NIAGARA UNIVERSITY
Institutional Assessment Plan

2007

Context for Assessment

Niagara University is committed to excellence in education and dedicated to honoring its 150-year heritage as a Catholic and Vincentian institution. Our long history has taught us that we must continually grow and change in order to fulfill this promise. It also has taught us that we must be clear in our mission and goals, vigilant in our evaluation of how well we are achieving them through our efforts, and dedicated to improvement that is continuous and evidence-driven.

Niagara's commitment to quality is clear; three of our four colleges have the highest available specialized accreditations. Programs in the College of Education have been accredited by the National Council for the Accreditation of Teacher Education (NCATE) since 1984. The College of Hospitality and Tourism Management has been accredited by the Association of College Programs of Hospitality Administration (ACPHA) since 1993, and the College of Business Administration received accreditation in 2001 from the American Association for the Advancement of Collegiate Schools of Business (AACSB). Within the College of Arts and Sciences, the Social Work program has been accredited by the Council on Social Work Education since 1982, and the Chemistry program has approval from the American Chemical Society (ACS).

Over the past decade, the university has grown in sophistication and rigor in data-based decisions, use of trend and benchmarking data, and strategic planning. For example, the three-year strategic plans not only identify critical goals, but establish multi-year budget commitments toward those goals and accountability for their success. The General Education curriculum has been revamped in three phases, and academic programs have established and are assessing learning outcomes. We have developed and implemented a reporting system for key performance indicators and dashboard indicators to our Board of Trustees and the university community, and are implementing an improved linkage between our planning, budgeting and assessment systems.

Niagara University's path to developing an institutional assessment plan has not always been smooth. We have come up against challenges resulting from changes in institutional leadership, problems of developing measurable goals, and constraints from overly extended personnel and other resources to dedicate to assessment. During this time, we have learned some important and challenging lessons about establishing a genuinely effective assessment process.

Philosophy of Assessment

At Niagara University, we view assessment as part of a process that is designed to lead to continuous transformation. At the heart of our mission and therefore, also at the heart of our assessment plan, is the student learning experience. Everything we do is geared to a learning experience that is defined by:

(1) Quality – Our institutional mission calls for us to concentrate on providing top quality liberal arts and professional education.
(2) **Access** - to fulfill our promise and support the Vincentian mission of helping the poor, we must build on our past and provide access to students who might not otherwise be able to gain higher education.

(3) **Distinction** – In keeping with the nature of a Vincentian education, the student learning experience at Niagara is distinguished by active, integrative learning including service learning.

(4) **Impact** – As an institution, Niagara University seeks to make a difference in not only the lives of its students, but in the community.

**Principles for Developing and Assessing Student Learning Outcomes**

In the Ideal:
- All derive from mission, and all key elements of the mission are addressed.
- All point to a “picture” of the graduate we want to produce, and can be described in terms of what we want the students to learn while they are here in order to become that graduate.
- All have at least some direct measures for success, plus indirect measures that are tracked and linked into institutional planning, resource allocation, and accountability for results.
- Everything we do can be linked to direct or indirect support of student learning, and every unit of the university thinks about how its actions and investments contribute to student learning.

The Ideal Niagara University graduate would have five attributes. The first two provide the basis for the learning outcomes that form our academic curriculum. The latter three are the culminating goals we hope to achieve through the total Niagara University student experience.

(1) Graduates who are well prepared in their major – i.e. have the knowledge and skills to succeed in their chosen field of work and/or further study (program learning outcomes), and a passion for lifelong learning.

(2) Graduates who have critical thinking skills, information literacy skills, communication skills and the ability to work effectively with diverse groups, and a strong ethical and values foundation (general education student learning outcomes).

(3) Graduates who understand and respect the university’s commitment to the Catholic faith, and who demonstrate respect for the God-given dignity for every person and all faith traditions.

(4) Graduates who are inspired by the spirit of St. Vincent de Paul to make a difference in the world, especially through service to the poor and oppressed.

(5) Graduates who understand and practice the importance of balancing the development of the whole person (mind, body, heart and soul).

**Assessment Goals**

Niagara University requires an assessment process that:
- Enables the university community to
  - Examine our institution’s strengths and challenges relative to our own goals, as well as external benchmarks and standards
  - Develop strategies to continuously improve as an institution
  - Identify opportunities for growth and development
- Is grounded in our university culture and past experience
- Fosters appropriate involvement of all stakeholders
- Sets clear and measurable goals
- Identifies appropriate methods for measuring results against goals
- Is a sustainable plan with appropriate resources and the least possible duplication of effort
- Results in useful data and findings that lead to institutional change.

Assessment History

The history of the assessment process at Niagara University has served as a learning experience in continuous improvement. Each year the assessment process is improved in alignment, linkage and implementation. The following captures some of the main events in the last 16 years that have helped build the assessment process we have today. There is a commitment to continuous improvement in terms of improving processes and linkages within the university systems.

**Table 1 History of Assessment at Niagara University**

<table>
<thead>
<tr>
<th><strong>NIAOAGA UNIVERSITY'S JOURNEY</strong></th>
<th><strong>TO COMPREHENSIVE INSTITUTIONAL ASSESSMENT</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Early 1990’s</strong></td>
<td>Academic senate subcommittee began work on planning for outcomes assessment</td>
</tr>
<tr>
<td><strong>1990-1993</strong></td>
<td>Senate subcommittee established cycle of evaluation for academic departments using both internal data and outside consultants</td>
</tr>
<tr>
<td><strong>1994</strong></td>
<td>Outcomes assessment committee (OAC) was created as a permanent committee of the academic senate with responsibility for Program, Faculty and Student Assessment (Academic Senate Constitution and By-Laws, Revised 2004)</td>
</tr>
<tr>
<td><strong>1995-96</strong></td>
<td>OAC held several workshops for faculty chairpersons focusing on the development of program outcome assessment plans</td>
</tr>
<tr>
<td><strong>1997</strong></td>
<td>Middle States accreditation team recognized Niagara University’s progress in outcomes assessment. “Outcomes assessment for student learning outcomes is specified for many departments as a result of excellent work by the faculty for their dedicated efforts that produced these extensive assessments which will be used to improve academic programs. Also, goals and objectives for the General Education curriculum have been written and adopted as the first step in the process of identifying assessment procedures and/or instruments. Again, the faculty recognition of the lack of goals and the formulation of such an exemplary document is to be commended.” (page 4 from Middle States Visitiation Team Report 1997) At the time of the site visit all academic programs had assessment plans with outcome goals, learning activities, assessment methods and standards. There was recognition, however, that a similar plan was needed for our general education program.</td>
</tr>
<tr>
<td><strong>1997</strong></td>
<td>Three-prong structure established to do the outcomes assessment plan for general education: (1) a task force to establish the goals of general education; (2) a task force to align or revise the general education curriculum to the fit the new goals; and (3) the Outcomes Assessment Committee to refine the outcomes assessment plan</td>
</tr>
<tr>
<td><strong>1996-1997</strong></td>
<td>Academic Senate proposes grid with 20 General Education goals; Board of Trustees approves</td>
</tr>
<tr>
<td><strong>Late 1990’s</strong></td>
<td>Partly as a result of the above long list; the task force revising the general education curriculum struggled to accomplish its job. The curriculum it created was quickly dismissed by the Senate Curriculum Committee which, after a several-year struggle, produced its own revision of the curriculum, with no assessment model</td>
</tr>
<tr>
<td><strong>2000-2002</strong></td>
<td>Senate Outcomes Assessment Committee began to struggle with the assessment of general education; assessment of the major was neglected while this work continued</td>
</tr>
<tr>
<td><strong>2001</strong></td>
<td>AACSB accreditation received by the College of Business Administration</td>
</tr>
<tr>
<td><strong>2001</strong></td>
<td>ACPHA accreditation review of College of Hospitality and Tourism Management</td>
</tr>
<tr>
<td><strong>2002</strong></td>
<td>Pressured by the impending Periodic Review Report that required an institutional</td>
</tr>
</tbody>
</table>
Assessment Process

The process of institutional assessment at Niagara University has evolved over time, and during the past year has been articulated as the weaving together of three sets of comprehensive assessment activities:

- **Institutional self-assessment** for continuous improvement, which is the cyclic processes that are related to:
  a. Specialized external accreditation cycles at the program, college or institutional level
  b. Internal cycles and periodic reviews for academic and other programs
  c. Institutional research reports, dashboard and key performance indicators that are produced on an annual or regular cyclical basis.

- **Assessment, planning and budgeting process**, an annual cycle that includes assessment of both student learning and departmental outcomes.

- **Strategic planning** which takes place on a three-year cycle and includes an institutional review of the external environment, internal trends and outcome data as bases for establishing strategic goals, objectives and commitments.

