% of students reached the Developing benchmark or higher which is the expectation. At the upper level, 33.4% of the students reached the Mastered or Accomplished level, indicating that the Theology 104 course provides a very strong foundation in reflective practices. Junior and senior students would benefit from additional opportunities to engage in structured oral and written reflection.
- o Surveys revealed that all students value reflection and desire additional opportunities to engage in meaningful reflection.
- o Surveys and capstone reflections from graduating seniors who have engaged in the Institute for Student Leadership Formation revealed the benefits of participation in this Institute and suggest that faculty and staff members should consider adapting some of the practices fostered through the ISLF.
- o Surveys highlighted the need to develop more helpful strategies to assist students in career and vocational exploration.
- o Data revealed the need to explore additional ways to measure creative recognition and expression.

After reviewing assessment results, faculty in every division and staff members identified several ways to improve the outcomes associated with Contemplation, including: : provide additional opportunities for reflective discussion and writing/journaling; integrate the Catholic Franciscan tradition, RISES, and Catholic Social Teaching more intentionally into curriculum; collaborate with Career and Personal Development Office and Office of Alumni Relations to facilitate career exploration; connect on-campus cultural programs with curriculum.

Faculty members also suggested modifications to the assessment process and identified professional development needs. In response to development needs identified, the January 2015 Faculty Development Day featured a panel of faculty and staff members who shared creative strategies for promoting reflection. The day also included a forum for faculty members to explore ways to collaborate with the Institute for Sport, Spirituality and Character Development and the Institute for Student Leadership Formation.

Core Conscience Assessment

During the 2013-2014 academic year, Conscience (Act ethically and responsibly) competencies were also the focus of the Core Curriculum assessment. Conscience learning outcomes include: 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.

Direct assessment measures included: written artifacts for application of the Catholic Franciscan tradition to ethical decision-making (98 papers from Sophomore level Philosophy 102 classes and 90 papers from junior and senior level courses embedding ethics related to the major); surveys from 138 students engaged in prolonged teamwork (three academic courses and a conference of the Institute for Student Leadership Formation); Neumann University Co-op/Internship Employer Evaluations of 133 students; and campus reports related to student conduct and academic integrity. Indirect assessment included: National Survey of Student Engagement (NSSE) – First and senior years; NSSE Catholic Supplement; Noel-Levitz Student Satisfaction Inventory (all years); NU Mission Survey administered to graduating seniors; and NU Alumni Survey.

Assessment results revealed the following.
- o   Reports related to student conduct demonstrated that most students take responsibility for the consequences of their actions and that incidents of student misconduct decrease as students mature.
- o   Employers with whom students interact through internships rated students positively in areas related to ethical behavior, sense of responsibility, and teamwork. Employer ratings exceeded the desired benchmark of 4.0 for all categories.
- o   Comparing the percentage of sophomore students with the percentage of junior or senior students reaching the Accomplished or Mastered levels on written artifacts related to ethical reasoning demonstrated growth. At the sophomore level, 74.5% of students reached the Developing benchmark or higher which is the expectation. 51% of the upperclassmen reached the Mastered or Accomplished level, indicating that upperclassmen would benefit from additional opportunities to discuss and practice ethical decision-making informed by the Catholic Franciscan tradition.
- o   Student self-evaluation of teamwork skills revealed that students wish to improve their skills in conflict management and reflective listening.
- o   Surveys revealed that students believe that NU helps them to develop a sense of values and ethics. At the same time, students desire additional opportunities to engage in reflection and discussion related to ethical decision-making. Survey responses also indicated that students would like greater demonstration of respect for differences.

After reviewing assessment results, faculty and staff members made the following suggestions for improvement: to reduce plagiarism, teach writing as a process which includes one-on-one conferencing, in-class discussions, and peer review; follow the University policy on plagiarism (document, discuss with student, have student sign document); maintain emphasis on Catholic Franciscan Tradition, RISES, and Catholic Social Teaching; and develop and consistently follow policies which promote academic and personal integrity.

Core Comprehension Assessment

During the 2014-2015 academic year, Comprehension (Think critically, creatively, and analytically) competencies were the focus of the Core Curriculum assessment. Comprehension learning outcomes include: Analyze and solve complex problems;

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

Direct assessment measures included: written artifacts for problem solving and scientific literacy (113 papers from Core courses in Chemistry, Biology, and Environmental Studies); written artifacts demonstrating student understanding of the relation of contemporary and historical events (97 papers from History 102, 103, and History 226); and quantitative assessment implemented and completed by the Math workgroup. Other direct measures included a comparison of recent ETS Proficiency Profiles in Reading and Critical Thinking and Math. Indirect measures included relevant questions from the National Survey of Student Engagement (NSSE) – First and senior years.

