**NAZARETH COLLEGE**

Overview of Assessment of Student Learning Outcomes (SLOs) for Academic Programs

**Where can one find resources related to SLO assessment at Naz?**
> The Academic Assessment website contains updated information on SLO assessment, including resources, forms, timelines and program SLOs: https://www2.naz.edu/academic-affairs/academic-assessment/

**Why do we have a system in place for assessing SLOs?**
> Briefly, the expectations of the Middle States Commission on Higher Education require that we demonstrate the following:
> - Clearly articulated SLOs for all programs at all levels
> - A documented, organized and sustained assessment process to evaluate and improve student learning
> - Assessment results that provide evidence that students are achieving SLOs
> - Evidence that student learning assessment is shared with constituents and used to improve teaching and learning
> - Documented use of student learning assessment information as part of institutional assessment

**At what levels are SLOs assessed?**
> SLOs are assessed at three levels—the institution, the academic program and the course:

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| **Institution** | Students who graduate from Nazareth College will:<br><br>1. Have demonstrated a broad and deep understanding of themselves and the world through the multiple perspectives of the liberal arts and sciences (UG)<br>2. Have demonstrated critical thinking and knowledge pertinent to their respective degree program and the demands of their discipline<br>3. Be prepared to engage as informed members of the local and global community<br><br>These SLOs are assessed based on outcomes of student learning assessment at the program level. |
| **Program** | SLOs at this level are both more specific than, and aligned to, institutional SLOs.<br><br>Each program develops its own SLOs.<br><br>Program SLOs are made available publicly on the Academic Assessment website and should be updated and revised as necessary for continuous improvement of program.<br><br>These SLOs are assessed by program faculty each year with the purpose of using assessment data to inform curricular decisions and improve program quality. |
| **Course** | SLOs at this level are the most specific and are aligned to program SLOs.<br><br>These SLOs are typically assessed by individual course instructors.<br><br>Outcomes of student learning in courses are often the data used in program assessment. |

**What is a Curriculum Map?**

A curriculum map is a matrix that displays the relationship between a program's SLOs and the courses in that program.  This document allows a program to articulate how/whether each course is addressing or assessing each SLO.  It is important that each program maintains a curriculum map so that learning outcomes are clearly linked from the course to the program level.  A curriculum map is to be submitted (or updated) each October along with assessment results.  A template can be found here: https://www2.naz.edu/academic-affairs/academic-assessment/workshop-materials-and-resources/

**What are program directors responsible for reporting each year?**

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| **Student Learning Outcomes** | *Clear statements of expected knowledge, skills, attitudes, competencies that students are expected to acquire* |
| **Evidence** | *Specific data source intended to indicate students' progress toward an SLO* |
| **Criteria** | *What they will look to have achieved in order to know whether the SLO has been met* |
| **Findings** | *Analysis of evidence* |
| **Actions** | *Next steps for improvement of outcomes based on findings; closing-the-loop by articulating what actions have been taken based on previous years' assessment findings* |

**Who is responsible for the oversight of SLO assessment on campus?**

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| **Deans** | Provide oversight of program assessment in their schools and ensure that their faculty are attending appropriately to assessment processes and procedures |
| **Department Chairs** | Provide oversight of program assessment in their departments; encourage faculty participation in assessment events and reinforce assessment timelines |
| **Program Directors** | Responsible for articulating program SLOs, collecting and analyzing assessment data, and in collaboration with program faculty, using findings to inform curricular and pedagogical improvements each year; responsible for submitting assessment results to data management Specialist by October 1st each year |
| **Academic Assessment Committee** | Elected by the faculty and charged with reviewing assessment plans, policies and procedures; review, develop, recommend and monitor institutional assessment procedures |
| **Coordinator of SLO Assessment** | Facilitator between the Academic Assessment Committee and college administration; supports assessment on campus with professional development opportunities; analyzes assessment data in Academic Affairs |
| **Data Management Specialist** | Oversees assessment reporting mechanisms and supports faculty in their use of reporting tools |

See Appendix for a list of academic assessment units on campus.