Table 2 provides greater detail on these processes and the manner in which they link together to form an overall process of institutional assessment at Niagara University.
### Table 2 Niagara University's Integrated Assessment Processes

<table>
<thead>
<tr>
<th>Assessment Process</th>
<th>Purpose</th>
<th>Timing</th>
</tr>
</thead>
<tbody>
<tr>
<td>ISA (a)</td>
<td>Specialized External Accreditations</td>
<td>Self-study and external review of programs in terms of meeting accreditation standards</td>
</tr>
<tr>
<td>ISA (b)</td>
<td>Annual reports and periodic reviews for academic programs</td>
<td>Self-study and internal/external review of programs, particularly in terms of student learning outcomes</td>
</tr>
<tr>
<td></td>
<td>Annual reports and periodic review of general education</td>
<td>Self-study and internal/external review of program, particularly in terms of student learning outcomes</td>
</tr>
<tr>
<td></td>
<td>Periodic reviews for other units</td>
<td>Self-study and internal/external review of programs in terms of quality and efficiency of operations, and support for student learning</td>
</tr>
<tr>
<td>ISA (c)</td>
<td>Reports from institutional research (Red Book, NSSE, etc.)</td>
<td>Focused research results</td>
</tr>
<tr>
<td></td>
<td>Dashboard and KPI indicators</td>
<td>Self-study, continuous improvement, reporting to Board of trustees</td>
</tr>
<tr>
<td>APB</td>
<td>Assessment, Planning and Budgeting Process</td>
<td>Individual program and institutional review of annual planning and budgeting including activities and outcomes, provides assessment that informs decision-making for planning &amp; budgeting</td>
</tr>
<tr>
<td>SP</td>
<td>Strategic Planning</td>
<td>Institutional review of external environment, internal trends and outcome data, establishment of strategic goals and objectives</td>
</tr>
</tbody>
</table>

### Institutional Self-Assessment

The ISA is a scheduled and methodical routine of self-study to provide reflective practice for the university and major units within it. A wealth of student learning outcomes data, from the specific discipline outcomes in the external accreditation reports to periodic reviews and reports emanating from institutional research, inform institutional assessment.

#### a. Specialized Accreditations

When all the specific accreditations held by Niagara University are taken into account, 57% of undergraduate students and 92% of graduate students at our university are studying in accredited programs (source: 2005 accreditation report). This is an impressive percentage for a liberal arts university of NU’s size and program make-up.

Accreditation is not simply a periodic experience. Maintaining accreditation calls for a commitment to continuous quality monitoring and improvement in accredited programs. Each accrediting body requires programs to collect and analyze data on an ongoing basis; accrediting bodies also require periodic review visits. Taking into account the ongoing self-study and review activities which include regular data collection (e.g., student surveys), monitoring of results, benchmarking against comparative schools, preparing self-study reports and planning for continuous improvement, Niagara University maintains a virtually continuous process of review through its specialized accreditations.
### Table 3 Current Accreditations at Niagara University

<table>
<thead>
<tr>
<th>Accreditation</th>
<th>Description</th>
<th>Date First Achieved</th>
<th>Renewal Cycle</th>
<th>Next Review</th>
</tr>
</thead>
<tbody>
<tr>
<td>Middle States</td>
<td>Regional accrediting body for Niagara University and all its programs</td>
<td>1922</td>
<td>10 years</td>
<td>2007 self-study 2006</td>
</tr>
<tr>
<td>National Council for Accreditation of Teacher Education (NCATE)</td>
<td>National accrediting body for the College of Education and all its programs</td>
<td>1984</td>
<td>7 years</td>
<td>2010 Program reviews 2008; self-study 2005-06</td>
</tr>
<tr>
<td>American Association for the Advancement of Collegiate Schools of Business (AACS)</td>
<td>National accrediting body for the College of Business Administration and all its programs</td>
<td>2001</td>
<td>10 years</td>
<td>2010-11 Self study 2005-06</td>
</tr>
<tr>
<td>Council on Hotel, Restaurant and Institutional Education (CHRIE)</td>
<td>National accrediting body for the College of Hospitality and Tourism Management and all its programs</td>
<td>1993</td>
<td>7 years</td>
<td>2007 Self study 2005-06</td>
</tr>
<tr>
<td>American Chemical Society (ACS)</td>
<td>National certification body for B.S. programs in Chemistry</td>
<td>1982</td>
<td>5 years</td>
<td>2007 no visit</td>
</tr>
<tr>
<td>Postsecondary Education Quality Assessment Board (PEQAB)</td>
<td>Approval body for all Niagara University courses and programs delivered in Ontario</td>
<td>1984</td>
<td>TBD</td>
<td>Approval 2006</td>
</tr>
<tr>
<td>Ontario College of Teachers (OCT)</td>
<td>Accrediting body for any Niagara University teacher education programs offered in Ontario</td>
<td>In progress</td>
<td>TBD</td>
<td>Approval 2006</td>
</tr>
</tbody>
</table>

**b. Internal Cycles and Reviews for Academic and Other Programs**

The university has a cycle of review that will see each academic program undergoes a review at least every five years, with annual reporting and self-study processes designed for continuous improvement.

Every program reports on learning outcomes as part of its annual report. Starting with the 2006-07 academic year, this data will be collected and analyzed by the senate outcomes assessment and general education committees, with assistance from the coordinator of instructional support. The data also will be used by the programs for continuous improvement and as a basis for developing input into annual budget and planning cycles and the three-year strategic planning process.

Programs that are not part of specialized accreditations have a review on a five-year cycle. This review is informed by student learning outcomes and other data such as program resources, facilities, personnel, etc. which programs compile over a three-year period. In year one, the program identifies key data to collect and develops the plan of study and goals for its self-study. In year two, the program collects and analyzes data and prepares a self-study report. In the final
year, the program is reviewed by peers from within the university, external institutions, and other relevant stakeholders (students, alumni, industry, graduate schools, etc.); major recommendations are developed and fed into university planning processes.

Regular institutional reflective and self-study initiatives are conducted as part of the annual assessment activities within departments. In the future, programs other than academic programs will be expected to report on student learning outcomes as part of their annual reporting and will be subject to more in-depth reviews on a periodic basis. The schedule for such reviews will be established as part of the next strategic planning process.

c. Institutional Research
The Office of Institutional Research conducts and coordinates assessment of students concerning non-student learning outcomes, as well as institutional assessment of demographics, finances, and other indicators. Reports are available both in hard copy and on the university’s Intranet Web site: MyNU

Reports on students include the Cooperative Institutional Research Program (CIRP) administered to incoming freshmen; the Admitted Student Questionnaire (ASQ); the National Survey of Student Engagement (NSSE); the Student Satisfaction Inventory (SSI); as well as occasional surveys such as on housing, financial aid, recreation, etc. In addition, placement surveys and the Alumni Outcomes Survey collect information from our graduates.

Institutional reports are prepared and distributed in a data book each fall. Each spring an academic departmental analysis book is prepared and distributed that gives information on faculty/student ratios, placement and retention rates, and several other indicators, providing deans and departments with consistent data for analysis. Other university surveys routinely collect information for analysis, such as the NACUBO tuition survey. There are regular reports on data such as retention, graduation rates, and success after graduation.

To augment already existing reports, the university began a dashboard reporting system in 2005 that provides quarterly reports to the board of trustees on a handful of indicators. In addition, Niagara University developed an annual Key Performance Indicator report which is submitted to the board each December. The KPI reports include Niagara data compared to Niagara targets or goals, and also benchmark data. The categories of KPIs are:

- Mission
- Student Learning Experiences and Outcomes
- Student Profile
- Resources

Assessment, Planning and Budgeting Process
The APB process is designed to help shape university priorities in ways that are consistent with its mission and desired strategic and student learning outcomes. The process is designed to be inclusive, transparent, coherent and cohesive, and communicated well to the university community. It was built on the many good planning processes and successes the university enjoys, but includes additional steps that enhance opportunities for community feedback and response. The most
important feature is that the APB was designed to ensure that information learned from assessment informs the university’s actions and decisions. The APB process and its connections are illustrated below.

Figure 1 Model of the Assessment, Planning Budgeting Process.

Critical considerations in the APB process are departmental annual reports. The annual reports serve as vehicles for departments to share assessment evidence. Departments share student learning outcomes as well as other departmental assessment findings. The APB process is also informed by a variety of institutional reports based on financial, strategic plan and institutional research assessment results.

Further details of the Assessment, Planning and Budgeting process are found in appendix 1 of this document. Appendix 2 provides the actual policy and procedure and forms for the annual reports.

**Strategic Planning Process**

The Strategic Planning process is used to set the university’s strategic goals for a three-year period. The process lays out expected outcomes and assessment measures and establishes budget pre-commitments. Annual assessment is built into the strategic planning process. Each year, parties responsible for specific strategic planning actions report on their progress in meeting the established performance indicators. These results contribute to the APB process described above. The results of assessment, especially student learning outcomes assessment, may trigger revisions in the strategic plan.

A new strategic plan is written every three years that not only builds on the previous plan but also identifies new opportunities and initiatives. The plan is developed with broad participation from the
university community, solicited in a number of ways, depending upon the needs of the university at the time. For example

- When the strategic plan for 2002-05 was developed, many grass-roots meetings were held. All community members were invited to meet individually with a member of the planning committee. In addition, they were asked to rank priorities from a list of issues. Several iterations of discussions and topics finally led the strategic planning committee toward proposals.

- To prepare for the 2005-08 strategic plan, four task forces comprised of staff and faculty developed proposals on two key areas: graduate and undergraduate enrollment; and financial and academic backgrounds of students. Sectors worked on related proposals and programs; deans submitted college plans; key university committees submitted plans; and other groups worked to assess completion the 2002-05 plan’s completion and recommended continuation of some activities into the new plan.

Links to Institutional Improvement
All the Assessment Processes delineated in the chart above are linked to institutional improvement. Program/institutional changes are incorporated through the self study, or on the basis of combined annual review recommendations. Self-study results provide the basis for setting priorities and resource requests through APB and/or SP.

Linkages among Student Learning Outcomes and University Mission/Goals
All areas of the institution, including academic, student life, service and support sectors, bear some responsibility for ensuring that student learning outcomes associated with the four enabling goals of Niagara’s mission are addressed. Table 2.2 below shows how these sectors work in either lead or supportive roles to fulfill this responsibility. Assuming a lead role means that a program or department must articulate explicit or direct assessment indicators for particular goals; programs or sectors that work in supportive roles may rely upon indirect measures to assess outcomes.

