

NU Assessment of Student Learning: Annual Report

OFFICE OF THE ASSISTANT VICE-PRESIDENT FOR
ACADEMIC AFFAIRS

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APPENDIX A. NEUMANN UNIVERSITY AUDIT OF PROGRAM ASSESSMENT FOR AY
2013-14 20

Executive Summary

For the academic year 2013-14, all programs were requested to submit an annual audit of assessment activities by June 1, 2014. A summary of these audits are listed in this report as Appendix A. A listing of respondents follow.

Table 1. Responders to the Assessment Audit AY 13-14

Division	Program	Date of Submittal	Major or Minor Program
A & S	Art minor	6/1/2014 11:15 PM	Minor
A & S	Arts Production and Performance	6/1/2014 10:48 PM	Major
A & S	Biology Major	5/28/2014 3:54 PM	Major
A & S	Communication & Media Arts	5/20/2014 7:09 PM	Major
A & S	Criminal Justice	6/6/2014 9:51 AM	Major
A & S	French	5/21/2014 9:08 PM	Minor
A & S	History Minor -- soon to be renamed.	5/20/2014 7:59 PM	Minor
A & S	Modern Language	6/2/2014 2:16 PM	Minor
A & S	Music minor	6/1/2014 11:12 PM	Minor
A & S	Musical Theater minor	6/1/2014 11:18 PM	Minor
A & S	Political Science	5/25/2014 3:16 PM	Major
A & S	Psychology	5/21/2014 3:42 PM	Major
A & S	Theater	6/1/2014 11:21 PM	Minor
B & IM	Accounting	6/5/2014 5:02 PM	Major
B & IM	International Business	6/9/2014 4:32 PM	Major
CAPS	Liberal Arts Major	6/3/2014 11:04 AM	Major
E & HS	Master of Science in Education with dual certification (PK-4 and PK-8 special education)	6/6/2014 12:55 PM	Major
E & HS	Master's in Pastoral Counseling	5/30/2014 2:40 PM	Major
E & HS	PK-4; PK-8 Undergraduate Teacher Certification Program	6/6/2014 12:50 PM	Major
E & HS	Theology	5/30/2014 8:31 PM	Minor
N & HS	Doctor of Physical Therapy	5/20/2014 8:17 PM	Major
N & HS	Undergraduate Nursing	6/2/2014 8:24 PM	Major
University	Honors Program	6/1/2014 9:53 PM	
University	Neumann University Core Experience	5/25/2014 12:29 PM	

In addition to the assessment audit, all major programs were asked to file a program assessment report by June 1, 2014 and post the report on NU SharePoint site. All minor programs were to submit a program assessment plan, also by June 1, again with posting on NU SharePoint. The program assessment reports and plans were reviewed by the Learning Outcomes Assessment Committee on June 2, 2014. After this review, the LOAC members were to submit a report on the review and arrange a meeting with the program's assessment liaisons prior to the fall semester to review the report.

Table 2. NU Program Assessment Reports AY 2013-14

	AY 2013-14 Report on SharePoint	Reviewed by LOAC
University Wide Assessment Reports		
NU Core Experience	Yes, partial	Yes: Sept. 2014
Honors Program	Yes	Yes: June 2014
Core Writing Program	Yes	
Division Assessment Reports		
Arts and Sciences (A & S)		
Arts Production and Performance (ARTPP)	Yes	Yes: June 2014
Biology: Biology, Biology/CLS, Biology/Secondary Education	Yes	Yes: June 2014
Communication and Media Arts	Yes	Yes: June 2014; Sept. 2014
Criminal Justice	Yes	Yes: June 2014
English: English, English/Secondary Education	Yes; English Program Review	
Political Science: Political Science, Political Science/Secondary Education	Yes; Political Science Program Review	
Psychology	Yes	
Business and Information Management (B & IM)		
Core Business (Undergraduate)	ACBSP report through AY 2012- 13 submitted.	Yes: June 2014
Accounting	No separate report; see ACBSP report	
Computer Information Management	No separate report; see ACBSP report	
International Studies	Yes	Yes: June 2014
Marketing	No separate report; see ACBSP report	
Management	No separate report; see ACBSP report	

Sport and Entertainment Management (Undergraduate)	COSMA report due; extension granted	
Sport and Entertainment Management (Graduate)	COSMA report due; extension granted	
Continuing Adult and Professional Studies (CAPS)		
Leadership and Organizational Development (Undergraduate)	Yes	Yes: June 2014
Leadership and Organizational Development (Graduate)		
Liberal Studies	Yes	Yes: June 2014
Professional Studies	Yes	
Education and Human Services (E & HS)		
Graduate Education and Certification (Masters)	Yes	
Graduate Education and Supervision Certification (EdD)	Yes	Yes: June 2014
Early Childhood Education	Yes: EDU 12 report	Yes: June 2014
Secondary Education	Yes: EDU 12 report	Yes: June 2014
Special Education	Yes: EDU 12 report	Yes: June 2014
Pastoral Care and Counseling (Masters)	Yes	Yes: June 2014
Pastoral Care and Counseling (PhD)	Yes	Yes; Sept. 2014
Theology (Minor)		
Nursing and Health Sciences (N & HS)		
Athletic Training		
Nursing (Undergraduate)	Systemic Plan of Evaluation (SPE) through AY 2012-13 received (3 year report)	
Nursing (Graduate)	Yes: SPE	ACEN site visit: Sept. 2014
Physical Therapy (DPT)	Yes	Yes: June 2014

Faculty Senate Policy Committee received a proposed policy on assessment of student learning from the LOAC during fall 2013. Action on this policy is due fall 2014. The policy and its introduction are listed below.

Introduction:

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

Proposed Policy:

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

The LOAC reviewed all submitted Assessment Reports at their meeting on June 2, 2014. A summary report was submitted to the office of the AVPAA. The LOAC members will meet with the assessment liaisons in the fall semester to review reports and assessment results. The remaining reports will be reviewed at the regular meetings of the LOAC upon submittal by the program liaisons.

The summaries of the submitted reports, action plans, and LOAC reviews are given below. Following these summaries are the results of the Annual Assessment Audit returns.

University Wide Assessment Reports: Results and Action Plans

NU Core Experience

The NU Core Experience Assessment is ongoing throughout the academic year and all processes and reports are shared on the NU webpage, [NU Core Experience](#). During the 2012-2013 academic year, *Communication* competencies were the focus of the Core Curriculum assessment. Specifically, learning outcomes associated with oral and written communication and information literacy were assessed. During the 2013-14 academic year, the assessment of the core learning outcome of communication, as assessed over summer 2013, was shared with Neumann faculty during fall 2013. Each division was then asked to contribute to the action plan based on assessment results from the 2012-13 academic year.

For the 2013-14 academic year, core assessment focused on learning outcomes related to *Contemplation* and *Conscience*. The Core Task Force, in collaboration with faculty and staff members, revised the Assessment Plans for these learning outcomes and developed rubrics adapted from the nationally validated AAC&U VALUE rubrics. The revised assessment plans and rubrics are posted on the NU Core Experience website.

In the March 2014 Core Newsletter, it was noted "There are many opportunities, both in the classroom and beyond, to support student growth in reflection and ethical reasoning. The Service-Learning website contains excellent resources for reflection which can be adapted for use in the classroom and in conjunction with co-curricular activities <http://www.neumann.edu/academics/service-learning/reflection/default.asp> The Mentor Commons program on *How Can I Promote Deep Learning through Critical Reflection?* by Barbara Jacoby, is also a valuable and practical resource."

The entire Core Communication Report (revised and updated on February 14, 2014) is available on the SharePoint site (AA; assessment; Core Experience Assessment Report 2012-2013; 2-14 Core Communication Assessment 2012-2013).

LOAC Review:

The core assessment report will be completed in summer of 2014 as data is collected and summarized. The LOAC review is scheduled for Fall, 2014.

Honors Program

One of the Honors Program's learning outcomes selected for the AY 13-14 assessment process was: Compose a well-supported, well-written research/analysis paper that demonstrates a growing level of scholarship. This paper is assigned in all four years, with various levels of expected development. To assess the Honors Program, the papers from HNR 420 were reviewed, and the student work products from this course were assessed using a rubric assigned to this paper. Both rubric and data were submitted with the honors program report. Goal: All students who receive the certificate of completion achieve the rubric level "meet expectations" or "exceed expectations."

Action Plan: The Honors Committee needs to discuss expectations of student writing to improve internal validity of its assessment of research papers. This should be addressed in Fall 2014 at one or more of its meetings. Even so, student writing continues to be the main concern of the committee. It is hoped that the results of the Self-Study in Fall 2014 will include recommendations to address this ongoing need. Modifications of assessment will depend on recommendations of the Self-Study, as above.

LOAC Review:

Four of the seven outcomes were assessed. Report is complete and demonstrated thorough analysis. Outcomes are measurable and plan of action appropriate.

Core Writing Program

Within the AY 2012-13, the Core Program Assessment considered the learning outcome of Communication. Results of that assessment were shared with faculty during AY 2013-14. Of particular note are the changes in the ENG 101-ENG 102 courses which form the basis of Neumann's Core Writing Program. The Core Writing Program does extensive assessment on student work products to continue to improve its program. The results of the assessment done in the area of Core Writing are listed below.

For assessment of Core writing AY 2013-2014, several analyses were conducted to assess performance by students in their fall 2013 ENG 101 reflective writing for the portfolio. These results were compared to those from fall 2012 assessment of portfolio reflections for English 101.

For this assessment, several research questions were asked:

1. In the reflective written texts for Fall 2013 end-of-semester English 101 portfolios, for each of the five features of writing (Rhetorical Knowledge, Content, Genre, Information Literacy, and Syntax), has the percentage for performance on "Developing" (2.00 – 2.99) combined with "Achieving" and "Mastering" (3.00 – 4.00) exceeded performance results for English 101 from the fall 2012 assessment? Two analyses were done to verify results.
2. In Neumann's two models of Accelerated Learning (two linked sections of English 101/English 094 in fall 2013 with same instructor of FYW and developmental writing) and two sections of English 101 for Education cohort with six additional hours of instruction for the semester to prepare for PAPA (Pennsylvania Pre-Licensure Education Exam), does student writing across each of the five features of writing indicate "Developing" (2.00- 2.99) or higher performance in reflective texts from portfolios? Additionally, does this performance in writing compare well to that by students who placed into regular sections of English 101?

