

Reference 2

Alignment of the Assessments with the Conceptual Framework

Alignment of Assessment System and Conceptual Framework

The components of the conceptual framework are directly aligned to the Unit's assessment system. We gather data in identified reporting areas or streams including: 1) program, 2) field experience and partnership, 3) diversity, 4) faculty qualifications, performance, and professional development, 5) alumni and employer follow-up, 6) advancing research, and 7) National Survey of Student Engagement .

All data within a given data stream is aligned to specific components of the conceptual framework (University mission, dispositions, theoretical dimensions, or strategic goals). The data is collected throughout the year and aggregated on a yearly basis in the annual reports of programs and College committees. The final reports of an academic year are reviewed by the full faculty in the fall assessment retreat of the following year. From the data committees and departments establish new goals and objectives for improvement. Upon approval, program modifications are implemented and new data is reported in the annual report for the next year.

Description of Assessment Streams

Name of Assessment Stream		Type or Form of Assessment	When the Assessment Is Administered
1	<p>Program Area Data Stream</p> <ul style="list-style-type: none"> • SPA approvals • State/Provincial approvals • State Cert Exam Passing Rates • Candidate Knowledge of Content Assessments • Candidate Knowledge of Planning Assessments • Final field experience/practicum data • Candidate Impact on Student Learning Assessments • Course and Field Based Dispositional data • Other data as required by specific programs 	<p>This assessment is modeled after the SPA report process and includes annual data for each SPA assessment. For programs without NCATE-recognized SPAs we submit analogous data using the Institutional Report (IR) process. The report includes state assessments, and assessments of content knowledge, planning, field experience, impact on student learning, program-specific information, and candidates disposition assessments</p>	<p>The Program Area annual reports are submitted to the College in the spring of each year. The data is verified over the summer and the final version is shared at the fall retreat.</p>
2	<p>Field Experience and Partnership Data Stream</p> <ul style="list-style-type: none"> • Hours/days of field experience within each program • Percentage of high-needs placements • Percentage of inclusive or special education placements • Participation levels in study abroad • Descriptions of new partnerships and placement sites • Aggregated summary of field supervisor feedback 	<p>This assessment stream documents the level of service candidates have committed to the poor and oppressed in local communities and around the world.</p>	<p>The preliminary report of the Field Experience and Partnership Committee is submitted to the College in May of each year with a draft of goals for the coming year. The final version is shared in the fall retreat and annual goals are affirmed.</p>
3	<p>Diversity Data Stream</p> <ul style="list-style-type: none"> • Annual reports of diversity assessments within program areas • Diversity demographics of candidates • Diversity demographics of faculty • Percentage of experiences in high-need schools • Percentage of experiences in inclusive or special education settings • Participation levels in study abroad 	<p>This assessment stream documents the integration of diversity within the curriculum, faculty, candidates and field experiences.</p>	<p>The preliminary report of the Diversity Committee is submitted to the College in May of each year with a draft of goals for the coming year. The final version is shared in the fall retreat where annual goals are affirmed.</p>
4	<p>Faculty Qualifications, Performance, and Development Data Stream</p> <ul style="list-style-type: none"> • Annual surveys of faculty on P-12 participation, service and scholarship • Adjunct PD reports • Descriptive data on PD offerings • Staff performance reviews • Faculty performance reviews (classroom observations, student evaluations, self- and peer reviews) 	<p>This assessment stream documents the qualifications, performance, and professional development of faculty for the year.</p>	<p>The preliminary report of the FQPD Committee is submitted to the College in May of each year with a draft of goals for the coming year. The final version is shared in the fall retreat where annual goals are affirmed.</p>
5	<p>Alumni and Employer Surveys</p> <ul style="list-style-type: none"> • Annual alumni surveys • Bi-annual employer surveys 	<p>The Alumni Survey is administered by the Career Development Office on an annual basis to graduates of the previous year. The Employer survey is administered on a biannual basis.</p>	<p>The surveys are administered in the fall, data is aggregated and presented to the College by May of each year. The information is shared with the faculty at the annual fall retreat.</p>
6	<p>Advancing Research Data Stream</p> <ul style="list-style-type: none"> • Descriptive information on the activities of the committee • Thesis Defense Reports 	<p>This assessment stream documents the mentoring, professional development, and support on research offered by the committee members to faculty and graduate students.</p>	<p>The preliminary report of the ARC Committee is submitted to the College in May of each year with a draft of goals for the coming year. The final version is shared in the fall retreat where annual goals are affirmed.</p>
7	<p>National Survey of Student Engagement (NSSE)</p> <ul style="list-style-type: none"> • Annual data of freshmen and seniors compared with Carnegie Peer institutions. 	<p>Undergraduate candidates are randomly selected from the institution and compared to Carnegie institutions. Selected items from the survey are used by the unit to assess the components of the conceptual framework.</p>	<p>NSSE data is gathered from freshmen and senior candidates on an annual basis.</p>