### How do program directors submit their assessment results to the college each year?

Program directors my submit assessment results using an electronic form found here: https://naz.co1.qualtrics.com/jfe3/form/SV_abH7tVQxPIkYRTf.  They may also enter findings directly into TracDat if that is comfortable and familiar for them: http://td.naz.edu

### Will all programs be reviewed by the Academic Assessment Committee each year?

The Academic Assessment Committee reviews programs' assessment plans on a 2-year cycle. That is, each program will be reviewed and, therefore, will receive feedback from the Academic Assessment Committee every other year.  If a program director or dean would like to, they may request that the Academic Assessment Committee review a particular program, even if that program is not scheduled to be in the sample for that year.

### What are the assessment events take place throughout the year?

While this calendar represents important events and deadlines, it is not exhaustive.  Please stay tuned for additional events.

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| **September** | • Assessment Day – Workshop and/or Individual Consultations provided by SLO Coordinator<br>• Programs should update and revise their SLOs and evidence in preparation for data collection in the current academic year |
| **October** | • Assessment report deadline for previous year's assessment data – October 1st<br>• Academic Assessment Committee begins reviewing assessment reports |
| **November** | • Academic Assessment Committee continues and concludes reviews of assessment reports |
| **December** | • All feedback returned to program directors for programs in Academic Assessment Committee's sample |
| **January** | • Assessment Day – Workshop and/or Individual Consultations provided by SLO Coordinator |
| **February – April** | • Program assessment work to focus on using assessment data for program improvement and articulating SLOs for the following year |
| **May** | • Assessment Day – Workshop and/or Individual Consultations provided by SLO Coordinator<br>• Program director/assessment liaisons receive notification that they are/are not in the following year's sample for review by Academic Assessment Committee |

Appendix
Academic Assessment Units on Campus

| COLLEGE OF ARTS AND SCIENCES | Acting BFA |
|---|---|
| | American Studies BA |
| | American Studies MA |
| | Anthropology |
| | Art Education-Initial Cert BA/BS |
| | Art Education-Professional Cert MSED |
| | Art History BA |
| | Art Studio BA |
| | Biology, Environmental Science & Toxicology BS |
| | Chemistry and Biochemistry BS |
| | Communication and Media BA |
| | Community Youth Development BA |
| | Dance Studies BS |
| | English BA |
| | Foreign Languages and Literature BA |
| | Higher Education Student Affairs Administration MS |
| | History BA |
| | International Studies BA |
| | Legal Studies BA |
| | Mathematics BA |
| | Music BA/BS |
| | Music Business BS |
| | Music Education MSED |
| | Music Education MUSB |
| | Music Performance MUSB |
| | Music Therapy MUSB |
| | Musical Theater BFA/BS |
| | Peace and Justice BA |
| | Philosophy BA |
| | Political Science BA |
| | Psychology BA |
| | Religious Studies BA |
| | Social Science BA |
| | Sociology BA |
| | Technical Production in Theater Studies BFA |
| | Theater Arts BA/BS |
| | Visual Communication and Design BFA/BS |
| | Women and Gender Studies BA |
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| SCHOOL OF EDUCATION | Adolescence Education 7-12 BA/BS |
| | Adolescence Education 7-12 MSED |
| | Educational Technology MSED |
| | Inclusive Childhood Initial MSED |
| | Inclusive Childhood Professional MSED |

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| | Inclusive Early Childhood Initial MSED |
| | Inclusive Early Childhood/Childhood Advanced MSED |
| | Inclusive Early Childhood/Childhood Initial BA/BS |
| | Literacy MSED |
| | TESOL MS |
| | TESOL MS with ESOL Certification |
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| SHOOL OF HEALTH AND HUMAN SERVICES | Communication Science and Disorders BS |
| | Creative Arts Therapy (Music and Art) MS/MUSB |
| | Nursing BS |
| | Occupational Therapy BS |
| | Occupational Therapy MS |
| | Physical Therapy DPT |
| | Social Work BSW |
| | Social Work MSW |
| | Speech Language Pathology BS |
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| SCHOOL OF MANAGEMENT | Accounting BS |
| | Business Management BS |
| | Economics BS |
| | Finance BS |
| | Human Resource Development MS |
| | Human Resources Management MS |
| | Integrated Marketing Communications MS |
| | International Business MS |
| | Management MS |
| | Marketing BS |