Conclusions

Overall, students' performance in writing in fall 2013 sections of English 101 shows improvement in statistically-significant ways for each feature of writing on portfolio reflections when results are compared to those from fall 2012. While performance for Information Literacy has improved in statistically-significant ways, Information Literacy remains the only feature with a mean score in the "Beginning" range. Continued collaboration with Neumann's reference librarians is needed, and perhaps an additional workshop or two on shared expectations for using results of research in assignments should be planned. Additional interventions seem needed in this area to better prepare students for the research and writing required in English 102 and across the curriculum.

The two models of Accelerated Programs seem to be working very well. In the schedule for fall 2014, expanded models of cohort delivery of English 101 are evident, as is the linked model for English 101 and English 094. Other models of support seem needed for those students who place into regular sections of English 101; as results from this analysis indicate, some students with reasonable placement scores for some reason or another still need additional support

Division Assessment Reports

Arts and Sciences (A & S)

Arts Production and Performance (ARTPP)

The ARTPP program chose learning outcomes 3,4, and 11 for assessment during the AY 2013-14. The results and action plan for each of these outcomes are listed below.

LO 3. Collaborate effectively as a member of a production team in a variety of media. (6)

Results are below expectations; not satisfied

Action Plan: Require staffing to prevent student trying to run entire event without collaboration; next time it runs.

LO 4. Manage aspects of production projects by assuming positions of leadership. (6)

Results exceeded expectations; satisfied

Action Plan: Use student's personal initiative as a model for future seminars; next time it runs.

LO 11. Identify the career options and paths available in production and performance. (1)

Results: Met expectations; satisfied

Action Plan: Move assessment of outcome to co-op or potential new course; next time it runs

LOAC Review:

The report focused on learning outcomes 3, 4, 11 which include collaboration, management, and career options. Assessment used the Arts Event rubric for all three learning outcomes. Action plans are developed for each learning outcome assessed.

Biology: Biology, Biology/CLS, Biology/Secondary Education

The Biology programs used the research posters and presentations that are a requirement of the capstone course BIO 460 to assess its programs during the academic year 2013-14. All rubrics used and student results were submitted. Their submitted discussion follow.

Areas of Assessment with a developed rubric:

Poster Presentations and Written Reports:

Experimental Design

Literature Review

Technical Writing

Poster Presentations

Oral Presentations

Ethical/Professional Disposition

Recommendations:

This is a non-exhaustive list of recommendations, which is also subject to further Science Workgroup review:

1. Students should be exposed to technical writing all through their biology curriculum. They should both read technical writing and conduct their own writing.
2. Students should exercise scientific method and strongly encouraged to understand this is a method to achieve new knowledge.
3. Students should be exposed to more critical thinking exercises. They should be challenged to conduct mindful analysis of both good data and bad data. They should be shown good studies and bad studies. This should apply directly to each student not class or group exercises.
4. More interpretation of data, graphs, tables.
5. Students have to learn grammar. This may require consultation with other Arts and Sciences faculty.
6. Students with possible disabilities should be recognized and there must be some sort of safety net for them so they are caught before they enter Senior Seminar (Biology 460).

LOAC Review:

All program objectives were assessed, analyzed and an action plan submitted. The assessment results were lower than expected but more data is needed to verify the natural spread of these results.

Communication and Media Arts

The CMA program used the work products and assignments of the CMA 460 Capstone course to assess student learning during the academic year 2013-14. All rubrics used and student results were submitted. The CMA learning outcomes addressed with this assessment, results, and discussion follow.

LO. Demonstrate the integration of the Franciscan Values of reverence, Excellence and Stewardship

Very happy with the results in this outcome area.

LO. Develop a working knowledge of media industry

LO. Create and deliver oral, written, audio and video content

LO. Create and deliver messages appropriate for different audiences and project objectives

Results met expected standards.

Program outcomes will be closely followed and the CMA course curriculum is being revamped for the AY 2015-16. Going forward, final projects for CA 460 will include video, radio and PR to accommodate a broader scope of the students' course experiences. Students in CA 460 will be more keenly prepared in having learned skills in the revised CMA course sequence.

Co-Op is a vital piece of this outcome. The Co-op Evaluation form is a product of the Career Development Office in conjunction with applicable faculty. The Co-op courses will be added to the revised assessment plan.

LOAC Review:

The program has 14 learning objectives of which four were assessed this year. The assessment of these learning outcomes met the faculty's expectations. The assessment measures will be revised to include a professional development piece.

Criminal Justice

Criminal Justice required its students to take the ETS Major Field Test during the Capstone Course CJ 460, and bases its program assessment on these results. The assessment report was submitted with all data. The discussion of the results follows.

In general, results went down from the previous academic year. The analysis of Indicators of CJ knowledge and procedures gives added data of the strengths and weaknesses of the overall program. The program seems weakest in pedagogical theory and research methodology.

Beginning in Fall 2014, with the addition of another full-time faculty member hired for AY 2014-15, criminal research methods and theory will be consistently taught by an expert in the field. This course will address areas of Theories of Criminal Behavior, Research Methodology and Statistics. The elective of Judicial Process will be changed to a major course requirement. This will address the weakness in The Law indicator of knowledge.

Consistency in the taking of the MFT in Criminal Justice during the Senior Seminar will allow the program to track the effect of the above changes on future cohorts.

LOAC Review:

Assessment results were below expected outcomes. The action plan included hiring an additional full time faculty member which may help improve assessment results.

English: English, English/Secondary Education

The English Major undertook a Program Review during the academic year 2013-14. The assessment results from the current academic year contributed to the program review. The assessment of the English Program is based on student's writing done in HUM 460, a capstone course for both English and Liberal Arts majors. The students' research papers were evaluated with a Literature Paper Rubric, and only the 4 students identified as English Majors had their work reviewed for the assessment report. It is important to note that the applicability of these results is limited due to our small sample size.

A review of our results reveals the following trends:

- 1) Assessment of senior students' writing ability has shown positive results with all students rating at least "Accomplished" for this category. This result confirms our previous impressions that upper-level English students write well overall, but need specifically-targeted assistance in areas such as synthesis.
- 2) With respect to synthesis in senior essays, there continue to be concerns. In the 2012/13 responses, two of the nine essays registered as accomplished or better, while none of the current sample were consistently rated as such. It is worth noting that for three of the four essays there was at least a majority registering a level of accomplished or better, but given the primacy we have assigned this criterion, it is clear we need to make further efforts. It is also possible this is another case whereby norming will help to improve our results.

- 3) Finally, with respect to Franciscan elements demonstrated in the final paper, specific steps were taken to focus student efforts in this direction, but these efforts do not seem to have produced an appreciable effect. The reviewers raised the possibility that we focus student efforts for this criterion into a separate reflective piece of its own.

LOAC Review: To be completed in Fall, 2014.

Political Science: Political Science, Political Science/Secondary Education

No report submitted. Assessment Plan in place. Political Science will submit a Program Evaluation Report in Fall, 2014.

Psychology

Psychology continued with the assessment plan based on the revised program and learning outcomes. All results and rubrics were submitted. Discussion of results follow

Learning Outcome 1: Demonstrate familiarity with major concepts, theoretical perspectives, empirical findings, and historical trends in psychology.

Assessment Protocol: Students in Psych 101 took a cumulative final; students in Psych 460 (Senior Seminar) took the same exam. Scores were compared.

Results: 21 students in Psych 101 took the cumulative final in Spring 2014. A total of 24 students enrolled in Psych 460 took the cumulative final in Spring 2014. The average score in the Psych 101 students was 59.8, compared to 70.5 in the Psych 460 students. A t-test of means ($t(43) = 2.32, p < .03$) showed that students in Psych 460 scored significantly better than those in Psych 101 on the assessment test.

Learning Outcome 2: Understand and apply basic research methods in psychology, including research design, data analysis, and interpretation.

Assessment Protocol:

- I. Passing Score on Psych 202 Final Exam and Course

Results: Fall 2013 and Spring 2014 combined (57 Students):

49% of students passed the final exam and 81.5% of students passed the course.

- II. Passing Score on Psych 301 Final Paper and Score on AACU Inquiry and Analysis Value Rubric

Results: Fall 2013 and Spring 2014 combined (45 students):

66.5 % of students received a passing score on the final paper and 91% passed the course. The AACU Inquiry and Analysis Rubric was not utilized.

Learning Outcome 5: Be able to weigh evidence, tolerate ambiguity, act ethically, and reflect other values that are the underpinnings of psychology as a discipline.

Assessment Protocol: Students in Psych 301 will complete the NIH Ethics Training

Results: Fall 2013: 100% of students (24) completed the training with a mean score of 90%.

Spring 2014: 100% of students (21) completed the training with a mean score of 86%.

LOAC Review: Scheduled for Fall, 2014

Business and Information Management (B & IM)

Core Business (Undergraduate)

The annual ACBSP Quality Assurance Report was submitted by the Business Management majors as the core assessment for all programs during the academic year 2013-14. The data in this report is complete through academic year 2012-13. An update should be submitted during the next reporting cycle. All expected benchmarks were met. A critical component of the assessment of the majors in the Division of Business and Information management are the results of the ETS Major Field Test in Business. All seniors take this exam in their capstone course: BUS 460 or SEM 460. During AY 2013-14, this test was administered to 81 students in the division.

International Business Major

A separate report was submitted for the International Business Major. All data and rubrics were submitted. Further development of the assessment plan will continue with subsequent cycles of assessment.

LOAC Review:

This report was sent in to outside accreditors. It would be helpful for our review if some annotation were present in the document to expedite the finding of pertinent information.