Table 4 Linking Student Learning Outcomes to Mission and Enabling Goals

| 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. |
| Enabling Goals: |
| 1. As a university, Niagara prepares its students for positions of responsibility in the professions and in the broader society. Through teaching, research and service in programs of study at the baccalaureate and graduate levels, Niagara seeks to develop within its students a passion for learning. |
| 2. The university’s commitment to the Catholic faith provides perspective in the search for truth and meaning. Catholic doctrine and its moral code inspire respect for the God-given dignity of every person and all faith traditions. Students experience the vision and reality of a gospel-based, value-centered education. |
| 3. As a Vincentian university, Niagara draws inspiration from St. Vincent de Paul, who organized his contemporaries to respond compassionately to people’s basic needs. Continuing this tradition, Niagara seeks to inspire its students to serve all members of society, especially the poor and oppressed, in local communities and in the larger world. |
| 4. Overall, through its curricular and extracurricular programs, Niagara University seeks to develop the whole person, mind, body, heart and soul, for the benefit of one’s personal and professional life. |
The figure below illustrates the centrality of student learning outcomes to maintaining Niagara University's distinction, quality, and access.

![Diagram](image)

**Fig. 2 Student Learning Experience**

- To fulfill our promise, we must build on our past and honor our mission with a commitment to do "more".
- Using every means of practical, results-oriented organization, entrepreneurial thinking and leveraging of resources at our disposal.
- We must maintain and improve the quality and reputation of the student learning experience at NU.
Figure 3 Overlap between General Education, Major and Co-Curricular Outcomes

Figure 3 illustrates the overlap in student learning outcomes. The major and general education outcomes are inevitably inter-related, but the figure also depicts the overlap between co-curricular student outcomes with both general education and the major.
IAP APPENDIX 2  Full description of APB:

LINKING ASSESSMENT WITH PLANNING AND BUDGETING

The University has refined its planning and budgeting process (APB) to ensure that information learned from assessment informs the University’s actions and decisions.

It is the university’s goal that this process helps to shape university priorities in ways that are framed by our mission and desired strategic and student learning outcomes. The process is designed to be inclusive, transparent, coherent and cohesive, and communicated well to the university community. It is built on the many good planning processes and successes the university enjoys, but a few new steps to strengthen the feedback loop were added.

**Step 1.**
Departments continue to conduct both departmental and student learning outcomes assessment. The University continues its institutional assessment through surveys, Key Performance Indicators (KPIs), data trends and analysis.

*New: Departments clarify how their assessment is congruent with assessment plans in place that link mission and strategic goals.*

**Step 2.**
Annual reports continue to be submitted in June.

*New: The format was simplified and focuses on information learned from assessment, in addition to departmental accomplishments. Institutional assessment annual reports were also filed, including an Institutional Research annual report.*
Step 3.
The Administrative Council continues to hold its summer planning retreat, reviewing information from annual reports.

New: An environmental scanning process along with the annual reports that now include assessment results informs the retreat, resulting in discussions of university direction. Early in the fall, based on this retreat information, the President issues a university vision statement about our strategic direction.

New: Departments review the President’s vision statement and their own assessment results in early fall. This will assist them in three ways:
1. finalizing their own strategic and assessment plans for that year;
2. proposing changes to the University strategic plan;
3. requesting changes from the operational budget or capital budget.

New: Departmental proposals are reviewed by appropriate committees in the fall, with time to make recommendations to the President before the next budget cycle.

Step 4.
The university budget process continues to receive input from several committees, especially the council of deans, enrollment revenue management system committee, capital expenditure committee, tuition committee, strategic planning committee, as well as other needed information on financial changes for the university.

New: Requested changes to the operational budget are available for review earlier in the year. A formal budget committee comprised of the controller, assistant controller for budgeting, the associate vice president for academic affairs-operations and outreach, and members of the administrative council reviews the budget to make recommendations to the president.

New: In addition to traditional priorities set by the mission and strategic planning, the president's vision and strategic direction, informed by the results of assessment, guides the university in budget decisions.

Step 5.
The budget process continues through the Administrative Council, and the President’s recommendation to the Board of Trustees Finance Committee and to the full board.

New: The President issues a statement to the university describing how budget decisions were made in the context of the vision and strategic direction in the following year’s vision statement.
IAP APPENDIX 2. University Policy and Procedure on Annual Reports

<table>
<thead>
<tr>
<th>Niagara University</th>
<th>POLICY</th>
</tr>
</thead>
<tbody>
<tr>
<td>5-06</td>
<td>O-4</td>
</tr>
<tr>
<td>Replaces: 3-03</td>
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</tr>
</tbody>
</table>

Subject: **ANNUAL REPORTS**

Annual reports are a vital component of the University’s annual cycle of planning, assessment, and reporting. The purpose of the annual report is threefold:

1. To serve as a vehicle for departmental reflection and planning on an annual basis.
2. To provide input to university-wide assessment of student learning outcomes, program quality, and accomplishment of strategic plan goals.
3. To provide input to college and university planning processes, including setting priorities, goals, new initiatives and potential budget considerations.

The annual report will contain the following sections:

A. REVIEW OF PAST YEAR. *Review of current priorities, highlights of accomplishments and review of challenges of the past year.* This section should be a brief summary of no more than two pages, but should provide an opportunity for the department to reflect on its progress over the past year.

B. ASSESSMENT. *Department goals and assessment of those goals.* There are two forms to be completed:
   1. The **Assessment of Goals** Reported For the Current Year
   2. The **Goals Planned** For the Coming Year

Departments will use the annual report process to report on several types of goals and assessments: departmental goals, student learning goals (both general and department), and strategic plan goals. The two report formats are attached.

All goals do not have to be assessed every year. While all strategic plan goals should be reported on each year, departments may choose a reasonable number of other goals to assess and report on each year.

Departments will be asked to illustrate how their goals are linked to the university mission, enabling goals, strategic plan goals, general education goals, college goals, and sector goals, as appropriate. That linkage should be demonstrated by identifying and quoting the specific phrase and reference.

Under **Data Used To Assess Outcomes or Data to be Collected**, departments should indicate what data was/will be used to assess the actual outcomes against planned goals, including using institutional data where appropriate. An example of institutional data is the retention rate for an academic department from the Academic Department Information "red book” report issued by Institutional Research.
Outcomes Achieved/Expected reports the actual or expected findings. After conducting the assessment, departments also should include any conclusions to be drawn from their findings.

Actions taken and/or desired as a result of outcomes is to be completed after assessment. These follow-up actions can be internal program/personnel/financial changes made in a department, or broader changes at the university.

Potential Resource Implications (savings, expenses, new revenue) is an optional section, indicating the types and amounts of resources that are needed to support the actions desired. Departments will be given the opportunity to request these resources in the following fall.

C. OBSERVATIONS FOR CONSIDERATION IN FUTURE PLANNING. (Optional)

Important trends or considerations for Niagara University’s future planning. Please share any trends or issues that you are aware of that the university should keep in mind in its planning, e.g., changing patterns of student expectations, use of technology, preparedness for college work.

Annual reports will be shared on campus, not only with the deans and functional officers but with appropriate persons and committees as well. For example, student learning outcomes should inform decision-making across the University. Therefore, those outcomes need to be communicated widely. Department outcomes will contribute to the continuous improvement and renewal of the University, and should be shared as well.
<table>
<thead>
<tr>
<th>Responsibility</th>
<th>Action</th>
<th>Date Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic dept chair</td>
<td>Submits annual report to dean and copies to Instructional Support and Planning</td>
<td>June 1</td>
</tr>
<tr>
<td>Dean</td>
<td>Reviews departmental reports and forwards copy to VPAA</td>
<td>Jun 15</td>
</tr>
<tr>
<td></td>
<td>Submits college report to VPAA with copy to Planning</td>
<td></td>
</tr>
<tr>
<td>Director/Pgm Coord</td>
<td>Submits annual report to dean and functional officer with copy to Planning</td>
<td>Jun 15</td>
</tr>
<tr>
<td>Institutional Research</td>
<td>Submits Institutional Annual Report including national survey Results to Planning, deans and AC</td>
<td>July 1</td>
</tr>
<tr>
<td>Functional officer</td>
<td>Reviews submitted reports and submits an annual functional area report to president with copy to AC and Planning</td>
<td>July 1</td>
</tr>
<tr>
<td>Instructional Support</td>
<td>Submits report on Student Learning Outcomes to Senate Outcomes Assessment Committee, General Education Committee, Deans, president and AC</td>
<td>July 1</td>
</tr>
<tr>
<td>Planning</td>
<td>Submits report on University goals and assessments to President, deans and AC</td>
<td>Aug 1</td>
</tr>
<tr>
<td>Admin Council/Pres</td>
<td>Reviews results from annual reports and external environment and other indicators</td>
<td>Aug 15</td>
</tr>
<tr>
<td>President</td>
<td>Issues University vision statement to guide future planning and budgeting</td>
<td>Sept 1</td>
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<tr>
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<td>Disseminate results widely to be used in decision-making and planning</td>
<td></td>
</tr>
</tbody>
</table>
Form for Annual Report B-1 Assessment of Goals

**ANNUAL REPORT**

**ASSESSMENT OF GOALS REPORTED FOR CURRENT YEAR**

*Please use one page for each goal.*

**DEPARTMENT:**

<table>
<thead>
<tr>
<th>Type of Goal:</th>
<th>Department/Program Student Learning Outcome</th>
<th>Department Goal</th>
<th>Strategic Plan Goal</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

**GOAL:**

Explain how this goal is linked to Mission/Enabling Goals, Strategic Plan, General Education Goals, College Mission/Goals, and/or Sector Goals as appropriate.