RELATIONSHIP OF ASSESSMENT STREAMS TO CONCEPTUAL FRAMEWORK

Conceptual Framework Components\Assessment Stream Reporting Area	Program Area Data Stream	Field Experience and Partnership Committee Data Stream	Diversity Committee Data Stream	Faculty Qualifications, Performance, and Development Data Stream	Alumni and Employer Follow-up Surveys	Advancing Research Data Stream	NSSE Survey
CF 1 University Mission Niagara University educates its students and enriches their lives through programs in the liberal arts and through career preparation, informed by the Catholic and Vincentian traditions.							
1.1 As part of the <i>Vincentian</i> Mission of Niagara University, the College of Education prepares educational and mental health leaders, who demonstrate the knowledge, skills, and dispositions needed to <i>serve</i> others, <i>especially the poor and oppressed</i> .		X		X			X
CF 2 Dispositions We foster the core professional dispositions of professional commitment and responsibility, professional relationships, and critical thinking and reflective practice.							
2.1 We inspire our candidates to foster core dispositions of professional commitment and responsibility (includes fairness).	X	X					
2.2 We inspire our candidates to foster core dispositions of professional relationships (includes belief that all children can learn).	X	X					X
2.3 We inspire our candidates to foster core dispositions of critical thinking and reflective practice.	X	X					
CF 3 Theoretical Dimensions As a faculty we are committed to developing programs based on three complimentary dimensions: constructivism, process-product framework, and reflective practice.							
3.1 We develop programs with courses, clinical experiences, and assessments based on constructivist and student-centered practices.	X	X		X			
3.2 We develop programs with courses, clinical experiences, and assessments from a process-product orientation based on a wide range of research-based best practices.	X	X		X			
3.3 We develop programs with courses, clinical experiences, and assessments which promote reflective practice.	X	X		X			

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CF 4 Strategic Goals The goals of the College of Education extend the mission, dispositions, and theoretical dimensions to provide strategic direction for the unit, its faculty, programs, and candidates.							
4.1 The College of Education demonstrates its commitment to a diverse, inclusive, multicultural, and international society through its personnel, candidates, curriculum, and clinical experiences.		X	X		X		X
4.2 The professional development for faculty, staff, and administrators within the College of Education is substantive and ongoing with the aim of continuously promoting the quality of programs and extending the current contributions of the faculty and professional staff.				X		X	
4.3 All programs within the College of Education are based on high standards consistent with our own values, and those of accreditation and review bodies; and will be consistently revised and developed to meet the needs of the counseling and education communities.	X				X	X	
4.4 Candidates and graduates from the College of Education’s programs demonstrate the professional knowledge, skills, and dispositions of outstanding practitioners as defined by our values and those of accreditation and review bodies.	X				X		X
4.5 The College of Education, in accordance with the mission of the University, demonstrates its commitment to expanding professional partnerships and service endeavors to address the needs of the broader community.		X			X		

Program Area Assessment Streams

1. Description of Assessment Stream

The Department Chairpersons and Program Coordinators for each program within the College submit annual reports to the Dean by June 1st of each year. Each report identifies goals or learning outcomes for the respective program and the data used to assess these outcomes. As an NCATE accredited institution we model the SPA review process in submitting our annual reports. We identify the SPA standards as the learning outcomes and identify 6-8 assessments by which we assess the standards. For the Business Education and School Counseling programs which do not have NCATE recognized standards we have integrated the New York State Learning Standards for Business Education and CACREP Standards. In addition to the national standards assessed through the SPA process, our assessments integrate New York State standards in the course-based assessments and state certification examinations. The reports also detail the course-based and field-based dispositions, and field experience data. Review of this information is conducted at the annual fall retreat. Program areas make changes as a result of the data. Any changes must be approved by the Department, College Program and Assessment (Curriculum Committee), and College. Further approvals at the University, state/province, and/or SPA level may also be obtained depending upon the modification.

