The faculty and staff of Academic Affairs, working together, accomplished almost all of the ambitious divisional goals for 2014-15, itemized below. This required substantial commitment and effort, and I thank the colleagues in all areas of the campus who advanced this work. Even so, this annual summary reflects only some of the past year’s accomplishments and successes, in and outside of our classrooms. No report can fully capture the learning and discovery that are the heart of our enterprise, but some examples are: four Fulbright scholarships; eleven students accepted in the Clinton Global Initiative; and grant proposals for $2,705,715 submitted by faculty and staff ($1,428,000 funded). Please also see Faculty Accomplishments 2014, posted on the Academic Affairs web site, for a listing of the creative activities, scholarship and research carried out by faculty. All of this is evidence of the values, energy and innovative spirit of our vital academic community.

Academic Affairs goals for 2014-15 are also posted at the end of this report.

Academic Affairs Annual Goals, 2013-14

1. Finalize Academic Affairs implementation plan for Naz 2020 Strategic Plan and submit it to the President no later than November 15, 2013.

   The Academic Affairs Naz 2020 Strategic Plan--and implementation plans for the parts of NAZ 2020 for which Academic Affairs is responsible--were completed through a consultative process involving chairs, directors, deans, and faculty. The Academic Affairs plan focuses on “preparation for life, preparation for work,” which serves as a broad academic framework for all of the strategic initiatives in Academic Affairs. The plan also recognizes that the teaching and research carried out by our faculty and students can be at the same time resources for the communities of which we are a part.

2. Participate in the college-wide Middle States Self Study process through membership on working groups or responding to requests for information.

   The Middle States process is structured and going well. The Middle States Commission of Higher Education accepted our Self Study Design document, which included an overview of strategic plans and activities at the college since 2001. This summer, the Middle States leadership team is engaged in the important task of identifying the themes and conclusions in the preliminary findings of the working committees. Although there is a lot of work yet to be done, the key topics for analysis in the self-study have been identified. The working committees will share their preliminary findings with the campus community in Fall 2014.

3. Continue to strengthen outcomes assessment and assessment of institutional effectiveness in all departments and programs.

   Regarding learning outcomes assessment, the process this past year was robust for both the core and departmental curricula. In the Core, student learning was assessed in all ACS courses, 32 P-EQ courses, and lower and upper level writing courses. Last summer, Middle States accepted our progress letter relating to the assessment of the Core. In addition, members of the Core/P@N leadership group have presented at national conferences and as a result we are beginning to receive national attention for our core and portfolio.

   As of Spring 2014, 98.2% (56/57) of major programs at the undergraduate level have articulated student learning outcomes. In addition, the Assessment Committee found that 42% (24/57) programs use Senior-level capstone or comprehensives to assess SLOs, 25% (14/57) use course-embedded projects, 23% (13/57) use
locally created exams, 18% (10/57) use course-embedded papers, 16% (9/57) use student surveys or questionnaires, 16% (9/57) use program portfolios, 14% (8/57) use standardized exams, 11% (6/57) use clinical evaluations, and 11% (6/57) use creative presentation of work. All programs submitting reports use direct sources of evidence of student learning that their faculty have deemed most appropriate and meaningful in assessing student work in the program.

For administrative assessment in Academic Affairs, we continue to rely on the model provided by Excellence in Higher Education, and this year Academic Advisement and the Center for International Education have undergone this assessment process. The library has also completed a strategic plan. The Student Support Services division and the Task Force for Student Success and Retention played leadership roles in developing an administrative assessment model focused on how each administrative unit supports student success.

4. Support institutional enrollment strategies through the development of new programs and alternative modes of delivering programs and services.

With the arrival of a new Vice President for Enrollment Management, we will continue to work on a multi-year plan for the development of new program options and program delivery modes to support enrollments at both the undergraduate and graduate levels. This is a goal that will be moved forward into 2014-15.

In the meantime, we have continued to take steps to serve new student populations or offer convenience to our current students. The School of Management has received approval for an MS in Integrated Marketing and Communications, and they will offer both of their HR graduate programs online in the fall. In the College of Arts and Sciences, we have received approval for undergraduate degree programs in Clinical Laboratory Sciences and Dance Studies. In the School of Health and Human Services, a five-year program in Creative Arts Therapy and an undergraduate degree in Public Health are pending.