**DATA USED TO ASSESS OUTCOMES:**

**OUTCOMES ACHIEVED (Findings and Conclusions):**

**ACTIONS TAKEN AND/OR DESIRED AS A RESULT OF OUTCOMES (Continuous Improvement):**

**POTENTIAL RESOURCE IMPLICATIONS (Savings, Expenses, New Revenue) ** *OPTIONAL*

Date: __________________________ Person Submitting: __________________________
Annual Report Form for B-2

ANNUAL REPORT
GOALS PLANNED FOR COMING YEAR

Please use one page for each goal.

DEPARTMENT:

Type of Goal:
___ Department/Program Student Learning Outcome
___ Gen Ed Student Learning Outcome
___ Department Goal
___ Strategic Plan Goal
___ Other:

GOAL:

Explain how this goal is linked to Mission/Enabling Goals, Strategic Plan, General Education Goals, College Mission/Goals, and/or Sector Goals as appropriate.

DATA TO BE COLLECTED:

OUTCOMES EXPECTED:

Date: __________________________ Person Submitting: __________________________
IAP APPENDIX 3

Student Learning Outcomes Assessment at Niagara University
February 2007

Niagara University has developed clearly written student learning goals at each institutional level: general education, college, departmental, and course. These student learning goals are interlinked and stem directly from the university mission. This appendix will describe the student learning goals and assessment methods implemented at each level of the university.

General Education

General Education Student Learning Goals

The following document developed and approved in spring 2006 by the senate general education committee clearly explains the four enabling goals of the Niagara University mission, the four key components of the general education program, their link to the university mission, and the student learning outcomes (SLO) for each of the four general education goals.

The senate general education committee, the Office of Instructional Support, and deans and department chairs throughout the university disseminated this document widely to the university community. This document is also available to the public on the Niagara University website: www.niagara.edu/is/resources. The senate general education committee also developed an informational brochure explaining the general education goals to students; this brochure was distributed to all incoming students attending CARE sessions beginning in July 2006.
Niagara University General Education Goals

Our Mission
Niagara University’s mission is to educate its students and enrich their lives through programs in the liberal arts and through career preparation, informed by the Catholic and Vincentian traditions. We seek to fulfill this mission through four enabling goals:

1. As a university, Niagara prepares its students for positions of responsibility in the professions and in the broader society. Through teaching, research and service in programs of study at the baccalaureate and graduate levels, Niagara University seeks to develop within its students a passion for learning.

2. The university’s commitment to the Catholic faith provides perspective in the search for truth and meaning. Catholic doctrine and its moral code inspire respect for the God-given dignity of every person and all faith traditions. Students experience the vision and reality of a gospel-based, values-centered education.

3. As a Vincentian University, Niagara draws inspiration from St. Vincent de Paul, who organized his contemporaries to respond compassionately to people’s basic needs. Continuing this tradition, Niagara seeks to inspire its students to serve all members of society, especially the poor and oppressed, in the local community and in the larger world.

4. Overall, through its curricular and extra-curricular programs, Niagara University seeks to develop the whole person, mind, body, heart, and soul, for the benefit of one’s personal and professional life.

The first three enabling goals of our mission set forth a framework in which key components of our general education program are developed, student learning outcomes articulated, and assessment measures developed. The fourth is an overarching goal to which the overall general education experience contributes.

Four key components of Niagara University’s general education program closely link to the enabling goals: 1.) Critical thinking skills; 2.) Information literacy skills; 3.) Communication skills and the ability to work effectively with diverse groups; and 4.) A strong ethical and values foundation. These four key components comprise the student learning goals for Niagara’s general education program.

For each of the four key components of Niagara University’s general education program, there are clearly identified student learning outcomes (SLOs). These SLOs describe the knowledge, skills, and aptitudes that students develop as a result of successfully completing the general education requirements at Niagara University.
1.) Critical Thinking Skills

Niagara prepares its students for positions of responsibility in the professions and in the broader society, including critical thinking skills.

Student Learning Outcomes:
- Demonstrated ability to seek knowledge and truth by weighing evidence, evaluating facts and ideas critically, and thinking independently
- Demonstrated ability to use mathematical or statistical analysis in problem solving
- Demonstrated understanding of core critical thinking skills of different fields of study (natural science, social science, literature, history, humanities)
- Demonstrated understanding of key political, economic, diplomatic, social and scientific developments that are shaping the 21st century, and a willingness to explore their potential implications for the future
- Demonstrated understanding of Western/American heritage in literature and art

2.) Information Literacy Skills

Niagara prepares its students for positions of responsibility in the professions and in the broader society, including the development of information literacy skills and technological competency.

Student Learning Outcomes:
- Demonstrated ability to analyze a problem (Identify the need for information)
- Demonstrated ability to conduct appropriate research (Access information)
- Demonstrated ability to differentiate between facts and popular misconceptions (Evaluate Information)
- Demonstrated ability to synthesize a solution (Uses information)
- Demonstrated ability to ethically attribute sources of information (Demonstrated ability to attribute information)
- Demonstrated ability to integrate emerging technologies into research and communication

3.) Communication Skills and the Ability to Work Effectively with Diverse Groups

Niagara prepares its students for positions of responsibility in the professions and in the broader society, including communication skills and the ability to work effectively with diverse groups.

Student Learning Outcomes:
- Demonstrated ability to communicate effectively through written means
- Demonstrated ability to communicate effectively through oral means
- Demonstrate ability to communicate across cultural boundaries
- Demonstrated ability to function effectively in group settings to accomplish common goals

4.) A Strong Ethical and Values Foundation

Niagara prepares its students for positions of responsibility in the professions and in the broader society, through: perspective in the search for truth and meaning; respect for the God-given dignity of every person and all faith traditions; commitment to social justice; a strong ethical foundation; and the inspiration to make a positive difference in the world by serving all members of society, especially the poor and oppressed.
Student Learning Outcomes:

- Demonstrated knowledge of the religious and philosophical foundations and evolution of Western/American heritage
- Demonstrated appreciation of cultural diversity, the validity of other cultures and the social and political ramifications of cultural integration globally and at home
- Demonstrated knowledge of religions including Catholicism, and of the philosophical and religious basis of Catholic values
- Demonstrated knowledge of the philosophical foundations of ethics
- Demonstrated knowledge of current professional ethical norms or expectations
- Demonstrated sense of social justice, including awareness of Catholic thought; knowledge of St. Vincent De Paul, the Vincentian tradition and corresponding values; and a disposition to act on behalf of those in need toward fostering community change in the Vincentian Spirit.

General Education Goals Addressed by Core General Education Courses

<table>
<thead>
<tr>
<th>Key Component or Goal of General Education Program</th>
<th>Core Courses or other Curriculum Components that Meet these General Education Goals</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Critical Thinking Skills</strong></td>
<td>Writing 100</td>
</tr>
<tr>
<td><em>Niagara prepares its students for positions of responsibility in the professions and in the broader society, including critical thinking skills.</em></td>
<td>English 100</td>
</tr>
<tr>
<td></td>
<td>Philosophy 205/206/upper level courses</td>
</tr>
<tr>
<td></td>
<td>History 199</td>
</tr>
<tr>
<td></td>
<td>Capstone course in major</td>
</tr>
<tr>
<td><strong>Information Literacy Skills</strong></td>
<td>Writing 100</td>
</tr>
<tr>
<td><em>Niagara prepares its students for positions of responsibility in the professions and in the broader society, including the development of information literacy skills and technological competency.</em></td>
<td>History 199</td>
</tr>
<tr>
<td></td>
<td>Capstone course in major</td>
</tr>
<tr>
<td></td>
<td>NUS 102</td>
</tr>
<tr>
<td><strong>Communication Skills and the Ability to Work Effectively with Diverse Groups</strong></td>
<td>Writing 100</td>
</tr>
<tr>
<td><em>Niagara prepares its students for positions of responsibility in the professions and in the broader society, including communication skills and the ability to work effectively with diverse groups.</em></td>
<td>English 100</td>
</tr>
<tr>
<td></td>
<td>Writing intensive courses in major</td>
</tr>
<tr>
<td></td>
<td>Capstone course in major</td>
</tr>
<tr>
<td></td>
<td>Learn and Serve requirements</td>
</tr>
<tr>
<td></td>
<td>NUS 102</td>
</tr>
<tr>
<td><strong>A Strong Ethical and Values Foundation</strong></td>
<td>Religion 101/103</td>
</tr>
<tr>
<td><em>Niagara prepares its students for positions of responsibility in the professions and in the broader society, through: perspective in the search for truth and meaning; respect for the God-given dignity of every person and all faith traditions; commitment to social justice; a strong ethical foundation; and the inspiration to make a positive difference in the world by serving all members of society, especially the poor and oppressed.</em></td>
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</tr>
<tr>
<td></td>
<td>History 199</td>
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<tr>
<td></td>
<td>Cultural diversity course</td>
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<tr>
<td></td>
<td>Ethics-related courses in major</td>
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<tr>
<td></td>
<td>NUS 102</td>
</tr>
<tr>
<td></td>
<td>Learn and Serve requirements</td>
</tr>
</tbody>
</table>
General Education Student Learning Outcomes Assessment Plan

Niagara University students develop the four key components of Niagara’s General Education program—Critical Thinking Skills, Information Literacy Skills, Communication Skills and the Ability to Work Effectively with Diverse Groups, and A Strong Ethical and Values Foundation—throughout all of their experiences at Niagara, from academic courses to extra-curricular activities. Niagara has chosen to assess students’ development of these general education skills primarily through courses required for all students: required general education courses'. General education skills are also assessed in the capstone course, the third writing-intensive course, and/or other departmental courses across the university.