Data are only currently present for the international business major. It is assumed that the other majors are on some cycle of assessment, but that cycle is not clear. Regarding overall program outcomes, 3 outcomes were met and 2 were not. Regarding the international business major, 1 LO had no supporting data at present, LO 2 showed 81% of students at the developing level of analytical thinking. LO3 showed 89% of students at the developing level of analytical thinking. Neither LO 3 or 2 had a benchmark set.

Continuing Adult and Professional Studies (CAPS)

Organizational Leadership (Undergraduate)

Assessment plan is on a 3-year cycle. All learning outcomes will be assessed during AY 2014-15. The assessment of the Professional Studies Program is based on a review of student work products of the Experiential Learning Project (ELP) assessed using the ELP Rubric and the criteria pertinent to the learning outcome being assessed and within targeted courses within the program. Satisfactory achievement is demonstrated by 100% of students earning a level of "Accomplished" via the "Accomplished" via the outcome related sections of the common final project rubric. The student work products used for this assessment will be the ELP project assigned in LSBUS 220, 240, 260, 300.

LOAC Review: To be completed after the AY 2014-15 Results are posted.

Liberal Studies

Assessment plan is on a 3-year cycle. Assessment for Learning Outcome 4: View the diversity of cultures and peoples in the world through many perspectives was postponed for AY 2013-14. It will be included in the next cycle of reporting. All other learning outcomes will be assessed during AY 2015-16. The assessment of the Liberal Studies Program is based on a review of student work products of the Experiential Learning Project (ELP) assessed using the ELP Rubric and the criteria pertinent to the learning outcome being assessed and within targeted courses within the program. Satisfactory

achievement is demonstrated by 100% of students earning a level of “Accomplished” via the “Accomplished” via the outcome related sections of the common final project rubric. The student work products used for this assessment will be the ELP project assigned in LSINT 490 and LSHUM 201-210.

LOAC Review: To be completed after the AY 2014-15 Results are posted.

Professional Studies

Assessment plan is on a 3-year cycle. All learning outcomes will be assessed during AY 2014-15. The Final projects produced in major required courses (PSBUS 280, PSCA 220, LSPSY 220, LSPSY 300) are assessed using a common rubric utilized throughout the program and in each course. Rubric data is recorded each semester by the instructors of these courses will be used for reporting purposes. Learning outcomes are aligned with specific criteria of the assessment rubric. Satisfactory achievement is demonstrated by 100% of students earning a level of “Accomplished” via the outcome related sections of the common final project rubric.

LOAC Review: To be completed after the AY 2014-15 Results are posted.

Education and Human Services (E & HS)

Graduate Education and Certification (Masters)

Learning Outcomes revised as follows:

LO 1: Students are prepared to assume instructional leadership positions (e.g. lead curriculum projects, supervise student teachers, assume department head activities, and/or engage in mentoring roles) in school settings.

LO 2: Prepared to pursue further study at the doctoral level in education

LO 3: Articulate the concerns and capabilities of educators and demonstrate contemporary best strategies and techniques for culturally and educationally diverse classrooms

LO 4: Prepared to assume positions in higher education settings.

LO 5: Comprehend the relationship between the pedagogical objectives of a school and the abundant range of skills, talents and interests of a diverse community of learners

Assessment of the Masters in Education Program with Certification (K-6) yielded the following results in AY 2013-14.

This certification (K-6) is no longer offered by PDE; therefore, it can no longer be assessed.

The PK-4; PK-8 special education dual certification has replaced the K-6 certification. They are now assessed using the PAPA/PECT Tests developed by Pearson. As of this date (06/01/2014) one student of four eligible students passed all tests required for certification. This is a 25% pass rate to date; the goal is 80%.

A Portfolio is required with a focus on the competencies established for PK-4; PK-8 special education. All four eligible students met the requirements for this established outcome

In the M.S. program that does not lead to a certification, graduate students are currently assessed in each course to ensure each has met the required competencies.

An approved assessment protocol has been established for each course. These “signature assignments” are particular to the course and are designed to have the student demonstrate mastery of the required competencies.

For AY 2014 a capstone course will be developed that will require the students to demonstrate mastery of established competencies over the course of the 36-credit program through an action research project.

No students have been assessed on the above five established learning outcomes as this program will begin Fall 2104.

LOAC Review: To be completed after the AY 2014-15 Results are posted.

Graduate Education and Supervision Certification (EdD)

The following learning outcomes were scheduled to be assessed in AY 2013-14. The results follow.

LO1: Assume leadership positions in schools and educational agencies

Nine of 20 principal certification candidates have completed the program; of these nine certificated administrators, seven have had no change in their employment status while one teacher became a supervisor of special education in a school district and another teacher became a program director for special education at a university. Ten of 20 superintendent candidates have completed the program; of these 10 certificated administrators, three have had no change in their employment status while a supervisor at an IU moved to the supervisor at a school district, two assistant principals moved to a principalship, an elementary principal moved to a middle school principalship, a principal moved to an assistant superintendency, a principal moved to a directorship in central administration, and a principal moved to a supervisory position in central administration.

LO2: Demonstrate instructional leadership, grounded in research, which provides purpose and direction to student achievement.

Sixteen Degree Candidates defended successfully their dissertation. Ten Degree Candidates, presently actively engaged in the dissertation process, will not defend their dissertation during the present assessment period; however, it is expected that these Degree Candidates will defend successfully their dissertation during the upcoming academic year. Nineteen Degree Candidates are not actively engaged in the dissertation degree process; several of these Degree Candidates are liable for dismissal from the program due to prolonged inactivity.

For the Degree Candidates who were actively engaged in the dissertation completion process during the assessment period, 62% completed the process. No, the program is not satisfied with these results.

Over the past year and a half, the dissertation completion process was altered so that students would be guided by program professors to create a dissertation proposal during EDU 799, thus, providing them with three semesters for the dissertation proposal defense, the actual research, and the writing and defense of the dissertation. It is expected that those students who experience

the revised program will complete it during the anticipated timeframe. The program Director is monitoring the progress of the Degree Candidates who have experienced the revised program.

LOAC Review:

Methods that were specified to measure given outcomes were measured and analyzed. One of the outcomes was stated as being met, while the other (LO2) was not.

Early Childhood Education

- The attainment of established competencies is ultimately demonstrated in EDU 490: Practicum in Elementary and Special Education (Student Teaching). It is in this course that the student is evaluated using the PDE 430 Form: Pennsylvania Statewide Evaluation Form for Student Professional Knowledge and Practice.

All students are assessed using the PDE 430 form in the final semester. In addition each student prepares a Portfolio that demonstrates how the student has met the competencies established by PDE for K-6 and N-12 special education certification as well as how the student has met the 10 Interstate New Teachers Assessment and Support Consortium (INTASC) Principles

For the AY 2014, 47 students were assessed and 100% achieved the established goal

- Students will pass all related PRAXIS/PAPA/PECT tests for area of certification. The attainment of an 80% pass rate for all tests is the criterion established by PDE for a program that to be performing satisfactorily.

To date (May 23, 2014) for the 2013 AY, a total of 59 students (of 76 eligible students) have successfully passed all required PRAXIS exams. This is a 78% pass rate. This data will be updated consistently as students continue to complete the requirements for certification. The goal is 80%.

To date (May 29, 2014) 10 (of 47 eligible students) have successfully passed all required PECT exams. This is a 21% pass rate. This data will be updated on the last Friday of each month as students continue to complete the requirements for certification. The goal is 80%.

LOAC Review:

Learning outcomes are present and measurable. Data is provided but the report needs additional discussion of the analysis of the data. The report would also benefit from expanded discussion regarding the action plan for the goal set forth in Learning Outcome 5.

Secondary Education

See above results.

Special Education

See above results.

Pastoral Care and Counseling (Master's)

The Pastoral Care and Counseling Program assessed its learning outcomes with the data from its Clinical Education Form. The assessment took place from Spring 2013 through Fall 2013 semesters. Results and action plan follow.

LO1. Formulate working diagnosis and treatment goals;

LO2. Be able to reflect theologically in counseling relationships that facilitate understanding their roles as pastoral counselor.

LO3. Integrate spirituality and psychology in the assessment of various cases and therapeutic interactions;

The scores on the Clinical Evaluation Form for PCC 740 on Section 3: Clinical Assessment Skills for Fall, 2012 with PCC 750 in Spring 2013 were used to assess LO 1. The following results were found using the scores of the 13 students registered: PCC 740 = 39.5/60; PCC 750 = 51.3/60

The scores on the Clinical Evaluation Form for PCC 740 on Section 4: Pastoral & Spiritual Issues for Fall, 2012 were evaluated with those of Spring, 2014. The following results were found using the scores of 13 students registered for both courses: PCC 740 = 44.4/60; PCC 750 = 44.3/60.

Action Plan:

Faculty has decided to change the focus of PCC 740 to a pre-clinical course beginning in Fall 2014 in which students will cover all skills, policies and practices of working on-site but will do so before locating and engaging in actual one-on-one counseling. All preparation will take place in Neumann in a “dry-run” type class.

Faculty, especially those concerned with clinical formation, have determined to revise the theological/spiritual process to allow for a developmental process of theological/spiritual evaluation in this manner:

In the foundational courses a general introduction to Theological Reflection will be taught and students will apply to various scenarios and listening activities. In the pre-clinical course two parts of the theological assessment will be presented; namely, parts 1 and 3 of “Overall Spiritual Assessment” The lengthier part, section 2, will be introduced in PCC-750. The whole Spiritual Assessment will be reinforced through student application in the Internship courses and finalized in the Interdisciplinary Seminar.

LOAC Review:

There was a large discrepancy in the clinical data between years one and two. Faculty are re-evaluating and re-designing courses to meet the learning outcomes.

Nursing and Health Sciences (N & HS)

Nursing (Undergraduate)

The 2014 Systemic Plan of Evaluation was submitted. This plan covers both the graduate and undergraduate programs of nursing. Data is complete through academic year 2012-13. Neumann University demonstrated compliance with all standards, has instituted action plans based on data, and is implementing formative evaluation actions on an annual basis. The 2014 SPE covers the years 2011-2013.

