



Assessment Newsletter

Spring, 2012

Volume 3 Issue 2

Special points of interest:

- Direct Evidence of Student Learning: ETS Proficiency Profile
- Indirect Evidence of Student Learning: NSSE Survey
- Neumann's Indicators show growth in student learning.
- Neumann in top 10% of universities in areas related to student learning..

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Direct and Indirect Evidence of Student Learning

At Neumann University, assessment occurs at the course, program, and institutional levels. Direct and Indirect measures of student learning give key insight into effectiveness of learning at all levels. Direct evidence on the institutional level includes performance on standardized tests (achievement or general knowledge), rubric scores for signature assignments in key areas of the curriculum, and explicit self-reflections on what students have learned related to institutional programs (i.e. Service-Learning). Indirect evidence is found from national surveys of student perceptions or self-report of activities, transcript studies that exam-

ine patterns of course selection and grading, or annual reports of institutional benchmarks (retention, graduation rates, GPA of graduates, etc.). At Neumann, the ETS Proficiency Profile and the NSSE survey provide such measures. In addition, the Major Field Tests, NCLEX exams and Praxis exams provide additional direct evidence for specific programs (Business, Nursing, and Education). See the accompanying charts for evidence of student learning from the ETS Proficiency Profile test administrations 2009-2012, and the NSSE survey data on academic and intellectual skills from 2006-2011.



ETS and NSSE Show Evidence of Learning

Using Assessment Data

We have information about our student's learning gathered from direct and indirect evidence. What is our next step? At the Institutional level, this data assists the University to maintain its mission and achieve its vision. At the program level, assessment

data is considered so that we continue to prepare students for future success. At the course level, assessment data ensures learning. To use assessment data effectively, match the data to a learning goal or outcome. Does

this data meet acceptable standards of successful learning? Why or why not? Discuss these findings with your colleagues. Finally, take action based on the data and discussion. Then go back to step one, and begin the cycle of assessment again.



ETS Proficiency Profile gives direct evidence of student learning.

ETS Proficiency Profile Results

Neumann University administers the ETS Proficiency Profile Test to its undergraduate students at three critical points. First year students take the full paper-pencil version of the test at the beginning of the Fall exam week. Students take the second testing in either their Sophomore or Junior year, using the abbreviated online

version of the test.

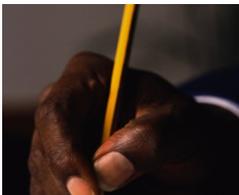
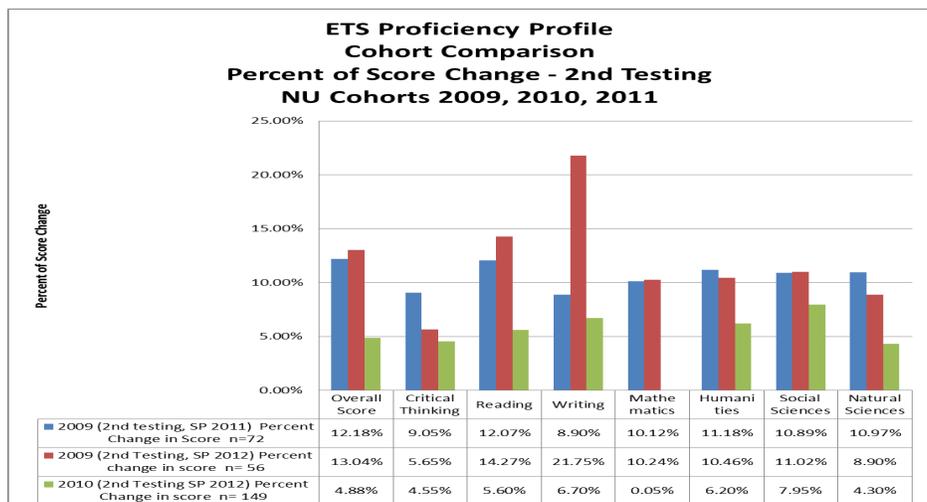
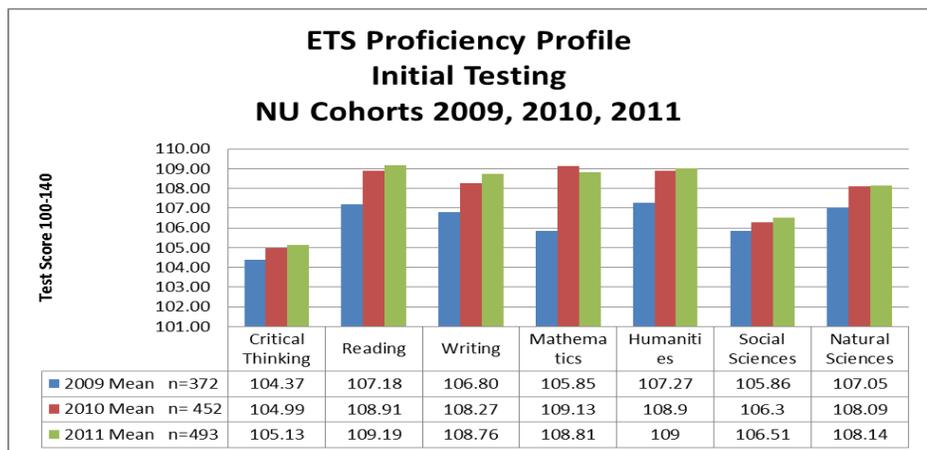
Finally, students who are in their Senior year again take the full version of the test during the Fall exam week. The ETS Proficiency Profile Test measures student skill level in the academic areas of Reading, Writing, Mathematics and Critical Thinking. It also measures student learning in the areas of