Niagara University’s general education assessment plan was developed and is continuously improved through a faculty-driven process. The plan’s continuous development is led by the senate general education committee, currently chaired by Dr. Paula Kot, with the assistance of Jennifer Herman, Director of Instructional Support. In addition, in the 2006-2007 academic year, seven faculty members in the College of Arts and Sciences received course downloads to improve general education assessment in each of the core courses. This group of faculty meets regularly with the chair of the general education committee and the director of Instructional Support to collaborate and share developments.

Characteristics of General Education Assessment Plan
The senate general education committee has identified the following characteristics of the general education assessment plan. Most of these characteristics result from deliberate decisions made about general education assessment; however, the committee is working toward creating a more balanced assessment plan with multiple direct and indirect measures.

Course-Embedded Assessment: General education SLOs are currently assessed within individual courses at Niagara University. Niagara does not implement add-on assessments, such as end-of-course general education standardized testing.

Summative Assessment: Niagara’s current approach to general education assessment is summative (end-of-course) rather than formative (mid-course) analysis, although individual departments and courses incorporate formative analysis into their assessments.

Direct and Indirect Data: Niagara uses a combination of direct and indirect evidence of student learning. Direct data is collected through course-embedded assessment in the core courses; indirect data is available through results from the senior survey, the National Survey on Student Engagement, course grades, and alumni survey results.

Locally-Developed versus Published Assessment Instruments: Niagara currently uses locally-developed rather than published assessment instruments because locally developed instruments can be more closely tailored to the specific SLOs and institutional culture of Niagara University. However, in December 2006, the Senate general education committee began reviewing two published assessment instruments as possible measures to enhance our general education student learning assessment program: the Educational Testing Service’s Measure of Academic Proficiency

1 Writing 100, English 100, History 199, Philosophy 205 and 206, and Religious Studies 101 and 103.
and Progress (MAPP) and the Council for Aid to Education’s Collegiate Learning Assessment (CLA). While the committee has determined that the MAPP is not an appropriate match for our General Education Student Learning Goals, the committee is still researching and discussing the possible use of the CLA as an assessment tool to provide comparative and value-added student learning data.
**General Education Assessment Methods: Core Courses**

**Writing 100**
The Writing 100 program has ten common Student Learning Goals across all course sections:

**Writing 100 Goals:**
Students will:
1. Use writing for inquiry, learning, critical thinking, communicating, and engaging with the world.
2. Respond appropriately to different kinds of rhetorical situations and to the needs of different audiences.
3. Demonstrate control of generic conventions such as structure, development, paragraphing, tone, mechanics, and design.
4. Demonstrate an understanding of writing as an open, collaborative, and social process and work through the stages of the writing process: invention, drafting, revising, and editing.
5. Critique and edit their own work and the works of others.
6. Develop a specific research question or focus to respond to a writing assignment.
7. Identify a need for information and access, evaluate, use, and attribute primary and secondary sources in their work.
8. Integrate the words and ideas of others into their work and avoid accidental or deliberate plagiarism.
9. Write with clarity, brevity, coherence, and control of conventions such as syntax, grammar, punctuation, and spelling.
10. Use technologies to conduct research and to draft, revise, edit, and design documents.

**Writing 100 Assessment Method:**
Each semester, the directors of the Writing 100 program collect a random sample of research papers across all Writing 100 sections. Each of these papers is then read and scored by at least two English faculty members using a general writing rubric developed by Dr. Jennifer Morrison and approved by the Academic Senate.

In 2006-2007, Writing 100 will assess goals #3, 6, 8, and 9 using this assessment method, with particular attention to goal #8. Writing 100 will assess other goals in future academic years. A matrix of the Writing 100 Outcomes Assessment Plan is available from either the Writing 100 directors or in the Office of Instructional Support.

**Religion 101**

**Religion 101 Goals:**
Religion 101 is crafting a draft of a common syllabus template for all sections of the course. The common syllabus template will articulate the GenEd course goals for Religion 101 and will be distributed to Religion 101 instructors.

Religious Studies faculty are currently discussing the GenEd goals stipulated for Religion 101. There is some question as to whether the goals for Religion 101 are actually doable or advisable; the department suggests that the GenEd goals for Religion 101 be reformulated and distributed across
all of the required religious studies courses. This proposal will be discussed in the General Education Committee.

**Religion 103 Goals:**
Each section of Religion 103 has different but similar course objectives. However, one of the objectives is common to all sections: “To examine the beliefs, traditions, key personages, and practices that have contributed to our understanding of Christianity to date.”

**Religion 101 and 103 Assessment Method:**
Religion 101 and 103 currently use an eight-point multiple-choice questionnaire, administered at the end of the semester. However, thanks to the collaborative work of faculty with downloads to develop a “more robust” assessment instrument, a new version of this questionnaire is being developed. The new instrument will be developed with reference to the books, *Key Words in Religious Studies* (Georgetown, 2006), the primary emphasis for Religion 101, and *Key Words in Christianity* (Georgetown, 2006), the primary emphasis for Religion 103. The new assessment instrument will include references to terms with common elements in both courses, as well as items specific to the particular section.

**English 100**

**English 100 Goals:**
As part of an on-going outcomes assessment process, the English Department worked during the 2006-2007 academic year to strengthen assessment of English 100 (Introduction to Literature). A *teaching goals inventory* conducted during the previous academic year had identified seven course goals common to all sections of English 100. A follow-up survey conducted at the beginning of the fall 2006 semester identified an additional number of student learning outcomes that link instruction in English 100 courses to the General Education goals. The Department has now identified both *course specific goals* (7) as well as *general education goals* (5) for English 100:

A. **Course Specific Goals**

**Goal 1:** read a representative sample of western, non-western, women and minority authors whose works illustrate three distinct literary genres (poetry, fiction and drama)

**Goal 2:** develop a working vocabulary of critical terms that scholars routinely use to describe individual components of a work of literature

**Goal 3:** learn how to apply to individual works of literature the various critical approaches that contemporary scholars use to interpret literary texts

**Goal 4:** learn how to develop their own opinions about works of literature into coherent, persuasive and well-written interpretive essays

**Goal 5:** learn how to assess and evaluate the critical opinions of their peers, as well as those of literary scholars, whose interpretations of works of literature provide a context for literary analysis

**Goal 6:** develop an awareness of the way that literature reflects the values of the author or society that produces it, or raises ethical and moral issues often faced by individuals or mankind

**Goal 7:** learn how to document both primary text(s) and secondary sources of information in their academic writing

B. **General Education Goals**

**Goal 1:** appreciate the Western/American heritage in literature
Goal 2: weigh evidence, evaluate facts and ideas critically, and think independently
Goal 3: write and speak effectively
Goal 4: function effectively in group settings
Goal 5: ethically attribute sources of information

The Department developed a generic syllabus for use in all sections of English 100 beginning with the spring 2007 semester. The generic syllabus lists each of the twelve student learning outcomes common to instruction in English 100 classes, and requires individual instructors to specify the various methods of assessment that will be used to measure student mastery of these goals. The purpose of developing a generic syllabus is twofold: it will ensure that instructors teaching the various sections of English 100 are implementing common learning objectives, while at the same time individual reading, writing, and class assignments can be developed by the course instructor that accurately measure student achievement of common goals.

English 100 Assessment Method:
The English department will evaluate a sample of student writing collected from all sections of English 100. The writing samples collected involve approximately twenty percent (20%) of the students enrolled in this course. Each writing sample is representative of the types of interpretive essays that students have submitted for course credit in English 100, and focuses on one of the three principal genres studied throughout the course (poetry, fiction, or drama).

A procedure for evaluating the writing samples collected from student portfolios has been put in place and is ready to be implemented during spring 2007. In addition, the assessment criteria that will be used to evaluate individual writing samples have been refined to identify four levels of competence spread among the five principal course goals that deal with written expression. Finally, training session(s) for the staff who will evaluate samples of writing collected from student portfolios are planned for the spring semester.

Philosophy 205 and 206

Philosophy 205 and 206 Goals:
In consultation with Paula Kot and, through her, the Senate General Education committee, the philosophy department slightly amended the Student Learning Outcomes originally assigned to PHI 205 Introduction to Philosophy, and PHI 206 Ethics. One outcome, associated with Gen. Ed. goal #4 (Ethical and Values Foundation) that had been assigned to PHI 205 was deemed as inappropriate for that particular course. A student learning outcome related to Gen. Ed. goal #1 (Critical Thinking) was added to PHI 206.

With the exception of our capstone courses, PHI 400, 403, 404, and 499, all Philosophy courses fall within the general education curriculum as well as within the department’s curriculum. As a result, the philosophy department has (to an extent) standardized all departmental syllabi so as to ensure that: (i) general education goals and departmental goals are fully expressed, (ii) the particular student-learning outcomes relevant to each class are clearly expressed and phrased in assessable terms, (iii) the way in which those SLOs are related to general education and departmental goals is evident, and (iv) the way in which the various class assignments function to assess the stated SLOs is made obvious. The way in which each assignment assesses a particular SLO and thereby fulfills a
Gen. Ed. and/or departmental goal is thus clearly laid out to the student in the first 1-2 pages of the syllabus.

The philosophy department has met with all full- and part-time faculty and made them aware of these changes, the purpose of them, and has given them instructions as to how to structure their courses and assignments accordingly. All faculty members either are or will be in possession of templates for these syllabi. Beginning in spring 2007, all philosophy classes will be based upon these assessment-friendly, standardized syllabi.