Outcomes

Program evaluation demonstrates that students and graduates have achieved the student learning outcomes, program outcomes, and role – specific graduate competencies of the nursing education unit.

Evaluation of student learning demonstrates that graduates have achieved identified competencies consistent with the institutional mission and professional standards and that the outcomes of the nursing education unit have been achieved.

The systematic plan for evaluation emphasizes the ongoing assessment and evaluation of the nursing education unit emphasizes the ongoing assessment and evaluation of the following: student learning; program outcomes; role specific competencies; and the ACEN standards. The systematic plan of evaluation contains specific, measurable expected levels of achievement; frequency of assessment; appropriate assessment methods; and a minimum of three years of data for each component within the plan.

All results met expectations. Some action items within the report include the following.

- Neumann University has transitioned into the HESI testing program as a preparation for the NCLEX exam. Results to date are positive.
- Neumann's Nursing Programs have also increased their rate of completion of the undergraduate program, based on current data, from 50% to 55% as a benchmark.

LOAC Review: To be completed in Fall, 2014

Nursing (Graduate)

See 2014 SPE report above.

LOAC Review: ACEN accreditation visit scheduled for September, 2014.

Physical Therapy (DPT)

Doctor of Physical Therapy Program (DPT)

Analysis of actual achievement is reported below.

The DPT program evaluated data related to all program learning outcomes. All data determined that the program was meeting expectations at the desired level. Some key evidence cited is as follows:

- Students consistently receive a minimum of 80% (3.0) in objective course examination and practical examination testing. The location of competencies and course objectives that reflect these areas of knowledge are in course syllabi.
- 100% ultimate comprehensive exam pass rates for class of 2014.
- Graduates' cumulative GPA in the professional curriculum averages 3.6 (class years 2012 and 2013)
- 100% entry-level clinical performance after Clinical Education 3 for classes of 2012 and 2013 as indicated by PT CPI Web reports
- Graduating student survey and focus group meeting minutes indicate that all graduates from class years 2012 and 2013 believe that all objectives listed in CAPTE criteria were met or well-met.

- By Clinical Education 2, all students for the classes of 2012 and 2013 are rated at entry-level in their Professional Abilities assessment.
- NPTE pass rate for class of 2013 is 89%
- Aggregate 3-year NPTE pass rate (classes of 2011-2013) is 88%

Alumni and Employer surveys yielded the following results:

- 1-year and 3-year alumni survey responses indicate 100% employment rate for all licensed respondents.
- 3-year alumni survey responses (39% return rate for class year 2010) indicate that graduates agree or strongly agree that they were well prepared in these practice skills and knowledge areas.
- 1-year alumni survey responses (41% return rate for class year 2013) indicate that graduates agree or strongly agree that they were well prepared in these practice skills and knowledge areas.
- 3-year employer survey responses (22% return rate for class year 2010) indicate that graduates meet or exceed expectations in outcomes cited.
- 1-year employer survey responses (32% return rate for class year 2013) indicate that graduates meet or exceed expectations in outcomes cited.

LOAC Review:

All learning outcome objectives are measurable and demonstrated to be met. Report needs to identify areas of improvement and an action plan.

Appendix A. Neumann University Audit of Program Assessment for AY 2013-14

Table 3. NU Annual Audit of Program Assessment Q1.

Neumann University Annual Cycle of Program Assessment		
What is your Division affiliation?		
Answer Options	Response Percent	Response Count
Arts & Sciences	62.5%	15
Business & Information Management	8.3%	2
Continuing Adult & Professional Studies (CAPS)	0.0%	0
Education & Human Services	16.7%	4
Nursing & Health Sciences	12.5%	3
<i>answered question</i>		24
<i>skipped question</i>		0

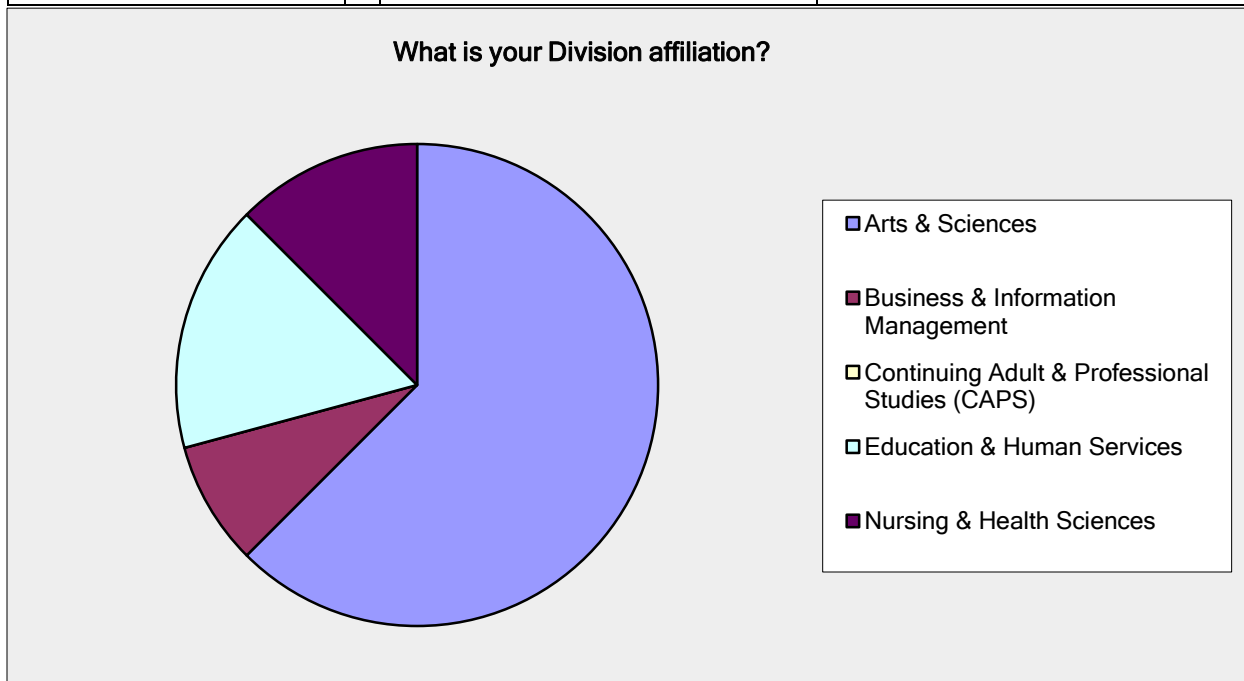


Table 4. NU Annual Audit of Assessment Q2

Was the program description reviewed this year?		
Answer Options	Response Percent	Response Count
In Process	29.2%	7
Completed	41.7%	10
Not reviewed	29.2%	7
<i>answered question</i>		24
<i>skipped question</i>		0

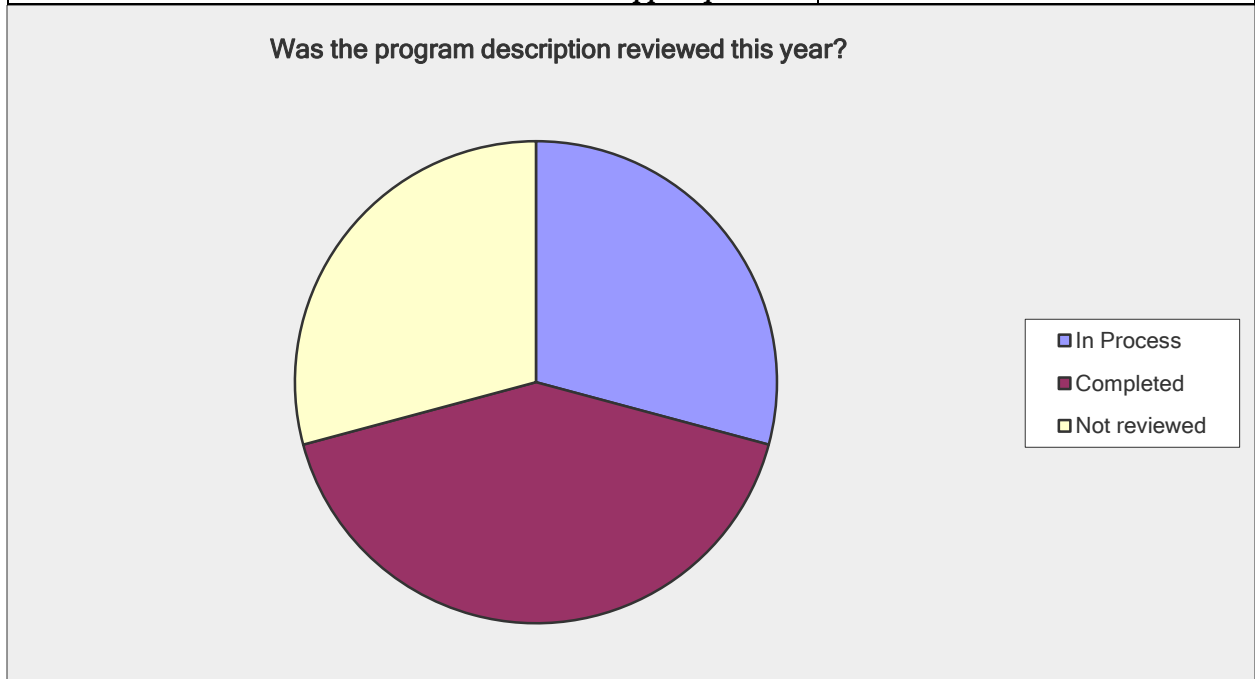


Table 5. NU Annual Audit of Assessment Q3

Has the program description been aligned with the University Mission?		
Answer Options	Response Percent	Response Count
In Process	29.2%	7
Completed	54.2%	13
No	16.7%	4
<i>answered question</i>		24
<i>skipped question</i>		0

