



Assessment Workshops

Workshop Series 1: Assessment Basics

Workshop 1.1 Continuous Course Improvement

Workshop 1.2 Connecting Curriculum

Workshop 1.3 Assuring Quality Control in Multi-Sectioned Courses

Workshop Series 2: Constructing Learning

Workshop 2.1 Constructing Learning Outcomes

Workshop 2.2 Evidence of Learning

Workshop 2.3 Planning Learning Experiences

Workshop Series 3: Thinking like an Assessor

Workshop 3.1 Assessment Tasks: Problems vs. Exercises

Workshop 3.2 Assessment Criteria and Validity

Workshop 3.3 Program Assessment

Workshops designed for Programs or Divisions

Rubrics (ENG 094/ENG 101)

Assessing Cultural Competency (DPT Program)

Assessment for ECE (Educations)

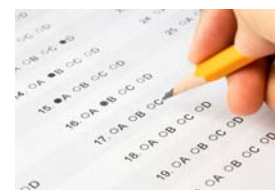
Online Courses and Quality Matters Certification (CAPS)

Issue
02

Spring
2011

AAC&U VALUE Rubrics

VALUE: Valid Assessment of Undergraduate Education



Assessing Outcomes and Improving Achievement

Through the VALUE project, AAC&U has maintained that what students and faculty do through teaching and learning constitutes a most complex set of processes; that learning needs to occur across a broader set of outcomes than the current standardized test measure; and that learning is developmental or emergent over time, progressing faster in some outcomes areas than in others and becoming more complex and sophisticated as students move through their educational pathways.

For more information, please go to the link below.

http://www.aacu.org/value/rubrics/index_p.cfm?CFID=31186724&CFTOKEN=71796761

Assessment Newsletter



this issue

NU Launches efolioPA P.1

Teaching and Learning Webpage P.2

Faculty Convivium P.3

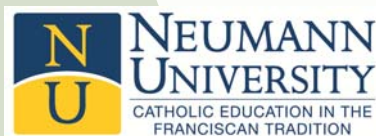
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Neumann University Launches efolioPA

What do INT 101, ENG101, ECE 101, BIO 206, INT 202, ENG 430, HUM 460, JRN 350, Neumann's Student Leaders, and the CAP's Strategic Leadership have in common? The students in these courses and programs are being introduced to the use of electronic portfolios through Neumann University's sponsorship of efolioPA. First year students in the Fall 2010 cohort are receiving instruction through INT 101 and ENG 101 in the creation of an electronic portfolio within their Information Literacy classes. Upon creation of their own site, students will be directed to upload college Education majors are encouraged to record their field experiences and sample lesson plans to document their teacher preparation and how they are meeting PDE standards as they move toward teacher certification.

Other students are preparing the electronic portfolio as a potential resume to use for job seeking and placement, for graduate school applications, or as a repository for their best works within their educational program. The Neumann University's Learning Outcomes Task Force is developing a University-Wide Plan for Assessing Learning via Neumann's engagement with efolioPA.

For more information, please go to Neumann's guide:
<http://libguides.neumann.edu/efolio>



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CREATING RUBRICS

PRACTICAL TIPS

A rubric is a criterion-based scoring guide consisting of a fixed measurement scale and descriptions of the characteristics for each point scored. Rubrics describe degrees of quality, proficiency, or understanding along a continuum.

- By what criteria should performance be judged and discriminated?
- How should the different levels of quality, proficiency, or understanding be described and distinguished from one another?

Rubrics can be used for assessment of student learning with or without a grading component.

For a grading rubric:

- Decide which criteria will be used in grading the student assignment.
- Decide the weight of the criteria.
- Assign points accordingly.
- Use the full assessment rubric to give feedback and to assign points for grading.
- Give personal feedback to the student.

For more assistance: go to

<http://rubistar.4teachers.org>

Teaching and Learning Page on NU Website

Faculty gain easy access to assessment tools and information



The introduction to the webpage entitled Teaching and Learning, accessed under the Faculty and Staff tab of the Neumann University Website states:

As an instructor at Neumann University, you are engaged in the evolving practice of Teaching and Learning. The processes of course design, designing activities that engage the student as learner, gathering evidence of learning, assessing student learning outcomes, and the reflective practice of continuous course improvement enrich our experience as

“Teach as if learning matters most.”

-Learning Paradigm, Barr & Tagg

practitioners and helps us improve our craft. While respecting individual differences, Neumann University offers the following resources to provide fair and consistent practices within its classrooms and to support its teaching faculty in professional development. Please take a few moments to review these resources and to utilize these services as appropriate.

Faculty members are invited to suggest artifacts to be included on this webpage. For its inception, the following links are now available.

Linked Files found on the webpage include:

Classroom Rubrics for

- Written and Oral Communication
- Oral Class Presentations
 - For students who have taken CA 206
 - Research Papers
 - For students who have not taken ENG 102
 - For students who have taken ENG 102
 - Essay/ Reflection Papers
 - Literature Papers
- Syllabus Templates
- Assessment Newsletter
- Assessment Workshops
- Study Strategies
- Faculty Development Course Site BbV Link



Faculty Convivium

Faculty Convivium on Learning Outcomes Assessment

On October 21, 2010, fifty-five faculty members gathered at the Franciscan Spiritual Center for a Convivium on Learning Outcomes Assessment. The evening's program consisted of a faculty social while engaging with four colleagues who gave Poster Presentations on their assessment protocols, a dinner, oral presentations by three additional collegial

groups, an awards ceremony, and concluded with evening Vespers in the OLA Chapel.

Poster Presentations were delivered by:

- Janelle Ketrick-Gillespie: Learning as a natural process in a writing assignment
- Sr. Patricia Hutchison: Integration of the Catholic Franciscan Tradition into the Curriculum: Present Practice and Hope for the Future

Assessment Awards



Awards were presented at the Faculty Convivium on October 21, 2010 representing the four levels of academic assessment:

Level 1: Student learning within courses

Sandy Slabik (BUS 510)

Level 2: Student learning across courses

World Languages Work Group

Level 3: Courses

Clinical Laboratory Program/Sandra Weiss

Level 4: Program

Pastoral Care program in its integration of the CACREP standards / Eileen Flanagan

Congratulations to all!

- William Hamilton/Tiffany McGregor: The Spirit of Research: Building Student Engagement with and Awareness of Library Resources
- Robert Till: Assessment of Student Learning in a Business Course

Oral Presentations included:

- Kathleen Conn: Assessing Student Achievement of PDE Guidelines for Principal and Superintendent Certification
- Bryce Johnson/Maria Traub: Foreign Language and Core Curriculum: Cross-Language Standards
- Mehdi Hojjat: Business Division Program Assessment

Faculty comments about the evening included:

- How supportive it is when colleagues share about methods that work and also about how to motivate students more effectively.
- Assessment isn't as difficult as it seemed at first.
- An awareness of what others in other disciplines and Divisions are doing in areas related to assessment and course development.

AY 2010-2011

NU Program

Reviews

Arts & Sciences: Program Review Initiated for Political Science.

Business & Information Management: A program review of the CIM major will be implemented.

Continuing and Adult Professional Studies: Program Review Initiated for M.S., Strategic Leadership.