**Student Learning Outcomes for Philosophy 205**
There are three primary specific objectives the student will have accomplished by the end of this course.

<table>
<thead>
<tr>
<th>Student Learning Outcomes</th>
<th>Related Gen. Ed. Curriculum and Dept Objectives</th>
</tr>
</thead>
</table>
| By the end of this course, the student will have:                                          | GenEd: Critical Thinking Skills  
Dept: Students will demonstrate critical thinking skills, including the application of both formal and informal logic. |
| 1. Demonstrated the ability to seek knowledge and truth by weighing evidence, evaluating facts and ideas critically, and thinking independently. | GenEd: Strong Ethical and Values Foundation  
Dept: Students will demonstrate an understanding of the Western philosophical tradition.  
Dept: Students will gain a broad knowledge of major branches of philosophy. |
| 2. Demonstrated knowledge of the religious and philosophical foundations and evolution of Western/American heritage. | GenEd: Strong Ethical and Values Foundation  
Dept: Students will demonstrate an understanding of the Western philosophical tradition. |
| 3. Demonstrated knowledge of religions including Catholicism, and of the philosophical and religious basis of Catholic values. | GenEd: Strong Ethical and Values Foundation  
Dept: Students will demonstrate an understanding of the Western philosophical tradition. |

**Student Learning Outcomes for Philosophy 206**
There are four primary specific objectives the student will have accomplished by the end of this course.

<table>
<thead>
<tr>
<th>Student Learning Outcomes</th>
<th>Related General Education Curriculum and Departmental Objectives</th>
</tr>
</thead>
</table>
| By the end of this course, the student will have:                                          | GenEd: Critical Thinking Skills  
Dept: Students will demonstrate critical thinking skills, including the application of both formal and informal logic. |
| 1. Demonstrated the ability to seek knowledge and truth by weighing evidence, evaluating facts and ideas critically, and thinking independently. | GenEd: Critical Thinking Skills  
Dept: Students will demonstrate critical thinking skills, including the application of both formal and informal logic. |
2. Demonstrated knowledge of the philosophical foundations of ethics.

3. Demonstrated knowledge of the religious and philosophical foundations and evolution of Western/American heritage.

4. Demonstrated knowledge of religions including Catholicism, and of the philosophical and religious basis of Catholic values.

GenEd: Strong Ethical and Values Foundation
Dept: Students will demonstrate an understanding of the Western philosophical tradition.

GenEd: Strong Ethical and Values Foundation
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GenEd: Strong Ethical and Values Foundation
Dept: Students will demonstrate an understanding of the Western philosophical tradition.

Philosophy 205 and 206 Assessment Method:
The philosophy department has decided to begin its assessment program by assessing the following Critical Thinking-related goal in PHI 206 classes: “By the end of the course, the student will have demonstrated the ability to seek knowledge and truth by weighing evidence, evaluating facts and ideas critically, and thinking independently.” Each PHI 206 instructor will include a writing assignment in their course which can be used to assess this SLO. At the end of the spring 2007 semester, an assessment team from the Philosophy department will evaluate a random sample of these assignments from all PHI 206 classes using a critical-thinking rubric. Members of the department’s assessment team will then use these essays to assess how well students in PHI 206 are achieving the above-stated SLO and the associated Gen. Ed. goal. Preliminary work has been done on developing this rubric. It will continue to be revised based upon input from department members and assessment experts until it is implemented in late spring.

The choice of PHI 206 as the class with which to begin our assessment plan is apt for two reasons. First, the department typically offers more sections of 206 in the spring and a fewer number of PHI 205 sections (the reverse is the case during fall semesters). Therefore, an assessment of 206 in the spring will provide a greater representative sample. Second, beginning in the fall of 2007, PHI 205 will become a 100-level class that will be an official prerequisite to 206. The data we collect in spring 2007 will therefore be helpful to compare with data we collect in future assessments of 206 after this change to the curriculum is made. Thus we hope to be able to evaluate the effectiveness of the change in improving departmental and general education goals.

History 199

History 199 Goals:
Two Student Learning Outcomes associated with Gen Ed goals and assigned to HIS 199 are to be assessed during the spring 2007 semester:

1) Demonstrated understanding of the roots of key political, economic, diplomatic, social and scientific roots of developments that are shaping 21st century, and a willingness to explore their potential implications for the future.
2) Demonstrated understanding of core critical thinking skills of different fields of study (in this case History)

**History 199 Assessment Method:**
For the first SLO, six multiple choice questions on the common final exam (one for each of the course’s main themes) will be chosen and student responses assessed. The course coordinator will tabulate the results and report them to the department.

For the second SLO, from the take-home essays required in all sections, a random sample (approximately 15% from each section) will be selected. Papers will be copied before being graded and clean copies stripped of identifying information. Papers will then be assessed based on a rubric adapted from one the history department already uses.

Based on the two reports, the full-time faculty teaching HIS 199 will determine what improvements need to and can be made without compromising academic freedom and how best to address them: textbooks, assignments, syllabus, pedagogy, etc. The coordinator will then be responsible for executing the improvement plan, especially communicating with adjunct faculty and checking on follow through. Along with the next round of assessments, the follow through will be added to the on-going duties of the coordinator.
Colleges and Departments

Colleges and Departments Student Learning Goals

All four colleges at Niagara University: the Colleges of Arts and Sciences, Education, Business Administration, and Hospitality and Tourism Management, have written student learning goals at both the college and departmental levels. Each of the four colleges also has developed alignment matrices that demonstrate how their college and departmental goals are aligned and stem directly from General Education Goals. These goals and alignment matrices appear on the following pages.

Communication of Goals
The Office of Instructional Support has published all of these goals and alignment matrices on its website. Instructional Support and the Outcomes Assessment Committee have asked each of these colleges and departments to disseminate or make available the SLGs to faculty and students within the department.

Colleges and Departments Outcomes Assessment Plans
College-Level Assessment:
The dean of each of the colleges reviews annual report assessment data from all departments and summarizes the results for each of the colleges’ student learning categories. The results, along with data from the Senior Survey, the A&S Senior Exit surveys, and/or the NSSE, are summarized in the annual report of the Dean and used to make strategic planning and budgeting recommendations. The Senate Outcomes Assessment Committee does not require a separate assessment plan at the college level.

Department-Level Assessment:
Each department of Niagara University is required by the Senate Outcomes Assessment Committee to develop and regularly review departmental goals, collect assessment data, and use this data to make curricular improvements. The Outcomes Assessment Committee regularly conducts a three-year review of departmental assessment plans every five years. The current schedule for these departmental reviews appears below:

Schedule for Senate Outcomes Assessment Committee (OAC)
Five-Year Review of Departmental Assessment Plans

<table>
<thead>
<tr>
<th>Academic Year</th>
<th>Departments Under Review</th>
</tr>
</thead>
<tbody>
<tr>
<td>2008-2009</td>
<td>History</td>
</tr>
<tr>
<td>Year</td>
<td>Department/Program</td>
</tr>
<tr>
<td>---------</td>
<td>--------------------------------------------------------</td>
</tr>
</tbody>
</table>
| 2009-2010 | Philosophy  
                      | Psychology  
                      | Communication Studies  
                      | Liberal Arts |
|         | Education  
                      | College of English  
                      | Sociology  
                      | Biology |
| 2010-2011 | Biochemistry/Chemistry/Physics  
                      | Political Science  
                      | Theatre Studies and Fine Arts  
                      | College of Business Administration  
                      | Nursing |
| 2011-2012 | Social Work  
                      | Mathematics  
                      | Religious Studies  
                      | Criminal Justice  
                      | College of Hospitality & Tourism Management |

Every five years, departments are required to submit a report to the Senate Outcomes Assessment Committee that synthesizes and analyzes a five-year period of continuous data collection. The trends indicated in the report will inform decisions regarding curricular changes, requests for resources and faculty lines, and workload distribution.

All departmental assessment plans are available through the Senate Outcomes Assessment Committee or at the Office of Instructional Support.

Course-Level Assessment Goals
The Senate Outcomes Assessment Committee and the Academic Senate have passed a common University format for all course syllabi. All courses at Niagara University must adhere to the following requirements:

- All syllabi must include **Course Objectives**. They should indicate skills, knowledge and competencies students should have acquired by the end of the semester.
- All syllabi must indicate clearly how each of the stated course objectives will be assessed.
- All syllabi must articulate clear links between course goals, departmental goals, college goals, or Gen Ed goals:
  - Syllabi for all courses that are requirements or electives for a program must articulate clearly the links between the specific learning outcomes of the course and the general learning outcomes of the program.
  - Syllabi for courses that are foundation courses for the General Education distribution must articulate clearly the links between specific learning outcomes of the course and the General Education goals.
  - Syllabi for courses that are not requirements or electives for a program must articulate clearly the links between the specific learning outcomes of the course and the program mission statement or General Education distribution goals or college goals or the university mission.
College of Arts & Sciences Goals

1.) Demonstrated ability to engage in critical thinking appropriate to the discipline.
2.) Demonstrated ability to use the information literacy skills, including research skills, appropriate to the major.
3.) Demonstrated ability to communicate effectively in the discipline.
4.) Able to apply ethics appropriate to the major.
5.) Ability to use the technological skills appropriate for the major.
6.) Demonstrated awareness of key concepts, theories, and/or knowledge in the discipline (content knowledge).
7.) Professional: Able to integrate and apply key principles and concepts in the major field.

