

**Neumann University: 3-Year Program Assessment Plan AY 16/17 – 18/19**  
**Submitted by: Sr. Patricia Hutchison; Approved by LOAC**

<b>CORE Learning Outcome</b>	<b>IDEA objectives</b> <i>Student ratings of relevant objectives will be at or above the IDEA norm.</i>	<b>Direct Formative</b>	<b>Direct summative</b>	<b>Indirect Assessment</b>	<b>Year assessed</b>
<b>CG 1. Comprehension: Think critically, creatively, and analytically</b>					<b>2014-2015/ 2017-2018</b>
LO 1.1 Analyze and solve complex problems	<i>3. Learning to apply course material (to improve thinking, problem solving, and decisions)</i>	Core Science courses Scientific method paper scored with <a href="#">Problem-solving rubric</a> 80% of sample reaches target Level 2	Evaluations of internships, upper level nursing and athletic training clinical placements, student teaching: Averages 4.5 or above	NSSE surveys of first year and senior students: same or better than comparison groups	
LO 1.2 Demonstrate quantitative reasoning	<i>13. Learning appropriate methods for collecting, analyzing, and interpreting numerical information</i> <i>1. Gaining a basic understanding of the subject (e.g., factual knowledge, methods, principles, generalizations, theories)</i>	Core Math course LSMATH 200 Math problem activity scored with <a href="#">Quantitative Literacy rubric</a> 80% of sample reaches target Level 2	Evaluations of internships, upper level nursing and athletic training clinical placements, student teaching: Averages 4.5 or above	NSSE surveys of first year and senior students: same or better than comparison groups	

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LO 1.3 Demonstrate scientific literacy	<p><i>3. Learning to apply course material (to improve thinking, problem solving, and decisions)</i></p> <p><i>1. Gaining a basic understanding of the subject (e.g., factual knowledge, methods, principles, generalizations, theories)</i></p>	<p>Core Science courses</p> <p>Scientific method paper scored with <a href="#">Problem-solving rubric</a></p> <p>80% of sample reaches target Level 2</p>	TBD	NSSE surveys of first year and senior students: same or better than comparison groups	
LO 1.4 Explore the relationship of contemporary and historical events and issues	<p><i>11. Learning to analyze and critically evaluate ideas, arguments, and points of view.</i></p> <p><i>1. Gaining a basic understanding of the subject (e.g., factual knowledge, methods, principles, generalizations, theories)</i></p>	<p>Core History courses</p> <p>Teacher-developed assignment scored with <a href="#">Relationship of contemporary and historical events rubric</a></p> <p>80% of sample reaches target Level 2</p>	TBD	NSSE surveys of first year and senior students: same or better than comparison groups	
<b>CG 2. Contemplation: Engage in meaningful reflection</b>					<b>2013-2014/ 2016-2017</b>

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<p>LO 2.1 Apply the principles and values of the Catholic Franciscan tradition to personal, professional, and societal questions and issues</p>	<p><i>12. Learning to apply knowledge and skills to benefit others or serve the public good.</i></p>	<p>Theology 104          LSREL 200          Teacher-developed assignment scored with <a href="#">Self-reflection rubric</a>          80% of sample reaches target Level 2</p>	<p>Upper level Theology courses          Teacher-developed assignment scored with <a href="#">Self-reflection rubric</a>          80% of sample reaches target Level 3</p>	<p>NSSE survey          NSSE Catholic Consortium for first year and senior students will be same or better than comparison groups          Alumni surveys:          At least 75% of alumni will report that Neumann's mission influences personal lives and 60% of alumni will report that Neumann's mission influences professional values.           Noel-Levitz SSI: satisfaction scores will meet or exceed importance scores</p>	
<p>LO 2.2 Engage in self-reflection</p>	<p><i>2. Developing knowledge and understanding of diverse perspectives, global awareness, or other cultures</i></p>	<p>Same as above LO 2.1</p>	<p>Same as above LO 2.1</p>	<p>Same as above LO 2.1</p>	
<p>LO 2.3 Embrace life-long learning</p>	<p><i>12. Learning to apply knowledge and skills to benefit others or serve the public good</i></p>	<p><b>TBD</b></p>	<p>Capstone courses:          Transformation papers scored with <a href="#">Life-long learning rubric</a>          80% of sample reaches target Level 3</p>	<p>Alumni surveys:          Analysis of % graduates reporting continuation of education beyond baccalaureate degree</p>	