The data annually reported as a part of this process include:

- SPA program approvals (see AIMS)
- [New York State or Provincial program approvals](#)
- [New York State Teacher Certification Examination Results](#)
- Candidate knowledge of Content
 - SPA Report Assessment 2 (GPA or Common Course Assignment)
 - Institutional Report for Business and School Counseling
- Candidate knowledge and skill in Planning
 - SPA Report Assessment 3
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- Assessment results from final field experience and practica
 - SPA Report Assessment 4
 - Institutional Report for Business and School Counseling
- [Aggregated data on dispositions demonstrated by candidates during the final field experience/practicum.](#)
- Assessment of Impact on Student Learning
 - SPA Report Assessment 5
 - Institutional Report for Business and School Counseling
- [Aggregated course based dispositional assessments \(pg 17\).](#)
- Other data as required by specific program areas
 - See SPA reports Assessment 6-8

2. Alignment of Report with Conceptual Framework

Conceptual Framework Component	Assessment Measure
CF 2.1 Dispositions of professional commitment and responsibility	<ul style="list-style-type: none"> • % of candidates meeting target on Student Teaching 1 • Aggregated data on course-based dispositional assessments
CF 2.2 Dispositions of professional relationships	<ul style="list-style-type: none"> • % of candidates meeting target on Student Teaching 2 • Aggregated data on course-based dispositional assessments
CF 2.3 Dispositions of critical thinking and reflective practice	<ul style="list-style-type: none"> • % of candidates meeting target on Student Teaching 3 • Aggregated data on course-based dispositional assessments
CF 3.1 We develop programs based on constructivist and student-centered practices.	<ul style="list-style-type: none"> • Planning and Assessment Common Course Assignment elements related to “Knowledge of Students” • Student Teaching Data on knowledge of students
CF 3.2 We develop programs from a process-product orientation based on a wide range of research-based best practices.	<ul style="list-style-type: none"> • Planning and Assessment Common Course Assignment elements related to “Instructional Strategies” • Student Teaching Data on instructional strategies
CF 3.3 We develop programs which promote reflective practice.	<ul style="list-style-type: none"> • Planning and Assessment Common Course Assignment elements related to “Reflective Practice” • Student Teaching Data on reflective practice
CF 4.3 All programs are based on high standards consistent with our own values, and those of accreditation and review bodies; and will be consistently revised and developed to meet the needs of the counseling and education communities.	<ul style="list-style-type: none"> • Recognition by SPA • New York State Program Approval
CF 4.4 Candidates and graduates demonstrate the professional knowledge, skills, and dispositions of outstanding practitioners as defined by our values and those of accreditation and review bodies.	<ul style="list-style-type: none"> • New York State Teacher Certification Examination Results • Knowledge of Content Assessments in SPAs • Final Practicum Report Evaluations

Field Experience and Partnership Assessment Stream

1. Description of Assessment Stream

The Field Experience and Partnership Committee is charged with facilitating the assessment of the field experiences and clinical practices in the College of Education including analysis of data for improvement of field experiences and partnership development. This data includes the following:

- Descriptive information on the sites in which placements were held
- [The hours/days of field experience completed by candidates within each program \(pg. 22\)](#)
- [The percentage of experiences in high-need schools \(pg. 10\)](#)
- Participation levels in study abroad
- [Description of partnerships](#)
- Aggregated summary of field supervisor feedback

2. Alignment of Report with Conceptual Framework

Conceptual Framework Component	Assessment Measure
CF 1.1 Service (especially poor and oppressed)	<ul style="list-style-type: none">• % of high need placements• Number of Learn and Serve Hours
CF 4.1 diverse, inclusive, multicultural, and international clinical experiences.	<ul style="list-style-type: none">• % of high need placements• Participation in study abroad
CF 4.5 expanding professional partnerships and service endeavors to address the needs of the broader community	<ul style="list-style-type: none">• Descriptions of Partnerships• Aggregated summary of field supervisor feedback

Diversity Assessment Stream

1. Description of Assessment Stream

The Diversity Committee is charged with facilitating assessments that ensure the curriculum, field experiences, and assessments in all programs in the College of Education meet diversity outcome standards; ensuring that faculty and staff are knowledgeable about diversity with access to current theory and practice; and ensuring that faculty and candidates represent the balance of diversity inherent in our goals. The data gathered by this committee for annual review includes:

- Annual reports of the assessment of candidate proficiencies related to diversity within the program areas
 - [Undergraduate initial](#)
 - [Graduate initial](#)
 - [Literacy](#)
 - Special Education
 - School Psychology
- [Diversity demographics of faculty](#)
- [Diversity demographics of candidates](#)
- [Diversity demographics of common field experience sites](#)
- [The percentage of field experiences in high-need schools \(page 10\)](#)
- Participation levels in study abroad and BASIC programs

2. Alignment of Report with Conceptual Framework

Conceptual Framework Component	Assessment Measure
CF 4.1 diverse, inclusive, multicultural, and international personnel, candidates, curriculum, and clinical experiences.	<ul style="list-style-type: none">• Annual reports of diversity assessments within program areas• Diversity demographics of faculty• Diversity demographics of candidates• % of high need placements• Participation in study abroad

Faculty Qualifications, Performances and Development Assessment Stream

1. Description of Assessment Stream

The Faculty Qualifications, Performance, and Development Committee is charged with promoting the best professional practices in scholarship, service, and teaching through on-going assessment and evaluation, collaboration, and professional development for both full-time members of the faculty and staff, and for adjunct instructors. The data gathered by this committee for annual review includes:

- [Annual faculty surveys documenting participation in P-12 schools, scholarship, and professional service](#)
 - [Survey Results \(pg. 13\)](#)
- [Faculty Development Opportunities](#)
- [Descriptive data on PD offerings](#)
- Adjunct Faculty PD requirements
- Adjunct Faculty Orientations
- [Staff performance reviews](#) (available in individual staff files)
- Faculty performance reviews (available in individual faculty files)
 - classroom observations
 - [Chair](#)
 - [Dean](#)
 - [student evaluations](#)
 - self and peer reviews (available in individual faculty files)

2. Alignment of Report with Conceptual Framework

Conceptual Framework Component	Assessment Measure
1.1 As part of the <i>Vincentian</i> Mission of Niagara University, the College of Education prepares educational and mental health leaders, who demonstrate the knowledge, skills, and dispositions needed to <i>serve</i> others, <i>especially the poor and oppressed</i> .	Faculty service and scholarship related to the mission
CF 3.1 Faculty model constructivist and student-centered practices.	Faculty Performance Reviews (classroom observations and student evaluations)
CF 3.2 Faculty model a process-product orientation based on a wide range of research-based best practices.	Faculty Performance Reviews (classroom observations and student evaluations)
CF 3.3 Faculty promote reflective practice.	Faculty Performance Reviews (self-evaluations, classroom observations and student evaluations)
CF 4.2 The professional development for faculty, staff, and administrators within the College of Education is substantive and ongoing with the aim of continuously promoting the quality of programs and extending the current contributions of the faculty and professional staff.	Annual faculty surveys Adjunct faculty PD reports Descriptive data on PD offerings Staff performance reviews Faculty performance reviews

Alumni and Employer Follow Up Surveys Assessment Stream

1. Description of Assessment Stream

The Alumni Survey is administered by the Career Development Office on an annual basis to graduates of the previous year. The Employer survey is administered on a biannual basis.

- [Survey Results](#) (alumni and employer)

2. Alignment of Report with Conceptual Framework

Conceptual Framework Component	Assessment Measure
CF 2.2 dispositions of professional relationships	Collaboration with colleagues, parents, and community
CF 2.3 dispositions of critical thinking and reflective practice	Willingness to continue professional growth and self-assessment
CF 4.1 commitment to diversity	Working with diverse learners and communities
CF 4.4 Graduates demonstrate professional, knowledge, skills, and dispositions of outstanding practitioners.	Full survey
CF 4.5 Expand partnerships and service endeavors to address the needs of the broader community	Full survey

Advancing Research Assessment Stream

1. Description of Assessment Stream

The Advancing Research Committee is charged with extending statistical operations and research design across faculties, serving as the liaison with the IRB and Research Council of the University, and to providing mentoring, professional development, and support on research to faculty and graduate students. This committee was instituted in 2008-2009 academic year. In its first year of existence it reported on committee member efforts to extend the research of faculty and graduate students.