College of Arts & Sciences Departmental and Program Student Learning Goals

Biology

1.) Students will demonstrate knowledge of and skill in the biological sciences at a level suitable for advancement to graduate or professional schools.
2.) Students will demonstrate laboratory skills and knowledge of research methods in multiple fields of biology.
3.) Students will demonstrate the ability to formulate a research topic, to investigate that topic through reading of primary research literature, and to synthesize their research into a coherent written and oral presentation.

Biochemistry/Chemistry/Physics

1.) Students will demonstrate knowledge of fundamental principles in inorganic, organic, analytical, and physical chemistry.
2.) Students will demonstrate fundamental chemical laboratory skills.
3.) Students will demonstrate knowledge of safety practices consistent with regulatory agency requirements (EPA/OSHA).
4.) Students will demonstrate competency in chemical scientific literacy using computer-based search engines.
5.) Students will demonstrate technical competence in research, scientific writing, and scientific presentations.

Communication Studies

1.) Students with a degree in communication studies will demonstrate the ability to write at an industry standard level.
2.) Students with a degree in communication studies will create a substantial project of media production or research.
   a.) Student will be able to analyze a problem and synthesize a solution by conducting appropriate research or media production
   b.) Student will be able to integrate appropriate research or production technology
   c.) Student will demonstrate an understanding of core concepts, research/production methods, and analytic frameworks.
3.) Students with a degree in communication studies will demonstrate critical media literacy skills.
4.) Students with a degree in communication studies will demonstrate an understanding of the importance of using mass media for social justice.
5.) Students with a degree in communication studies will gain first-hand experience in their chosen career.

Computer and Information Sciences (CIS)

1.) Ethics: Student is prepared for moral and ethical challenges.
2.) Teamwork and interpersonal skills
3.) Communication skills (written and oral)
4.) Analyze, identify, and define the requirements that must be satisfied to address problems or opportunities faced by organizations or individuals
5.) Problem Solving
6.) Modeling
7.) Logical thinking/reasoning
8.) Information management (database plus)

Criminal Justice

1.) Students will demonstrate knowledge of theory and research in criminology and criminal justice.
2.) Students will demonstrate an understanding of core criminal justice concepts/principals.
3.) Students will demonstrate an awareness of contemporary criminal justice policy debates.
4.) Students will demonstrate the ability to communicate effectively criminal justice material in written form.
5.) Students will demonstrate the ability to communicate effectively criminal justice material through oral presentation.
6.) Students will demonstrate the ability to manipulate and to critically analyze criminal justice statistics with commonly used computer programs by the end of the sophomore year.
7.) Students will demonstrate the ability to use library research resources to competently acquire, evaluate, and use criminal justice information.
8.) Students will demonstrate the ability to competently use criminal justice case-studies to critically evaluate research and legal arguments.
9.) Students will demonstrate a professional career orientation through a criminal justice-associated field placement.

English

1.) Students will demonstrate knowledge of literary terms, rhetorical terms, and discipline-based vocabulary.
2.) Students will demonstrate knowledge of the history of literature, periodization, major authors, works, and themes in Western, American, and/or world literary heritage.
3.) Students will demonstrate their ability to analyze and interpret literature in various genres from diverse historical periods.
4.) Students will communicate effectively in appropriate genres to solve rhetorical problems.
5.) Students will demonstrate their ability to access and contribute to traditional and emerging forms of media.
6.) Students will identify, locate, evaluate, use, and attribute information using discipline-specific tools in the field of English studies.

History

1.) Students will read perceptively, think critically, and write clearly.
2) Students will use the library and computer technology to locate primary and secondary sources for any period of history.
3) Students will synthesize historical materials for presentation orally and in writing.
4) Students will explain the general characteristics of major periods in U.S. and European history and in some details the central issues and major historical interpretations for at least two periods in each area.
5) Students will demonstrate an understanding of cultural diversity issues both globally and within the United States.
6) Students will explain the historical background of current social, political, cultural, and economic issues.

International Studies

1) Students will be able to read perceptively, think critically, and write clearly.
2) Students will be able to identify sources of information and courses of study that will answer, solve, and/or inform a question, problem, or field of study.
3) Students will be able to understand core concepts and methodologies of different fields, and to assimilate and integrate information, ideas, and concepts from different fields.
4) Students will be able to present information in written and oral formats.
5) Students will be able to translate concepts and theories into real-world application and function effectively in business, governmental, and foreign academic or social environments.
6) Students will be able to integrate emerging technologies into research and communication and show awareness of potential visions of the future and the implications of rapid technological change.
7) Students will have knowledge of links between the major and potential careers.
8) Students will be aware of ethical considerations in the world and be able to make ethical decisions in their career.

Liberal Arts

1) Students will be able to analyze a problem and frame a question, problem, or interest.
2) Students will be able to identify sources of information and courses of study that will answer, solve, and/or inform a question, problem, or interest.
3) Students will be able to understand core concepts and methodologies of different fields and assimilate and integrate information, ideas, and concepts from different fields.
4) Students will be able to write and speak effectively.
5) Students will be able to function effectively in societal settings.
6) Students will be able to integrate emerging technologies into research and communication.
7) Students will have knowledge of links between major and potential careers.

Math

1) Problem Solving
2) Communication
3) Technology
4) Content Knowledge

Modern and Classical Languages

1) Students will demonstrate advanced proficiency in oral communication in the target language.
2) Students will demonstrate advanced proficiency in written communication in the target language.
   a) Students are able to analyze a problem and synthesize a solution by conducting appropriate research.
b.) Students are able to integrate emerging technologies into research and communication.
c.) Students will demonstrate an understanding of core concepts, research methods, and analytic frameworks.

3.) Students will demonstrate the ability to engage in critical thinking.
4.) Students will demonstrate a global awareness of their target culture's presence in the world.
5.) Students will have first-hand experience with their target culture and language.
6.) Students will seek to continue their studies at the graduate level.

Nursing

1.) Synthesize knowledge from liberal arts, sciences, and nursing as a basis for nursing practice.
2.) Assimilate professional values of caring, integrity, respect for human dignity, and social justice into personal practice.
3.) Implement activities of nursing practice with respect, understanding, and sensitivity for cultural, ethnic, gender and age diversity of individuals, families, and communities to promote, restore, and maintain optimal health.
4.) View the client as the individual, family and/or population, with a perspective that extends from a person and family to community, national and global health.
5.) Practice nursing along the health continuum of health promotion, risk reduction, disease prevention, acute care and chronic disease management and end of life care.
6.) Collaborate with interdiscipinary health care providers, clients and other stakeholders in the planning and delivery of health care.
7.) Integrate core competencies of critical thinking and scientific inquiry with ethical principles and legal standards as a basis for making professional judgments.
8.) Employ scientific strategies and research capacity to provide evidence based care.
9.) Demonstrate responsibility and accountability for competency of nursing practice through continued learning and professional development.
10.) Assume a leadership role in meeting national and local goals in nursing and health care.

Philosophy

1.) Students will demonstrate an understanding of the Western philosophical tradition.
2.) Students will gain a broad knowledge of major branches of philosophy.
3.) Students will develop and area of specialization (AOS) in philosophy.
4.) Students will demonstrate critical thinking skills, including the application of both formal and informal logic.
5.) Students will comprehend, analyze, and explicate a complex philosophical text.
6.) Students will create and defend philosophical arguments in both oral and written form.
7.) Students will develop a reflective, deliberative, and rational worldview and be metacognitive of its application to personal, professional, and public life.

Political Science

1.) Students will demonstrate familiarity with the major subfields of political science (American politics, comparative politics, and international relations).
2.) Students will demonstrate the ability to identify and/or collect and analyze appropriate data relating to central research questions in political science.
3.) Students will demonstrate the ability to engage in critical thinking.
4.) Students will demonstrate proficiency in written and oral communication.
5.) Students will demonstrate an awareness of other countries and cultures, and the place of the United States in the world community.
6.) Students will have first-hand experience in politics (and related disciplines, e.g., law) through internships and cooperative educational experiences.
7.) Students will seek to continue their studies at the graduate level in political science, law, and related disciplines.

Psychology

1.) Students will demonstrate working knowledge of the breadth and diversity of the field of psychology.
2.) Students will demonstrate the ability to engage in critical thinking.
3.) Students will demonstrate proficiency in writing and oral communication.
4.) Students will be able to design, conduct, and report the results of empirical research.
5.) Students will have the opportunity to engage in applied fieldwork through practica, co-ops, clinical placements.
6.) Students will be informed about and prepared for graduate study in psychology and related fields.

Religious Studies

1.) Students will demonstrate an understanding of core concepts, research methods, and analytic frameworks relevant to the academic study of religion and/or theological disciplines.
2.) Students will demonstrate a capacity for independent, critical thinking.
3.) Students are able to communicate effectively through written means.
4.) Students are able to communicate effectively through oral means.

Sociology

1.) Students will demonstrate ability to communicate effectively through written means
2.) Students will demonstrate ability to research a sociological topic and propose a study that would advance knowledge about the topic.
3.) Students will demonstrate the ability to engage in critical thinking in regard to the impact that race, social class, and gender has on the lives of individuals in American society.
4.) Students will demonstrate public speaking skills as they address the impact that race, social class, and gender has on the lives of individuals in American society.
5.) Students will demonstrate an appreciation of cultural diversity in families in various societies.
6.) Students will demonstrate knowledge of career options and graduate school opportunities.