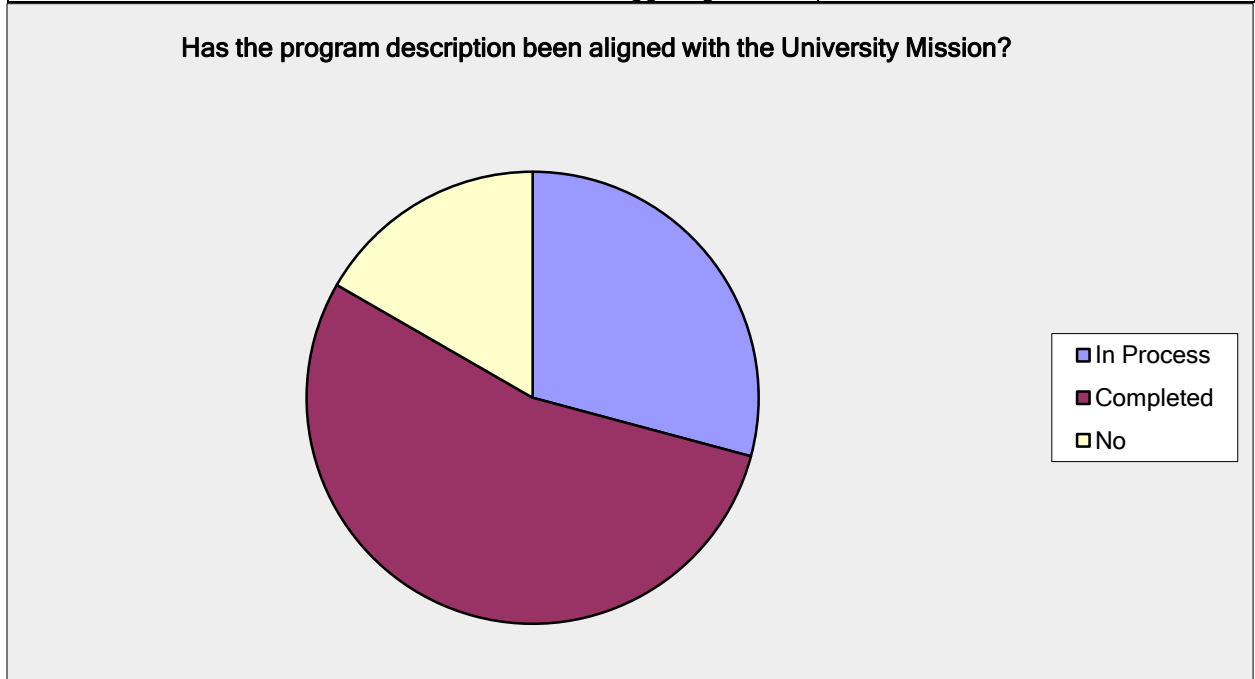


Table 6. NU Annual Audit of Assessment Q4

Have the program's learning outcomes been reviewed this year?		
Answer Options	Response Percent	Response Count
In process	20.8%	5
Completed	66.7%	16
No	12.5%	3
<i>answered question</i>		24
<i>skipped question</i>		0

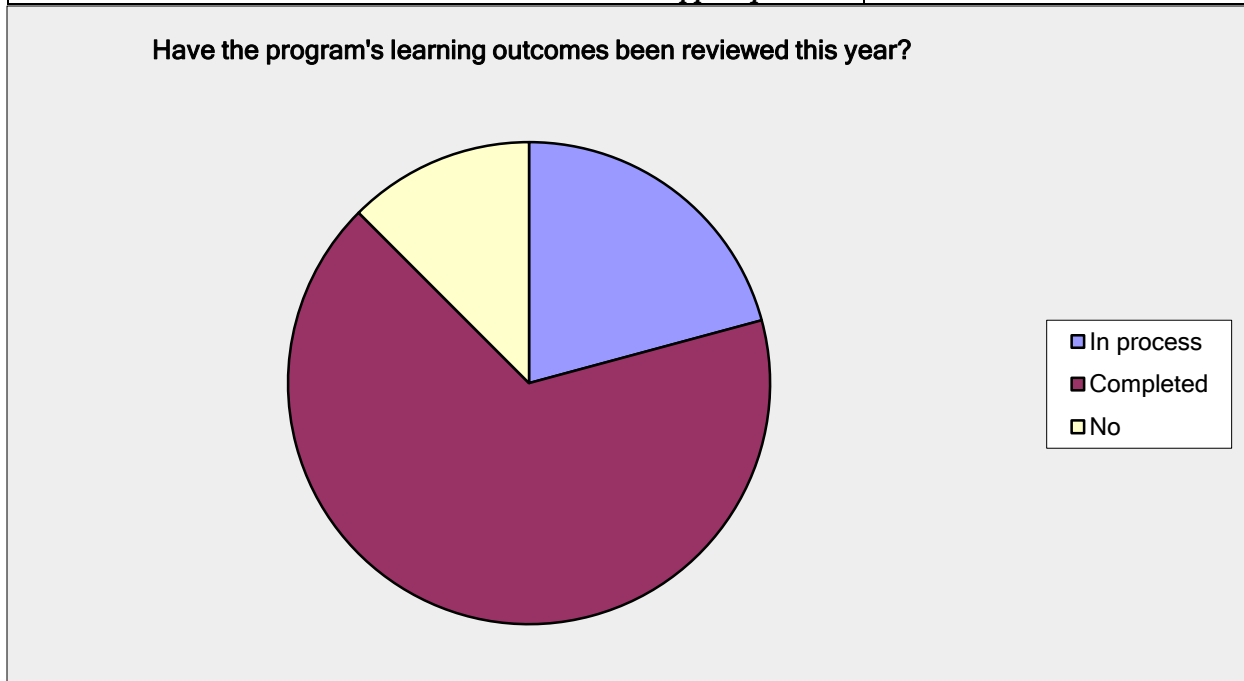


Table 7. NU Annual Audit of Assessment Q5

Have the program's learning outcomes been updated this year?		
Answer Options	Response Percent	Response Count
In process	20.8%	5
Completed	16.7%	4
No	62.5%	15
<i>answered question</i>		24
<i>skipped question</i>		0

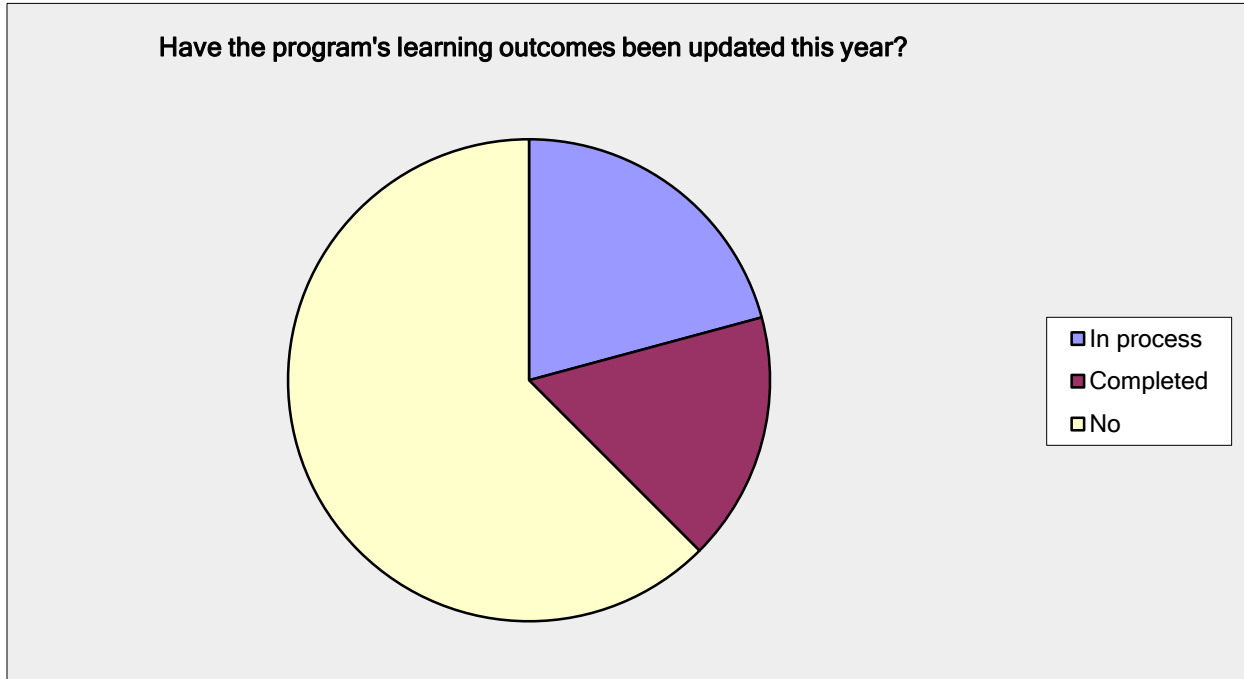


Table 8. NU Annual Audit of Assessment Q6

Have the program's learning outcomes been aligned or mapped to NU Core Learning Outcomes?		
Answer Options	Response Percent	Response Count
In process	50.0%	12
Completed	45.8%	11
No	4.2%	1
<i>answered question</i>		24
<i>skipped question</i>		0