The data gathered by this committee for annual review includes:

- Descriptive data on activities of the committee (available through committee)
- Thesis defense reports

3. Alignment of Report with Conceptual Framework

Conceptual Framework Component	Assessment Measure
CF 4.2 The professional development for faculty, staff, and administrators within the College of Education is substantive and ongoing with the aim of continuously promoting the quality of programs and extending the current contributions of the faculty and professional staff.	<ul style="list-style-type: none">• Descriptive data on activities of the committee
CF 4.3 All programs within the College of Education are based on high standards consistent with our own values, and those of accreditation and review bodies; and will be consistently revised and developed to meet the needs of the counseling and education communities.	<ul style="list-style-type: none">• Descriptive data on activities of the committee• Thesis defense reports

Name of Assessment: National Survey of Student Engagement

1. Description of Assessment Stream

The NSSE survey was launched with support of the Pew Charitable trust and is now self-supported through institutional fees. The survey was developed by a national design team chaired by Peter Ewell, of the National Center for Higher Education Management Systems. Undergraduate candidates are randomly selected from the institution and comparison Carnegie institutions. Selected items from the survey are used by the unit to assess the components of the conceptual framework. This data includes the following information:

- [NSSE Data](#)

1. Academic & Intellectual Experiences
 - e. included diverse perspectives (different races, religions, genders, political beliefs, etc) in class discussions or writing assignments
 - g. worked with other students on projects during class
 - h. worked with classmates outside of class to prepare class assignments
 - k. participated in a community-based project (e.g. service learning) as part of a regular course.
 - l. used an electronic medium (list serve, chat group, internet, instant messaging system, etc.) to discuss or complete an assignment).
 - m. used email to communicate with an instructor
 - u. had serious conversations with students of a different race or ethnicity than your own
 - v. had serious conversations with students who are very different from you terms of their religious beliefs, political opinions, or personal values
7. Enriching Educational Experiences
 - a. practicum, internship, field experience, co-op experiences, or clinical assignment
 - b. community service or volunteer work
 - f. study abroad
10. Institutional Environment
 - g. using computers in academic work
11. Educational and Personal Growth
 - g. using computers and information technology
 - l. understanding of people of other racial and ethnic backgrounds
 - o. contributing to the welfare of your community

2. Alignment of Report with Conceptual Framework

Conceptual Framework Component	Assessment Measure
CF 1.1 Service (especially poor and oppressed)	1k, 7a, 7b, 11o
2.2 dispositions of professional relationships (includes belief that all children can learn).	1g, 1h
CF 4.1 diverse, inclusive, multicultural, and international candidates, curriculum and clinical experiences.	1e, 1u, 1v, 7f, 11l
CF 4.4 Candidates and graduates demonstrate the professional knowledge, skills, and dispositions of outstanding practitioners as defined by our values and those of accreditation and review bodies.	1l, 1m, 10g, 11g

Description of Assessment Streams

Name of Assessment Stream		Type or Form of Assessment	When the Assessment Is Administered
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CF 2 Dispositions We foster the core professional dispositions of professional commitment and responsibility, professional relationships, and critical thinking and reflective practice.							
2.1 We inspire our candidates to foster core dispositions of professional commitment and responsibility (includes fairness).	X	X					
2.2 We inspire our candidates to foster core dispositions of professional relationships (includes belief that all children can learn).	X	X					X
2.3 We inspire our candidates to foster core dispositions of critical thinking and reflective practice.	X	X					
CF 3 Theoretical Dimensions As a faculty we are committed to developing programs based on three complimentary dimensions: constructivism, process-product framework, and reflective practice.							
3.1 We develop programs with courses, clinical experiences, and assessments based on constructivist and student-centered practices.	X	X		X			
3.2 We develop programs with courses, clinical experiences, and assessments from a process-product orientation based on a wide range of research-based best practices.	X	X		X			
3.3 We develop programs with courses, clinical experiences, and assessments which promote reflective practice.	X	X		X			

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4.2 The professional development for faculty, staff, and administrators within the College of Education is substantive and ongoing with the aim of continuously promoting the quality of programs and extending the current contributions of the faculty and professional staff.				X		X	
4.3 All programs within the College of Education are based on high standards consistent with our own values, and those of accreditation and review bodies; and will be consistently revised and developed to meet the needs of the counseling and education communities.	X				X	X	
4.4 Candidates and graduates from the College of Education’s programs demonstrate the professional knowledge, skills, and dispositions of outstanding practitioners as defined by our values and those of accreditation and review bodies.	X				X		X
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CF 4.4 Candidates and graduates demonstrate the professional knowledge, skills, and dispositions of outstanding practitioners as defined by our values and those of accreditation and review bodies.	<ul style="list-style-type: none"> • New York State Teacher Certification Examination Results • Knowledge of Content Assessments in SPAs • Final Practicum Report Evaluations