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	<i>7. Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)</i>			NSSE surveys of first year and senior students: same or better than comparison groups	
LO 2.4 Discern career and vocational choices	<i>12. Learning to apply knowledge and skills to benefit others or serve the public good.</i>	Count of student participation in services of Career Office	Count of student participation in services of Career Office Student evaluation of value of internship, nursing clinical placements, and educational field and student teaching placements	NSSE surveys of first year and senior students: same or better than comparison groups Noel-Levitz SSI: satisfaction scores will meet or exceed importance scores Alumni surveys: Analysis of % graduates reporting that NU education and career services assisted them to find employment	
LO 2.5 Recognize and appreciate creative expression	<i>6. Developing creative capacities (inventing; designing; writing; performing in art, music, drama, etc.)</i> <i>7. Gaining a broader</i>	Core Fine Arts course LSHUM 200 Teacher-developed assignment scored with <a href="#">Creative expression rubric</a> 80% of sample reaches target Level 2	TBD	NSSE surveys of first year and senior students: same or better than comparison groups	

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	<i>understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)</i>				
<b>CG 3. Conscience: Act ethically and responsibly</b>					<b>2013-2014/ 2016-2017</b>
LO 3.1 Demonstrate personal, professional, and academic honesty	<i>10. Developing ethical reasoning and/or ethical decision making</i>	Campus reports related to Security violations Student incidents requiring Judicial review Academic reports of plagiarism	Campus reports related to Security violations Student incidents requiring Judicial review Academic reports of plagiarism	NSSE survey NSSE Catholic Consortium for first year and senior students will be same or better than comparison groups	
LO 3.2 Accept responsibility for the consequences of their actions	<i>10. Developing ethical reasoning and/or ethical decision making</i>	Campus reports related to Security violations Student incidents requiring Judicial review Academic reports of plagiarism	Evaluations of internship, upper level nursing and athletic training clinical placements, student teaching: Averages 4.5 or above	NSSE survey NSSE Catholic Consortium for first year and senior students will be same or better than comparison groups	
LO 3.3 Engage as responsible members and leaders of diverse groups	<i>2. Developing knowledge and understanding of diverse perspectives, global awareness, or other cultures</i>	Student self-report on teamwork using <a href="#">Teamwork rubric</a> 80% of sample reaches target Level 2	Student self-report on teamwork using <a href="#">Teamwork rubric</a> 80% of sample reaches target Level 3	NSSE survey NSSE Catholic Consortium for first year and senior students will be same or better than comparison groups	

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	<i>5. Acquiring skills in working with others as a member of a team</i>				
LO 3.4 Exercise ethical decision-making, informed by the Catholic Franciscan tradition, in a variety of settings	<i>10. Developing ethical reasoning and/or ethical decision making</i>	PHILOSOPHY 102 Embedded question in final exam scored with <a href="#">Ethical reasoning rubric</a> 80% of sample reaches target Level 2	Upper level course integrating Ethics Business Ethics (PHIL 202), Ethics in Criminal Justice (PHIL 205), and upper level course in each major which includes specific emphasis on ethics in the profession Teacher-developed assignment scored with <a href="#">Ethical reasoning rubric</a> 80% of sample reaches target Level 3	NSSE survey NSSE Catholic Consortium for first year and senior students will be same or better than comparison groups Noel-Levitz SSI: satisfaction scores will meet or exceed importance scores	
<b>CG 4.Compassion: Respect all of creation</b>					<b>2014-2015/ 2017-2018</b>
LO 4.1 Honor the worth and dignity of each person	<i>2. Developing knowledge and understanding of diverse perspectives, global awareness, or other cultures</i>	Core Language courses Teacher-developed assignment scored with <a href="#">Intercultural Knowledge and Competence rubric</a> 80% of sample reaches target Level 2	<b>TBD</b>	NSSE survey NSSE Catholic Consortium for first year and senior students will be same or better than comparison groups	