Nazareth has now received approval from New York State and The Middle States Commission to offer fully online degree programs. (The only additional approvals needed will be for teacher education programs.) At the graduate level, in addition to the MS programs in Human Resources and Human Resource Development, our program in Piano Pedagogy is available fully online, the MSED in Educational Technology and the MA in American Studies are hybrid programs, and individual courses in a number of other MSED programs are available in distance format. The Collaborative MSW is now offered, using hybrid methods, in both Watertown and Auburn. Overall this year, 34 online or hybrid courses were offered in the fall, 70 in the spring, and 22 in summer A.

5. Identify strategies to strengthen preparation for careers across the curriculum, building on the core curriculum, major and graduate programs, P@N, Experiential Learning, and Career Services.

Moving Career Services into Academic Affairs this past year provided an opportunity to embed career preparation in the Core and departmental curricula. The directors of Core/P@N, Career Services, Internship, and Civic Engagement have articulated goals and learning outcomes for undergraduate career preparation “across the college.” A structure for supporting this is under discussion. This fall the ACS course for all freshmen will engage students in career development. In the School of Management, the REACH program, in which career planning is embedded in the undergraduate curriculum, was implemented. The School of Management also launched an Entrepreneurship Minor that is available to all students, regardless of academic major.

6. Confirm or adjust retention goals and establish a routine process for analyzing and reporting data related to retention.

The reorganization of Student Support Services has continued the work on programming and services to promote student success. The Retention and Student Success Task Force has established a freshman to
sophomore retention goal and identified the means to reach it. This was accomplished in the midst of major turnover in the offices reporting to the Assistant Vice President for Student Support Services. Institutional Research has revised its model for identifying at-risk students.

7. **Continue to support the effort to recruit minority students in mathematics and the sciences and implement new measures to enhance the diversity of the faculty and staff.**
   This year, of the thirteen full-time faculty and faculty/staff positions that we filled, four are from underrepresented groups.

8. **Continue to advance strategies, programs, and services that promote student success and retention.**
   Even with reduction in staff and significant turnover in director positions, the reorganized Student Support Services area was highly productive. The Student Success and Retention Task Force has issued a report; Starfish was successfully implemented with a measureable impact on roster verification and more importantly early alerts to students in difficulty; GEM, a program of enhanced advisement for undeclared students, was developed; and an assessment model for Student Support Services has been developed. A Young Scholars Program, a program for minority students who plan to major in mathematics and science disciplines, has been created through a collaboration of HEOP, Enrollment Management, and the President’s Office.

Currently the Freshman to Sophomore retention rate is above 85% (as compared to less than 80% a year ago), and there is evidence that we are retaining at-risk students at a higher rate.

The Graduate Student Success Team, under the leadership of the Assistant Vice President for Academic Affairs, completed its work, making a number of recommendations. Following that report, the Writing Center and the Center for Student Success have strengthened services for graduate students and funding has been set aside for the professional development of graduate students. A growing number of online and hybrid options will make our programs more accessible to graduate students. In order to provide ongoing oversight of graduate issues and needs at the institutional level, a standing Graduate Issues Committee has been formed.

**Academic Affairs Annual Goals: 2014-2015**

1. Identify 2014-2015 unit level goals and assessments that support a culture of student success.

2. Review faculty roles and workload with reference to the Strategic Plan, and make recommendations to position the college to serve students in the coming five to ten years.

3. Review current faculty development efforts, identify gaps, and prepare a coordinated faculty development program.

4. Articulate the distinctiveness of global learning at Nazareth and recommend how to strengthen student involvement and outcomes in international experiences.

5. Develop a plan for hiring and mentoring a diverse faculty.

6. Finalize current priorities for new program development (including delivery mode).

7. Prepare (in consultation with other VPs) a detailed plan for future of graduate studies, including new program development, marketing and support for graduate programs.
8. Continue incorporation of career preparation into academic affairs, academic programming, and academic programs.