Field Experience and Partnership Assessment Stream

1. Description of Assessment Stream

The Field Experience and Partnership Committee is charged with facilitating the assessment of the field experiences and clinical practices in the College of Education including analysis of data for improvement of field experiences and partnership development. This data includes the following:

- Descriptive information on the sites in which placements were held
- [The hours/days of field experience completed by candidates within each program \(pg. 22\)](#)
- [The percentage of experiences in high-need schools \(pg. 10\)](#)
- Participation levels in study abroad
- [Description of partnerships](#)
- Aggregated summary of field supervisor feedback

2. Alignment of Report with Conceptual Framework

Conceptual Framework Component	Assessment Measure
CF 1.1 Service (especially poor and oppressed)	<ul style="list-style-type: none">• % of high need placements• Number of Learn and Serve Hours
CF 4.1 diverse, inclusive, multicultural, and international clinical experiences.	<ul style="list-style-type: none">• % of high need placements• Participation in study abroad
CF 4.5 expanding professional partnerships and service endeavors to address the needs of the broader community	<ul style="list-style-type: none">• Descriptions of Partnerships• Aggregated summary of field supervisor feedback

Diversity Assessment Stream

1. Description of Assessment Stream

The Diversity Committee is charged with facilitating assessments that ensure the curriculum, field experiences, and assessments in all programs in the College of Education meet diversity outcome standards; ensuring that faculty and staff are knowledgeable about diversity with access to current theory and practice; and ensuring that faculty and candidates represent the balance of diversity inherent in our goals. The data gathered by this committee for annual review includes:

- Annual reports of the assessment of candidate proficiencies related to diversity within the program areas
 - [Undergraduate initial](#)
 - [Graduate initial](#)
 - [Literacy](#)
 - Special Education
 - School Psychology
- [Diversity demographics of faculty](#)
- [Diversity demographics of candidates](#)
- [Diversity demographics of common field experience sites](#)
- [The percentage of field experiences in high-need schools \(page 10\)](#)
- Participation levels in study abroad and BASIC programs

2. Alignment of Report with Conceptual Framework

Conceptual Framework Component	Assessment Measure
CF 4.1 diverse, inclusive, multicultural, and international personnel, candidates, curriculum, and clinical experiences.	<ul style="list-style-type: none">• Annual reports of diversity assessments within program areas• Diversity demographics of faculty• Diversity demographics of candidates• % of high need placements• Participation in study abroad

Faculty Qualifications, Performances and Development Assessment Stream

1. Description of Assessment Stream

The Faculty Qualifications, Performance, and Development Committee is charged with promoting the best professional practices in scholarship, service, and teaching through on-going assessment and evaluation, collaboration, and professional development for both full-time members of the faculty and staff, and for adjunct instructors. The data gathered by this committee for annual review includes:

- [Annual faculty surveys documenting participation in P-12 schools, scholarship, and professional service](#)
 - [Survey Results \(pg. 13\)](#)
- [Faculty Development Opportunities](#)
- [Descriptive data on PD offerings](#)
- Adjunct Faculty PD requirements
- Adjunct Faculty Orientations
- [Staff performance reviews](#) (available in individual staff files)
- Faculty performance reviews (available in individual faculty files)
 - classroom observations
 - [Chair](#)
 - [Dean](#)
 - [student evaluations](#)
 - self and peer reviews (available in individual faculty files)

2. Alignment of Report with Conceptual Framework

Conceptual Framework Component	Assessment Measure
1.1 As part of the <i>Vincentian</i> Mission of Niagara University, the College of Education prepares educational and mental health leaders, who demonstrate the knowledge, skills, and dispositions needed to <i>serve</i> others, <i>especially the poor and oppressed</i> .	Faculty service and scholarship related to the mission
CF 3.1 Faculty model constructivist and student-centered practices.	Faculty Performance Reviews (classroom observations and student evaluations)
CF 3.2 Faculty model a process-product orientation based on a wide range of research-based best practices.	Faculty Performance Reviews (classroom observations and student evaluations)
CF 3.3 Faculty promote reflective practice.	Faculty Performance Reviews (self-evaluations, classroom observations and student evaluations)
CF 4.2 The professional development for faculty, staff, and administrators within the College of Education is substantive and ongoing with the aim of continuously promoting the quality of programs and extending the current contributions of the faculty and professional staff.	Annual faculty surveys Adjunct faculty PD reports Descriptive data on PD offerings Staff performance reviews Faculty performance reviews

Alumni and Employer Follow Up Surveys Assessment Stream

1. Description of Assessment Stream

The Alumni Survey is administered by the Career Development Office on an annual basis to graduates of the previous year. The Employer survey is administered on a biannual basis.