Natural and Social Sciences and the Humanities. This test reflects student learning in General Education and College Academic Skills.

See the tables below for initial student achievement by year and each year's subsequent growth. Score range is between 100-140 points.

Neumann University administers the ETS Proficiency Profile Test to its undergraduate students at three critical points.

ETS Proficiency Profile: NU Growth Areas



NSSE Survey gives indirect evidence of student learning.

NSSE says: NU in the top 10% of Universities

From the results of the 2011 National Survey of Student Engagement (NSSE), Neumann University places in the top 10% of universities in the area of Student-Faculty Interaction (SFI) and Supportive Campus Environment (SCE) for its First Year Students. Both Senior Year and First Year Students find Neumann

in the top 50% of colleges and universities in the area of Enriching Educational Experiences (EEE). First Year Students also place Neumann in the top 50% of colleges and universities in the area of Level of Academic Challenges (LAC), while the Senior Year Students place Neu-

mann at the top 50% in the area of Supportive Campus Environment. In all areas of the survey, Neumann University placed above the overall NSSE 2011 norms for each of the areas listed above and for Active and Collaborative Learning (ACL). See table below.

Neumann University places in the top 10% of universities in the area of Student-Faculty Interaction (SFI) and Supportive Campus Environment (SCE) for its First Year Students.

NSSE 2011 and Neumann University Data

		<i>Neumann compared with</i>						
		Neumann	NSSE 2011 Top 50%			NSSE 2011 Top 10%		
		<i>Mean^a</i>	<i>Mean^a</i>	<i>Sig^b</i>	<i>Effect size^c</i>	<i>Mean^a</i>	<i>Sig^b</i>	<i>Effect size^c</i>
First-Year	LAC	57.5	56.7		.06	60.6	**	-.26
	ACL	45.7	48.0		-.14	52.1	***	-.36
	SFI	45.6	39.3	***	.33	43.6		.09
	EEE	30.4	30.5		-.01	33.7	*	-.24
	SCE	72.0	67.3	**	.25	71.2		.05
Senior	LAC	59.9	60.5		-.04	64.1	**	-.32
	ACL	53.9	56.2		-.13	60.1	***	-.35
	SFI	49.1	49.3		-.01	56.0	**	-.31
	EEE	47.6	46.7		.05	55.3	***	-.46
	SCE	66.9	64.9		.11	68.8		-.10

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NSSE Comparative Data 2006-2011

From a review of Neumann's NSSE data from 2006-2011, there has been significant growth in the areas captured by Question 1: Academic and Intellectual Experiences, especially as reported by

First Year Students. This question has 22 sub-questions (a-v), and Neumann First Year (FY) Students showed a growth of more than 0.25 points (on a 4 point scale) in at least

7 categories. Senior Year (SR) Students showed a growth of more than 0.20 points in three areas. See tables below.



Catholic Education in the
Franciscan Tradition



Neumann scores high in Student-Faculty Interaction (NSSE 2011)

Academic and Intellectual Experiences: Question #1 Very Often, 3 = Often, 2 = Sometimes, 1 = Never	4=	Difference FY 2011-2006
Used e-mail to communicate with an instructor		.42
Received prompt written or oral feedback from faculty on your academic performance		.39
Worked harder than you thought you could to meet an instructor's standards or expectations		.38
Made a class presentation		.34
Worked with faculty members on activities other than coursework (committees, orientation, student life activities,		.34
Talked about career plans with a faculty member or advisor		.26
Worked on a paper or project that required integrating ideas or information from various sources		.25

Academic and Intellectual Experiences: Question #1 Very Often, 3 = Often, 2 = Sometimes, 1 = Never	4=	Difference SR 2011-2006
Participated in a community-based project (e.g. service learning) as part of a regular course		.44
Worked with faculty members on activities other than coursework (committees, orientation, student life activities, etc.)		.31
Used e-mail to communicate with an instructor		.21