Framework for Institutional Assessment
Assessment Plan Proposal
November 2015 – Final Draft 11/24/15

Assessment Vision Statement
Nazareth College strives to achieve a shared responsibility for student learning and assessment in all academic and administrative (non-instructional) units where the college mission is achieved through strategic planning, goals and outcomes setting, and ongoing assessment processes to improve institutional effectiveness.

Assessment Committees

Academic Assessment Committee Charge
The Academic Assessment Committee, an elected standing committee, is responsible for the creation and review of assessment plans, policies and procedures. The committee's charge, as described in the faculty manual, is to review, develop, recommend and monitor institutional assessment procedures and policies including academic program review, academic program student learning outcomes assessment, and core curriculum student learning outcomes assessment. The committee develops mechanisms for using assessment data in decision-making; reviews the usefulness of assessment strategies, reporting strategies, and feedback processes; cooperates with the Office of Institutional Research, assisting in:

- Familiarizing faculty with the uses of assessment to strengthen student learning
- Familiarizing faculty with issues and strategies of assessment
- Interpreting assessment data for decision-makers
- Facilitating periodic evaluation of the academic assessment effort
- Coordinating of institutional responses to assessment materials and program review
- Supporting institutional reaccreditation efforts with a primary focus on student learning assessment

Administrative Assessment Committee Charge
The administrative assessment committee is responsible for developing a process to sustain a culture of continuous improvement for all non-instructional areas of the college. The committee reviews, develops, recommends and monitors service-unit procedures and policies including service-unit program review. The committee's responsibility is to:

- Develop an effective strategy and process for ongoing service-unit assessment.
- Develop and implement a training plan for administrative personnel in administrative assessment (planning, ongoing assessment and continuous improvement).
- Make recommendations to the Assessment Steering/Leadership Committee regarding processes and projects for administrative assessment.
- Monitor, track and maintain all administrative assessment data to fulfill accreditation and assessment requirements.
- Provide a discussion forum for service-units to share assessment experiences with senior administration, the Campus Planning and Budget Council and the general community.

Assessment Plans

Academic Assessment Plan

In line with the expectations of the Middle States Commission on Higher Education, academic the academic assessment plan of Nazareth College reflects:

- 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 evidence is shared with constituents and used to improve teaching and learning
- Documented use of student learning assessment information as part of institutional assessment

Constructive Alignment. Student learning outcomes are aligned constructively so that course outcomes cohere internally and build toward program outcomes, and program outcomes build toward Nazareth College student learning outcomes (approved by faculty April, 2014). Outcomes, then, are assessed at three levels: the course (by instructor), the program (by program faculty) and the institution (by SLO Assessment Coordinator and Academic Assessment Committee). All program-level SLOs are published on the Nazareth College website and revisited annually to ensure that they are up-to-date.

Institution	Students who graduate from Nazareth College will: 1. Have demonstrated a broad and deep understanding of themselves and the world through the multiple perspectives of the liberal arts and sciences (UG) 2. Have demonstrated critical thinking and knowledge pertinent to their respective degree program and the demands of their discipline 3. Be prepared to engage as informed members of the local and global community 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. Each program develops its own SLOs. Program SLOs are made available publicly on the Academic Assessment website and should be updated and revised as necessary for continuous improvement of program. 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. These SLOs are typically assessed by individual course instructors. Outcomes of student learning in courses are often the data used in program assessment.

Training and Support. The Academic Assessment Team, which consists of the Coordinator of SLO Assessment, the Data Management Specialist and the Academic Assessment Committee, is responsible for providing and coordinating necessary training for all academic program leaders to assist with planning, assessment and continuous improvement initiatives. Training sessions and workshops are scheduled at least three times per academic year.

Academic Program Review Requirements. Each year on October 1st, each academic program is responsible for submitting an assessment report to the Academic Assessment Committee for review. Reports are submitted and reviewed electronically, and all data is recorded and archived in an online data management system.

Once reports are submitted, a sample (50%) is reviewed by the Academic Assessment Committee. The committee audits programs' assessment reports for quality of the following: student learning outcomes, evidence, findings, proposed actions, closing-the-loop, and the meaningfulness of the assessment plan. Additionally, the committee requests a curriculum map be provided for each program, and that links are articulated between program and college-level student learning outcomes. Feedback is provided electronically to each audited program, which includes suggestions for improvement. Program faculty also have the option of a one-on-one consultation with the Coordinator of SLO Assessment.

Administrative Assessment Plan
Implementing an assessment process for administrative (non-instructional) units is designed to provide a systematic structure to insure routine assessment across all divisions of the college. The Excellence in Higher Education (EHE) assessment benchmark model designed by Brent Ruben was proposed for consideration as a standardized model for administrative assessment in April 2015 and adopted in November 2015. The administrative assessment process using the EHE framework includes:
- Administrative (Non-Instructional) Unit Structure - Program/Service Review Schedule by division
- Adoption of the EHE standards and core concepts
- Training, support and professional development for administrative staff
- Centralized review process of assessment reports

- **Goals/Objectives review**. This occurs annually through the goal setting and performance management process. Each administrative unit is responsible for submitting and managing goals and objectives for administrative and support staff that are aligned with strategic and institutional goals of the college.

- **Administrative unit review**. This is an annual process that is completed on a rotating basis by administrative units and is designed to inform the institutional planning process and insure a complete program/service review of all non-instructional areas over a five-year period. It is a cross-institutional review that allows each administrative leader to discuss their respective unit's strengths and opportunities in a meaningful, open and honest manner. The goal is to demonstrate effectiveness and the continuous cycle of improvement towards the college's strategic vision. In this assessment, the non-instructional service-unit will participate in the service review process and make presentations to senior administration, the Campus Planning and Budget Committee and at least one (1) open forum session to the community. The presentations will focus on the effectiveness of the service-unit and how future plans align with the strategic plan.

Training and Support

The Administrative Assessment Committee will have the responsibility to provide and coordinate necessary training for all administrative unit leaders to assist with planning, assessment and continuous improvement initiatives.

Service-unit Review Requirements
The program/service review schedule and process has been determined and agreed upon across all divisions. Each administrative unit is required to outline their planning, assessment and improvement process most appropriate for their division's work and achievement of the assessment vision for the college.

All administrative unit assessment data is input into a centralized system. This system is the primary tool for data input and reporting for division and committee reports. Training and support will be provided for administrative directors as required.