- [Survey Results](#) (alumni and employer)

2. Alignment of Report with Conceptual Framework

Conceptual Framework Component	Assessment Measure
CF 2.2 dispositions of professional relationships	Collaboration with colleagues, parents, and community
CF 2.3 dispositions of critical thinking and reflective practice	Willingness to continue professional growth and self-assessment
CF 4.1 commitment to diversity	Working with diverse learners and communities
CF 4.4 Graduates demonstrate professional, knowledge, skills, and dispositions of outstanding practitioners.	Full survey
CF 4.5 Expand partnerships and service endeavors to address the needs of the broader community	Full survey

Advancing Research Assessment Stream

1. Description of Assessment Stream

The Advancing Research Committee is charged with extending statistical operations and research design across faculties, serving as the liaison with the IRB and Research Council of the University, and to providing mentoring, professional development, and support on research to faculty and graduate students. This committee was instituted in 2008-2009 academic year. In its first year of existence it reported on committee member efforts to extend the research of faculty and graduate students.

The data gathered by this committee for annual review includes:

- Descriptive data on activities of the committee (available through committee)
- Thesis defense reports

3. Alignment of Report with Conceptual Framework

Conceptual Framework Component	Assessment Measure
CF 4.2 The professional development for faculty, staff, and administrators within the College of Education is substantive and ongoing with the aim of continuously promoting the quality of programs and extending the current contributions of the faculty and professional staff.	<ul style="list-style-type: none">• Descriptive data on activities of the committee
CF 4.3 All programs within the College of Education are based on high standards consistent with our own values, and those of accreditation and review bodies; and will be consistently revised and developed to meet the needs of the counseling and education communities.	<ul style="list-style-type: none">• Descriptive data on activities of the committee• Thesis defense reports

Name of Assessment: National Survey of Student Engagement

1. Description of Assessment Stream

The NSSE survey was launched with support of the Pew Charitable trust and is now self-supported through institutional fees. The survey was developed by a national design team chaired by Peter Ewell, of the National Center for Higher Education Management Systems. Undergraduate candidates are randomly selected from the institution and comparison Carnegie institutions. Selected items from the survey are used by the unit to assess the components of the conceptual framework. This data includes the following information:

- [NSSE Data](#)

1. Academic & Intellectual Experiences
 - e. included diverse perspectives (different races, religions, genders, political beliefs, etc) in class discussions or writing assignments
 - g. worked with other students on projects during class
 - h. worked with classmates outside of class to prepare class assignments
 - k. participated in a community-based project (e.g. service learning) as part of a regular course.
 - l. used an electronic medium (list serve, chat group, internet, instant messaging system, etc.) to discuss or complete an assignment).
 - m. used email to communicate with an instructor
 - u. had serious conversations with students of a different race or ethnicity than your own
 - v. had serious conversations with students who are very different from you terms of their religious beliefs, political opinions, or personal values
7. Enriching Educational Experiences
 - a. practicum, internship, field experience, co-op experiences, or clinical assignment
 - b. community service or volunteer work
 - f. study abroad
10. Institutional Environment
 - g. using computers in academic work
11. Educational and Personal Growth
 - g. using computers and information technology
 - l. understanding of people of other racial and ethnic backgrounds
 - o. contributing to the welfare of your community

2. Alignment of Report with Conceptual Framework

Conceptual Framework Component	Assessment Measure
CF 1.1 Service (especially poor and oppressed)	1k, 7a, 7b, 11o
2.2 dispositions of professional relationships (includes belief that all children can learn).	1g, 1h
CF 4.1 diverse, inclusive, multicultural, and international candidates, curriculum and clinical experiences.	1e, 1u, 1v, 7f, 11l
CF 4.4 Candidates and graduates demonstrate the professional knowledge, skills, and dispositions of outstanding practitioners as defined by our values and those of accreditation and review bodies.	1l, 1m, 10g, 11g