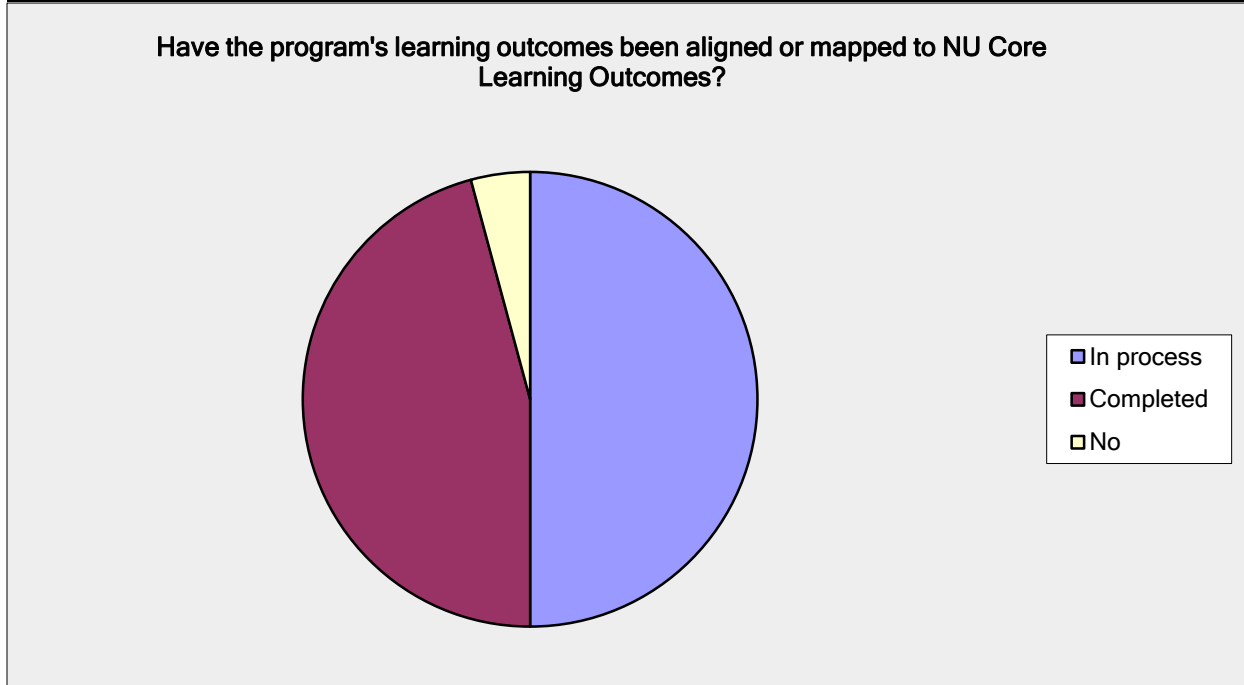


Table 9. NU Annual Audit of Assessment Q7

Has the program's curriculum (courses) been mapped to the program's learning outcomes?		
Answer Options	Response Percent	Response Count
In process	33.3%	8
Completed	62.5%	15
No	4.2%	1
<i>answered question</i>		24
<i>skipped question</i>		0

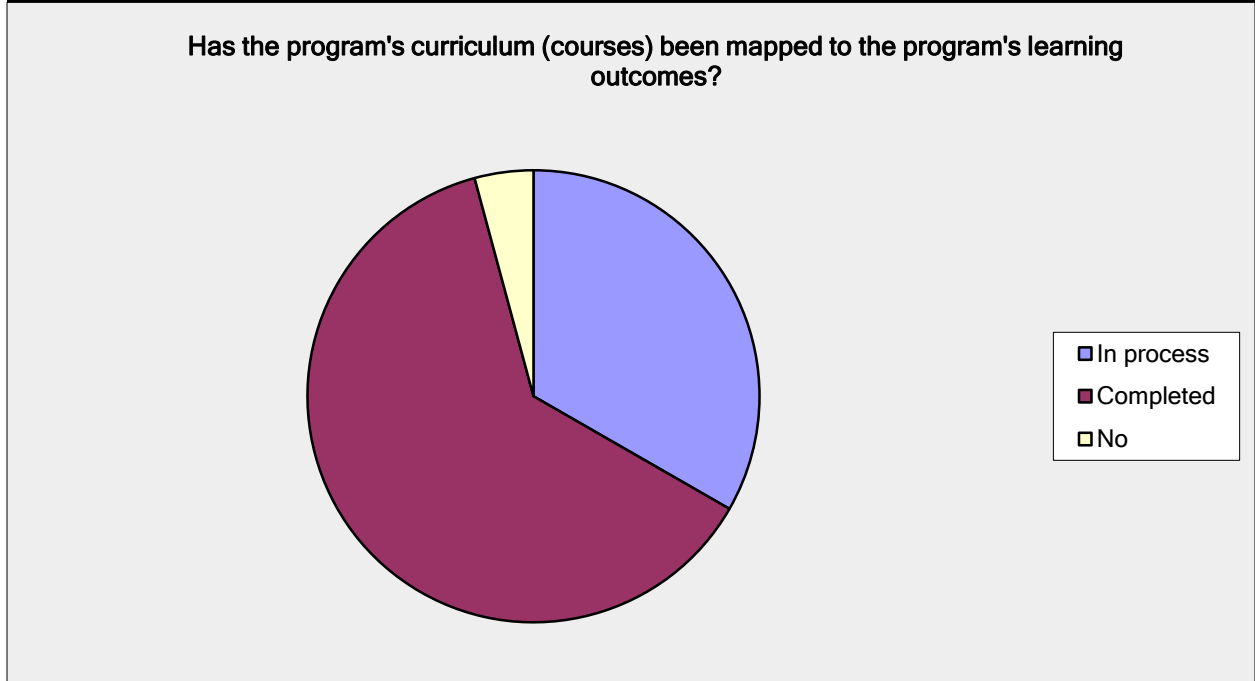


Table 10. NU Annual Audit of Assessment Q8

Is there a completed assessment plan for this program that covers a 3-5 year cycle? Has the program's assessment plan been approved?		
Answer Options	Response Percent	Response Count
In process	12.5%	3
Completed	41.7%	10
Approved by LOAC	25.0%	6
No	20.8%	5
<i>answered question</i>		24
<i>skipped question</i>		0