Data collected will be analyzed by faculty and staff members during June and July 2015. Results will be shared with faculty and staff in the Fall 2015. Based on results, faculty and staff will provide feedback and create action plans to foster improvement. The complete assessment report will be shared with all constituencies in January 2016.

Core Compassion Assessment

During the 2014-2015 academic year, Compassion (Respect all of creation) competencies were also the focus of the Core Curriculum assessment. Compassion learning outcomes include: 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.

Direct assessment measures included: written artifacts for based on the worth and dignity of every person (77 papers from French 102, Spanish 102, Italian 102, and American Sign Language 102); written artifacts related to service in promotion of the common good (77 papers from all major programs; a threaded discussion from the capstone course in the Liberal Studies degree completion program; and eight group oral presentations from Sport and Entertainment Management). Direct measures also included Neumann University Co-op/Internship Employer Evaluations of students from Fall 2014 and Spring 2015. Indirect assessment included: National Survey of Student Engagement (NSSE) – First and senior years; NSSE Catholic Supplement; Noel-Levitz Student Satisfaction Inventory (all years); NU Mission Survey administered to graduating seniors; and a University-developed survey on environmental awareness and stewardship administered to a cross-section of students in Spring 2015. In October 2014, Neumann University participated in the National Assessment of Service and Community Engagement (NASCE), a research study conducted by the Siena College Research Institute. The NASCE provided rich data which will be included in the assessment of service in promotion of the common good.

Data collected will be analyzed by faculty and staff members during June and July 2015. Results will be shared with faculty and staff in the Fall 2015. Based on results, faculty and staff will provide feedback and create action plans to foster improvement. The complete assessment report will be shared with all constituencies in January 2016.

BA: Communications and Media Arts (CMA)

Students in our CMA Capstone course continually show great promise and growth in the area of professionalism, personal persona and presentation. I believe assessment results in the area of the Capstone's service learning projects not only demonstrate student learning but provide sincere and necessary service to the NU community.

BA: Criminal Justice

Critical reflection papers submitted by students for CJ 370 Restorative Justice demonstrate that the criminal justice program successfully meets LO 1 and effectively teaches its students about the innate goodness and redemption of human beings. This suggests that the CJ program is very much aligned with the RISES values.

History Minor

The revised History Minor program is streamlined to meet the students' needs and expectations in the study and understanding of history. This program will assist the student in becoming an informed citizen and participant in society. A primary goal of the revised History Minor is to enable the student to explore the relationship of contemporary and historical events. The new History Minor is designed to streamline offerings and add a capstone project. The minor consists of 18 credits and a capstone will now be required. The capstone project consists of a research paper and presentation. The minor still requires 18 credits, all of which must be in history courses with the exception of POLSC 101, which is required, and POLSC 217, which is an elective. Flexibility is built into this program so that a student may pursue his or her specific interests within history.

Doctor of Physical Therapy

Actual student and graduate outcomes reflect the stated program mission, goals, and expected outcomes. These include a 3-year graduation rate of 90%, NPTE ultimate pass rate of 91%, including an ultimate pass rate for the class of 2014 of 96%. One-hundred percent of licensed graduates surveyed (47% average survey return rate) are employed as physical therapists.

BS Nursing

During the AY 2014-2015, the Undergraduate Nursing Program assessed all of its learning outcomes. To do this assessment, the Nursing Division gathered data from post-graduation alumni and employer surveys, exit surveys, clinical evaluation tools, job placement rates, and the NCLEX-RN results for first-time test takers. Exit survey results (N=46) fell slightly below the expected level of achievement of 3.5 on a scale of 1 to 5 with 5 as the highest; however, alumni and employer survey results exceeded this achievement level. All 2014 graduates (N =66) met the expected learning outcomes of their clinical rotations. One-year post-graduation, 86% of the 2014 Class were hired as registered nurses. NCLEX-RN pass rate for the period 2010 to 2014 is

92% which exceeds the state minimum of 80% and US average of 86%. For the period of 10/2013 to 09/2014, the program's pass rate is 95.45%.