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<p>LO 4.2 Interact respectfully in the local and global community</p>	<p><i>2. Developing knowledge and understanding of diverse perspectives, global awareness, or other cultures</i>  <i>5. Acquiring skills in working with others as a member of a team</i></p>	<p>Student self-report on teamwork using <a href="#">Teamwork rubric</a>  80% of sample reaches target Level 2</p>	<p>Student self-report on teamwork using <a href="#">Teamwork rubric</a>  80% of sample reaches target Level 3</p> <p>Evaluations of internship, upper level nursing and athletic training clinical placements, student teaching: Averages 4.5 or above</p>	<p>NSSE survey  NSSE Catholic Consortium for first year and senior students will be same or better than comparison groups</p>	
<p>LO 4.3 Engage in service to promote the common good</p>	<p><i>12. Learning to apply knowledge and skills to benefit others or serve the public good.</i></p>	<p>Theology 104  LSREL 200  Theological reflection on service performed during First Year morning of service scored with <a href="#">Service in promotion of the Common Good rubric</a>  80% of sample reaches target Level 2</p>	<p>Major course embedding Service-Learning in the major Reflection on service performed in course scored with <a href="#">Service in promotion of the Common Good rubric</a>  80% of sample reaches target Level 3</p>	<p>NSSE survey  NSSE Catholic Consortium for first year and senior students will be same or better than comparison groups  Noel-Levitz SSI: satisfaction scores will meet or exceed importance scores</p>	
<p>LO 4.4 Demonstrate environmental awareness and stewardship</p>	<p><i>12. Learning to apply knowledge and skills to benefit others or serve the public good.</i>  <i>10. Developing ethical reasoning and/or ethical decision making</i></p>	<p><b>N.B. Baseline established in 2014-2015 of student level of environmental awareness and stewardship: Need to develop meaningful direct assessments</b></p>	<p><b>N.B. Baseline established in 2014-2015 of student level of environmental awareness and stewardship: Need to develop meaningful direct assessments</b></p>	<p>NSSE Catholic Consortium survey for first year and senior students will be same or better than comparison groups  Noel-Levitz SSI: satisfaction scores will meet or exceed importance scores</p>	

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<b>CG 5. Communication: Communicate effectively</b>					<b>2012-2013/ 2015-2016</b>
LO 5.1 Express ideas clearly and effectively in written form	<i>8. Developing skill in expressing myself orally or in writing</i> <i>11. Learning to analyze and critically evaluate ideas, arguments, and points of view</i>	English 102 LSENG 190, Honors 112 Teacher-developed assignment scored with <a href="#">Written communication rubric</a> 80% of sample reaches target Level 2	Upper level course in majors: Teacher-developed assignment scored with <a href="#">Written communication rubric</a> 80% of sample reaches target Level 3 Evaluations of internship, upper level nursing and athletic training clinical placements, student teaching: Averages 4.5 or above	NSSE surveys of first year and senior students: same or better than comparison groups	
LO 5.2 Express ideas clearly and effectively in spoken form	<i>8. Developing skill in expressing myself orally or in writing</i>	English 102 LSENG 190, Honors 112 Teacher-developed assignment scored with <a href="#">Oral communication rubric</a> 80% of sample reaches target Level 2	Upper level course in majors: Teacher-developed assignment scored with <a href="#">Oral communication rubric</a> 80% of sample reaches target Level 3 Evaluations of internship, upper level nursing and athletic training clinical placements, student teaching: Averages 4.5 or above	NSSE surveys of first year and senior students: same or better than comparison groups	



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LO 5.3 Use technology competently	TBD	TBD	TBD	TBD	
LO 5.5 Access, evaluate, cite, and credit information using accepted conventions	<p><i>9. Learning how to find, evaluate, and use resources to explore a topic in depth</i></p> <p><i>11. Learning to analyze and critically evaluate ideas, arguments, and points of view</i></p>	<p>English 102 LSENG 190, Honors 112 Teacher-developed assignment scored with <a href="#">Information literacy rubric</a> 80% of sample reaches target Level 2</p>	<p>Upper level course in majors: Teacher-developed assignment scored with <a href="#">Information literacy rubric</a> 80% of sample reaches target Level 3 Evaluations of internship, upper level nursing and athletic training clinical placements, student teaching: Averages 4.5 or above</p>	<p>NSSE surveys of first year and senior students: same or better than comparison groups</p>	

Notes regarding plan:

TBD: To be determined; Core committee is trying to identify meaningful formative and summative direct assessments for every outcome

Benchmarks: 80% is an aspirational benchmark.

September 13, 2016

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