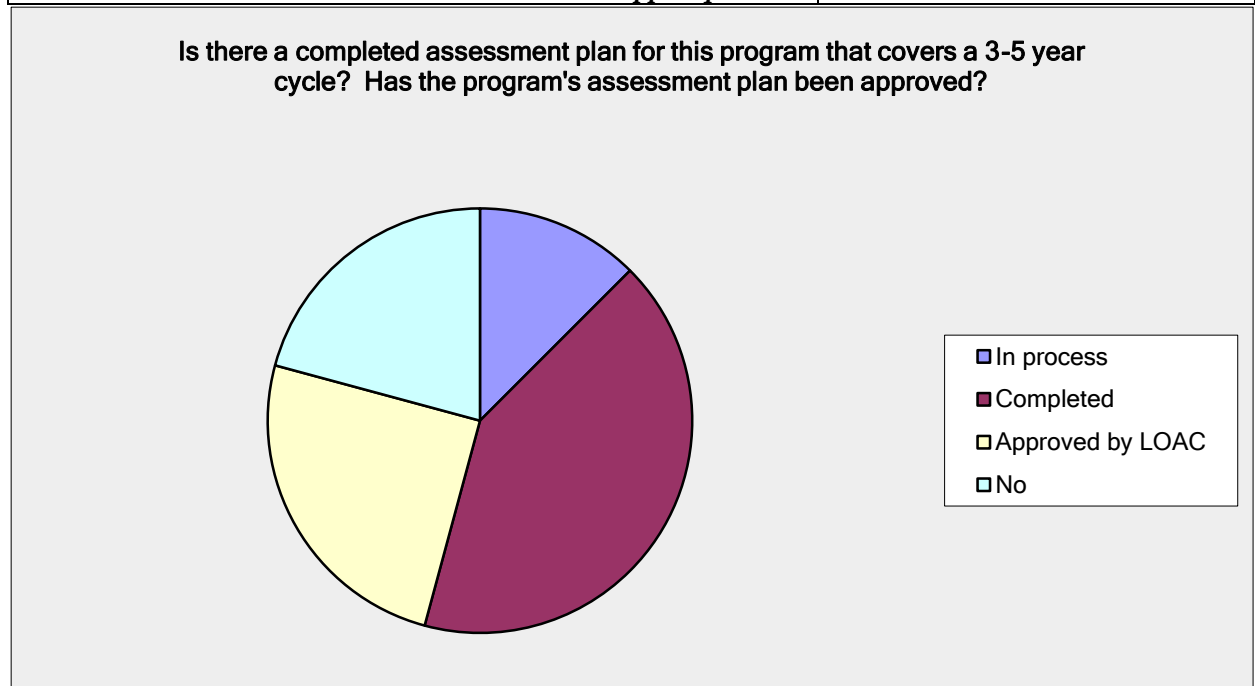


Table 11. NU Annual Audit of Assessment Q9

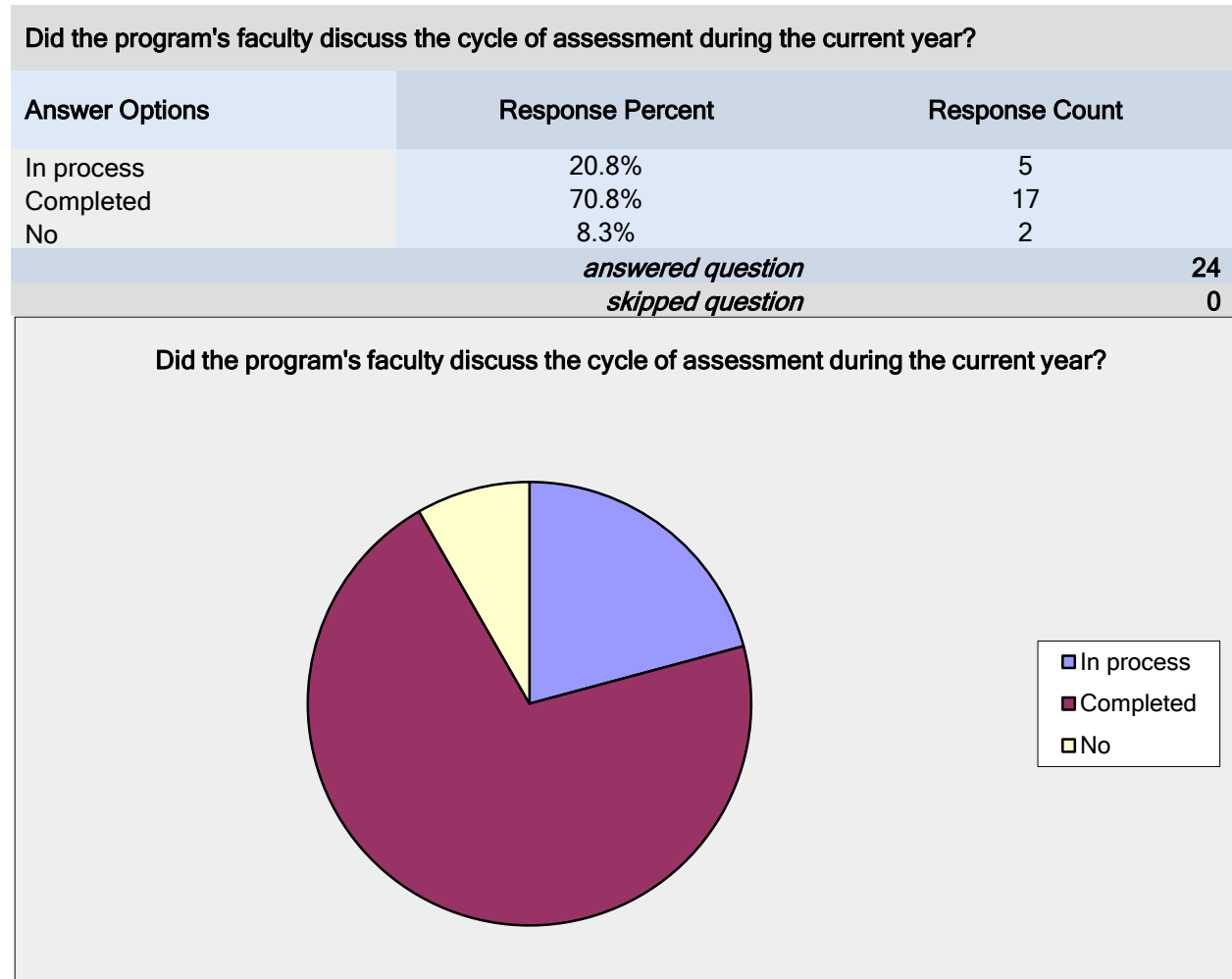


Table 12. NU Annual Audit of Assessment Q10

Is there a plan to collect data and evidence of learning?		
Answer Options	Response Percent	Response Count
In process	45.8%	11
Completed	54.2%	13
No	0.0%	0
<i>answered question</i>		24
<i>skipped question</i>		0

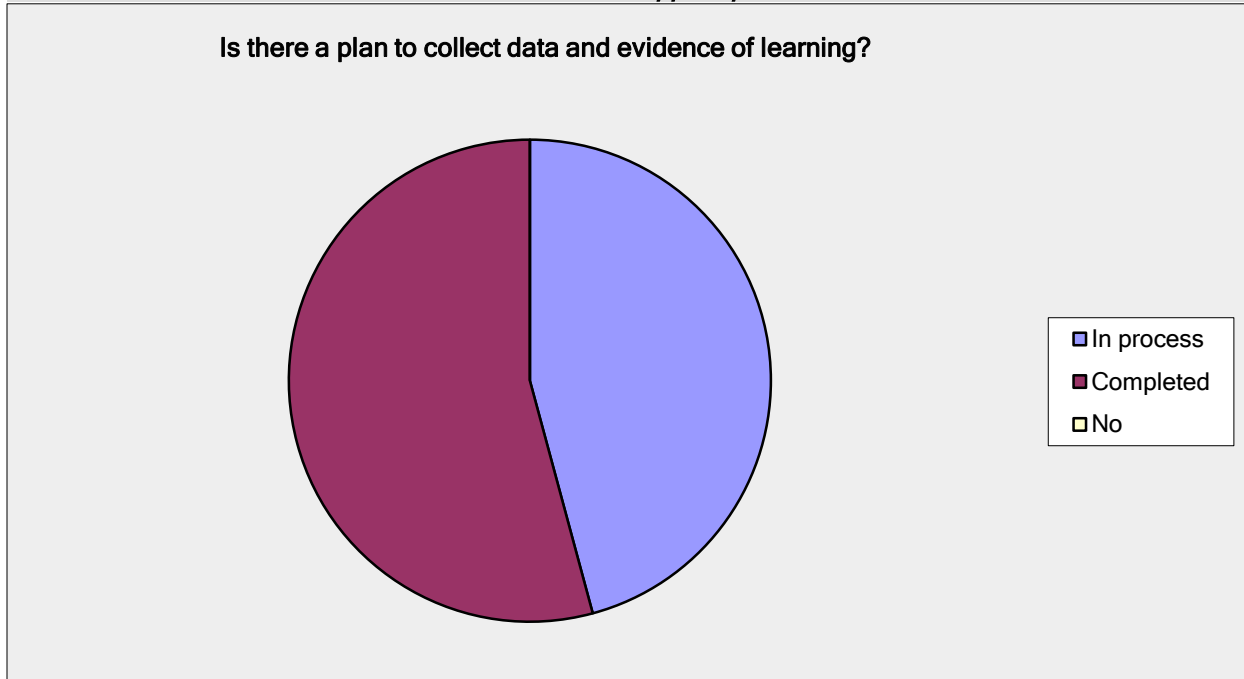


Table 13. NU Annual Audit of Assessment Q11

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	12.5%	3
Completed	58.3%	14
No	29.2%	7
<i>answered question</i>		24
<i>skipped question</i>		0

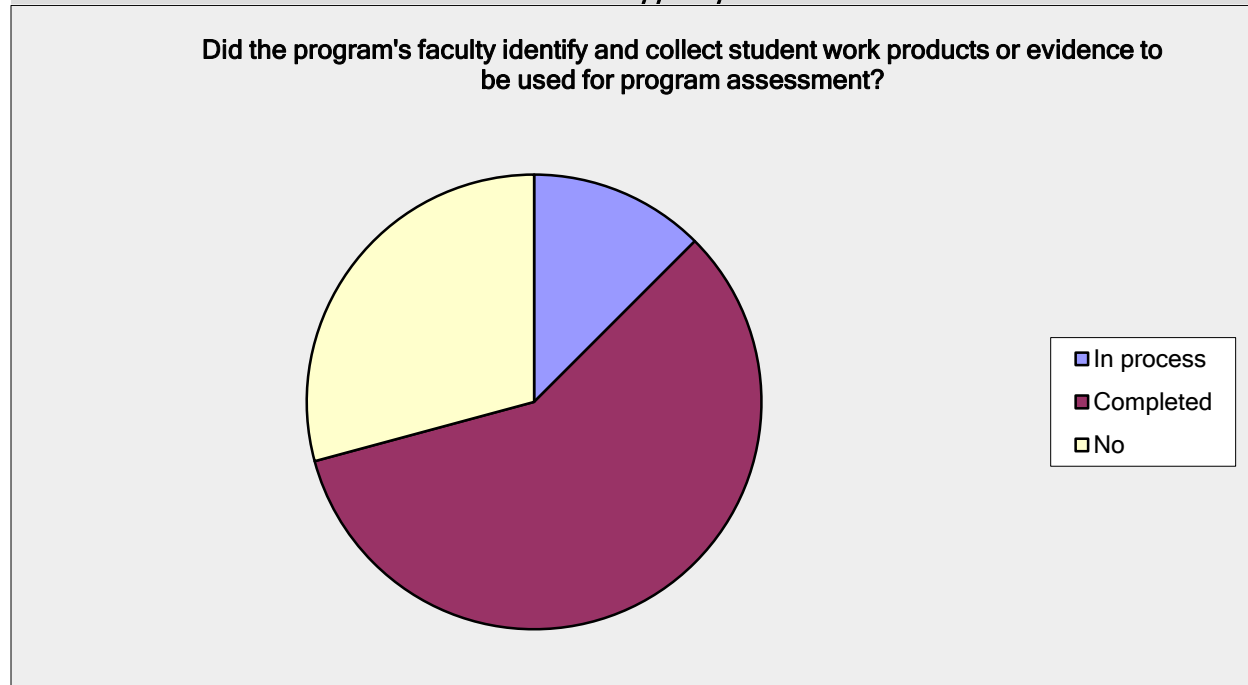


Table 14. NU Annual Audit of Assessment Q12

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	41.7%	10
Completed	50.0%	12
No	8.3%	2
<i>answered question</i>		24
<i>skipped question</i>		0

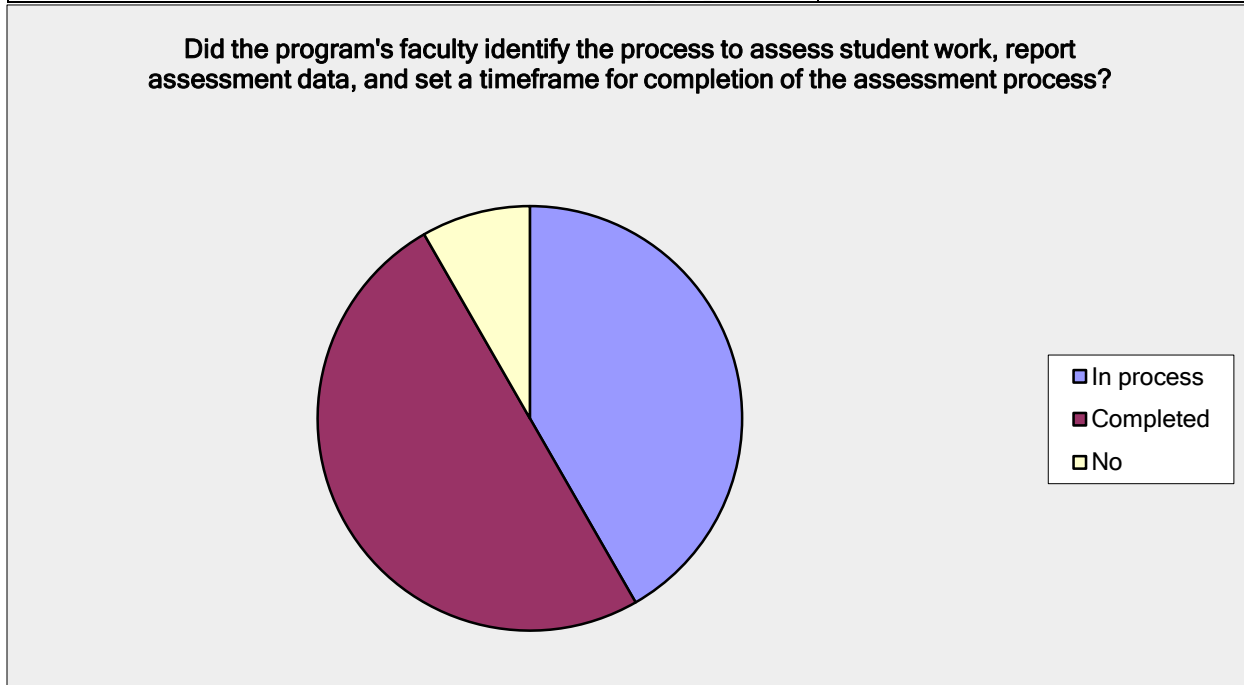


Table 15. NU Annual Audit of Assessment Q13

Did the program's workgroup set aside time to share assessment results with faculty?		
Answer Options	Response Percent	Response Count
Yes	45.8%	11
No	54.2%	13
<i>answered question</i>		24
<i>skipped question</i>		0

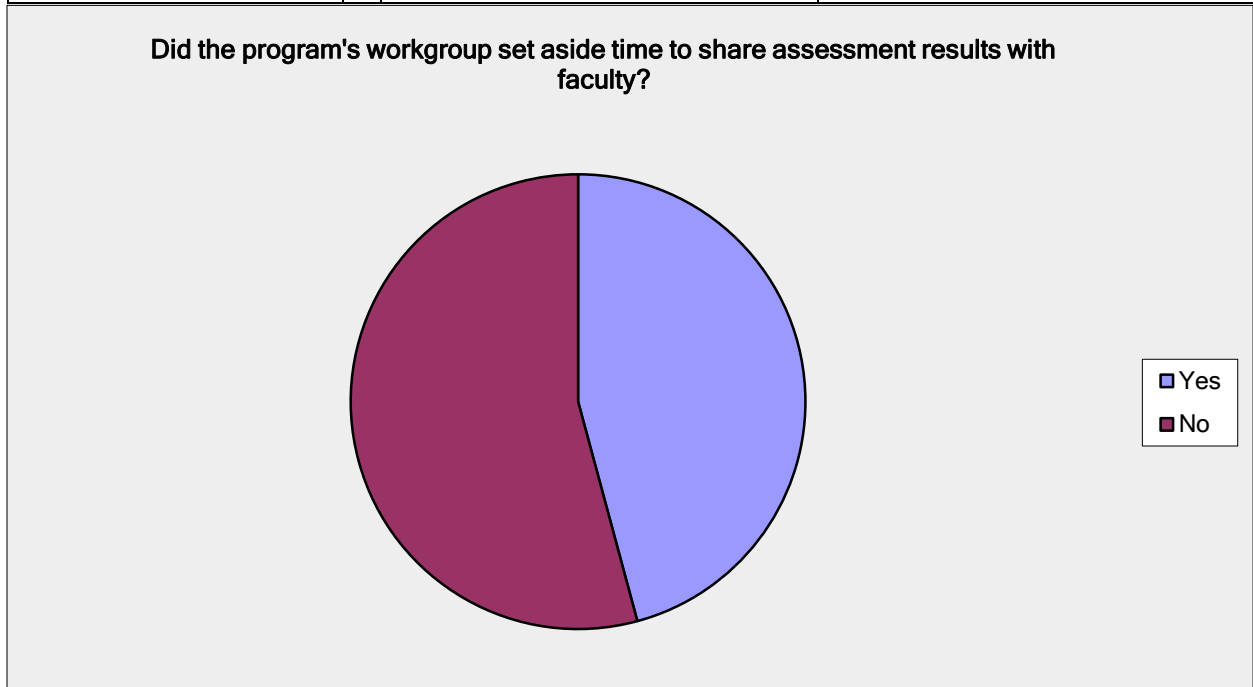


Table 16. NU Annual Audit of Assessment Q14

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	37.5%	9
Completed	25.0%	6
No	37.5%	9
<i>answered question</i>		24
<i>skipped question</i>		0

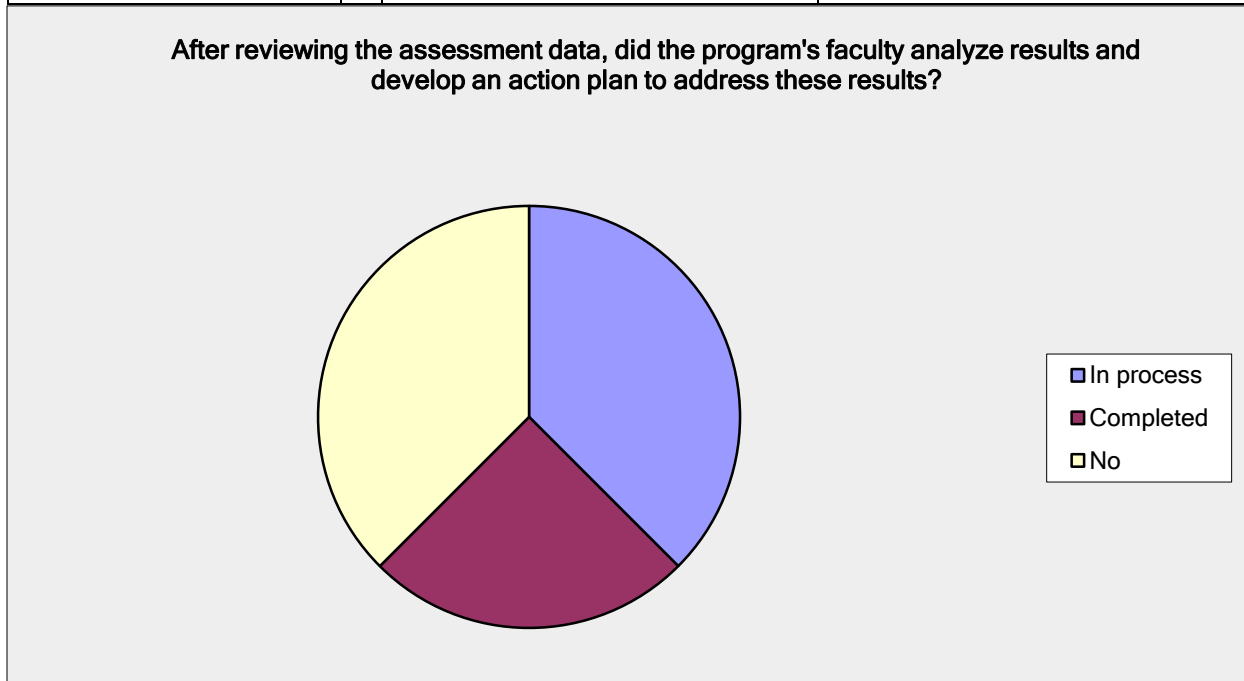


Table 17. NU Annual Audit of Assessment Q15

Are the program's learning outcomes in the NU catalog current and correct?		
Answer Options	Response Percent	Response Count
In process	4.2%	1
Completed	66.7%	16
No	29.2%	7
<i>answered question</i>		24
<i>skipped question</i>		0

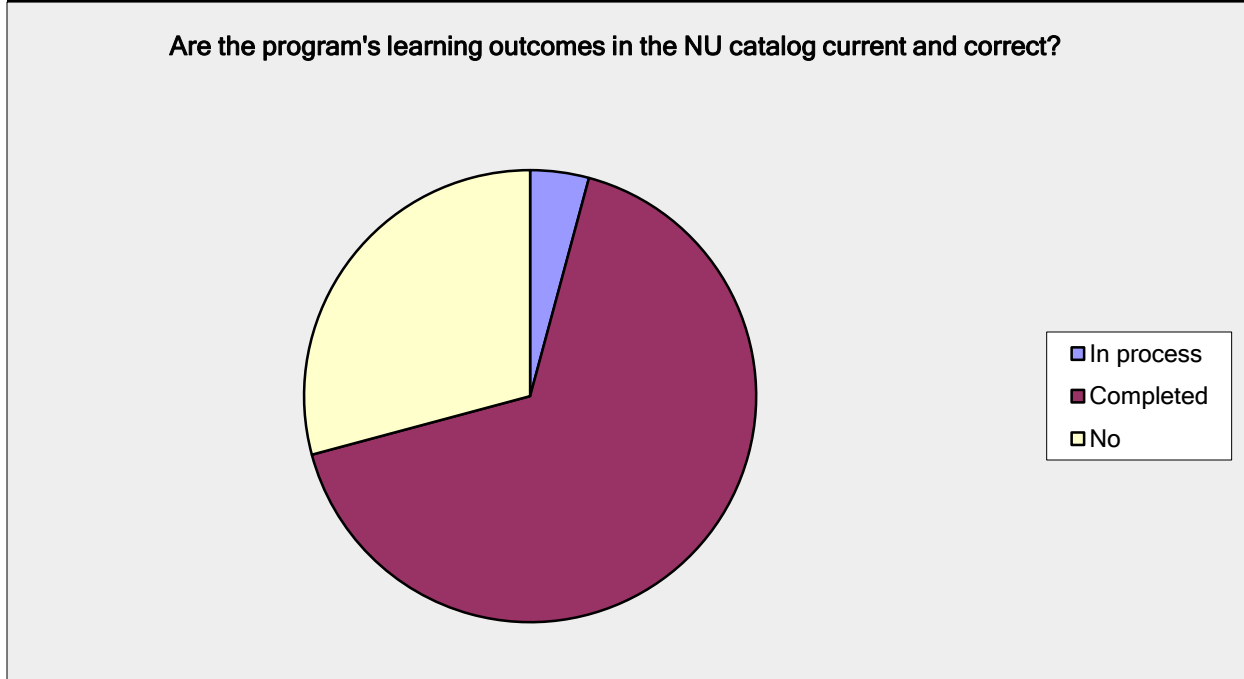


Table 18. NU Annual Audit of Assessment Q16