Theatre and Fine Arts

1.) Students will demonstrate an understanding of theatre in terms of its history, literature, critical developments, and popular trends.
2.) Students will demonstrate the ability to critically analyze dramatic and literary texts.
3.) Students will demonstrate the ability to work collaboratively on theatrical productions.
4.) Students will demonstrate the ability to write and communicate at a professional entry-level standard.
5.) Students will demonstrate preparedness for entry level positions in theatre or graduate study in their chosen field of specialization.
6.) Students will demonstrate entry level skills in design and technical aspects of theatre. (Design/Tech track only)
7.) Students will demonstrate entry level skills in all aspects of performance, including acting, dance, voice, physical theatre, and combat. (Performance track only)
# Integration and Alignment Matrix of General Education Goals, College of Arts and Sciences Program Goals, and Departmental Goals

<table>
<thead>
<tr>
<th>General Education Goals</th>
<th>Communication Skills and the Ability to Work Effectively with Diverse Groups (EG 1)</th>
<th>Communication Skills and the Ability to Work Effectively with Diverse Groups (EG 1)</th>
<th>A Strong Ethical and Values Foundation (EG 1, 2, &amp; 3)</th>
<th>Ability to use the technological skills appropriate for the major</th>
<th>Professional: Able to integrate and apply key principles and concepts in the major field</th>
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<td>College of Arts and Sciences Goals</td>
<td>Demonstrated ability to engage in critical thinking appropriate to the discipline.</td>
<td>Demonstrated ability to use the information literacy skills, including research skills, appropriate to the discipline.</td>
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College of Education

The conceptual framework of the College of Education is aligned with the mission of the University and approved by members of the faculty of education. The framework, delineated below, directs the mission, standards, goals, and assessment for all programs offered in Teacher Education, Counseling, Psychology, and Administration. The conceptual framework of the college is grounded in the Catholic and Vincentian tradition upheld by the founding fathers of Niagara University. As a Vincentian university, Niagara draws inspiration from St. Vincent de Paul, who organized his contemporaries to respond compassionately to people's basic needs. Continuing this tradition, Niagara seeks to inspire its students to serve all members of society, especially the poor and oppressed, in local communities and in the larger world.

Mission
It is the mission of the College of Education to prepare educational and mental health leaders, who demonstrate the knowledge, skills, and dispositions needed to serve others and who further the values and practices of their respective professions. We seek to inspire our candidates in the Vincentian tradition; and to foster core values of professional commitment and responsibility, professional relationships, and critical thinking and reflective practice.

Members of the faculty of education, through the leadership of the Dean, implement this mission through a strategic plan. The strategic plan for 2004-2011 was approved by the members of the faculty of education in November of 2004 and includes objectives and implementation strategies that frame priorities and critical initiatives and measures over the next five years. Priority areas include enhancing diversity (within the population of teacher candidates, within the faculty, and in the curriculum), providing professional development for full and part-time faculty, continually improving the quality of programs, and establishing partnerships with Pre-K – 12 schools and community-based mental health agencies.

Theoretical Orientation

As a faculty we are committed to developing programs with courses, clinical experiences, and assessments based on the following three complimentary orientations:

Constructivism: Grounded in Dewey’s Progressive educational philosophy and predicated on the learning theories of Piaget and Vygotsky, furthered through the research of such modern leaders as Darling-Hammond (2001), Shulman (2005), Gardner (1983) and Danielson (2002), this orientation is based on the belief that knowledge is created and developed by learners and is influenced by the experiences, values, and multiple diversities (e.g., race, class, culture, gender, nationality, exceptionality, language, etc.) of individuals. This perspective drives us to place the prior knowledge and experiences of students at the core of our instructional practice and facilitate their development through meaningful exploration. Constructivist practice invites candidates to be active participants in their own development and to view knowledge—in theory and in practice—as fluid social constructions that are made and re-made through reflective interactions with social, cultural, and natural phenomena (Marlowe & Page, 1998; Foote, Vermette, & Battaglia, 2001).

A Process-Product Framework: Within each program we emphasize the interdependence of process and product in the teaching and learning environment. Within this individualized framework for growth, there are multiple paths in teaching practice and we encourage educators to continuously examine and implement a
wide range of research-based practices. This orientation toward examining the interplay of practice and outcome transforms earlier behaviorist methodology and has been advocated by Good and Brophy (1986, 2003) in the many editions of their text *Looking in Classrooms* as well as by Darling-Hammond (2001) in her work on teacher-testing and performance-based assessment.

**Reflective Practice:** Self-assessment, peer-assessment, and critical examination of the efficacy of one's own practice are essential dispositions for all educational professionals (Feimann-Nemser, 1990). We believe that reflective practice can be taught with the view of students as knowledge producers in search of meaning (Palmer, 1983). Pedagogy that poses problems rather than transmits content encourages reflective thinking and doing (Miller, 1988, 1993). Educators must be reflective and meta-cognitive themselves in order to encourage these practices in those they serve (Eby, Herrrell, & Hicks, 2002; Henderson, 1996; Zemelman, Daniels, & Hyde, 1998). We further believe that interaction with current and future practitioners both extends and promotes such reflection.

**Goals of the College**

1. The College of Education will demonstrate its commitment to a diverse, inclusive, multicultural, and international society through its personnel, candidates, curriculum, and clinical experiences.

2. The professional development for faculty, staff, and administrators within the College of Education will be substantive and ongoing with the aim of continuously promoting the quality of programs and extending the current contributions of the faculty and professional staff.

3. All programs within the College of Education will be based upon 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.

4. Candidates and graduates of the College of Education’s programs will demonstrate the professional knowledge, skills, and dispositions of outstanding practitioners as defined by our own values and those of accreditation and review bodies.

5. The College of Education, in accordance with the mission of the University, will demonstrate its commitment to expanding professional partnerships and service endeavors to address the needs of the broader community.

Candidates completing our pre-service teacher education programs demonstrate their development of knowledge, skills, and dispositions in relation to the following Interstate New Teacher Assessment and Support Consortium standards:

1. The candidate understands the central concepts, tools of inquiry, and structure of the discipline he or she teaches and can create learning experiences that make these aspects of subject matter meaningful to students.

2. The candidate understands how children learn and develop, and can provide learning opportunities that support their intellectual, social, and personal development.

3. The candidate understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.

4. The candidate understands and uses a variety of instructional strategies to encourage students’ development of critical thinking, problem solving, and performance skills.

5. The candidate encourages an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interactions, active engagement in learning, and self-motivation.
6. The candidate uses knowledge of effective verbal, non-verbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.

7. The candidate plans instruction based on knowledge of subject matter, students, the community, and curriculum goals.

8. The candidate understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the learner.

9. The candidate is a reflective practitioner who continually evaluates the effects of his/her choices and actions on others (students, parents, and other professionals) and who actively seeks out opportunities to grow professionally.

10. The candidate fosters relationships with school colleagues, parents, and agencies in the larger community to support students’ learning and well being.

Candidates completing our advanced teacher education programs demonstrate their development of knowledge, skills, and dispositions in the following National Board Professional Teaching Standards:

1. Teachers are committed to students and their learning.
2. Teachers know the subjects they teach and how to teach those subjects to students.
3. Teachers are responsible for managing and monitoring student learning.
4. Teachers think systematically about their practice and learn from experience.
5. Teachers are members of learning communities.

Candidates completing our Educational Leadership programs will evidence their development of knowledge, skills, and dispositions in the following areas based on the Educational Leadership Constituent Council standards:

1. Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by facilitating the development, articulation, implementation, and stewardship of a school or district vision of learning supported by the school community.

2. Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by promoting a positive school culture, providing an effective instructional program, applying best practice to student learning, and designing comprehensive professional growth plans for staff.

3. Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by managing the organization, operations, and resources in a way that promotes a safe, efficient, and effective learning environment.

4. Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by collaborating with families and other community members, responding to diverse community interests and needs, and mobilizing community resources.

5. Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by acting with integrity, fairly, and in an ethical manner.

6. Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.

7. Internship. The internship provides significant opportunities for candidates to synthesize and apply the knowledge and practice and develop the skills identified in Standards 1-6 through substantial, sustained, standards-based work in real settings, planned and guided cooperatively by the institution and school district personnel for graduate credit.

Candidates in the School Psychology program demonstrate their development of knowledge, skills, and dispositions in the following areas as recognized by the National Association of School Psychologist:

1. Data-based Decision-making and Accountability
2. Consultation and Collaboration
3. Effective Instruction and Development of Cognitive/Academic Skills
4. Socialization and Development of Life Skills
5. Student Diversity in Development and Learning
6. School and Systems Organization, Policy Development, and Climate
7. Prevention, Crisis Intervention, and Mental Health
8. Home/School/Community Collaboration
9. Research and Program Evaluation
10. School Psychology Practice and Development
11. Information Technology

Candidates in the School and Mental Health Counseling programs demonstrate their development of knowledge, skills, and dispositions in the following areas as recognized by CACREP:

1. Professional Identity
2. Social and Cultural Diversity
3. Human Growth and Development
4. Career Development
5. Helping Relationships
6. Group Work
7. Assessment
8. Research and Program Evaluation
College of Business Administration Student Learning Goals

We prepare an increasingly diverse student body for productive roles in business and the community through quality teaching at the undergraduate and graduate levels, supporting our efforts through scholarly research. We are guided in teaching, research and service by the principles of leadership, relevance, ethics, community involvement and professional growth.

Goals and Objectives of the College of Business Administration

1.) Leadership: To equip students to be successful in the business and world communities by developing their skills in leadership, communication and working with other people.
2.) Relevance: To ensure that course content and delivery is current, relevant and coordinated across disciplines, placing special emphasis on technology and the global marketplace.
3.) Ethics: To provide an ethics-based business education incorporating the altruistic spirit of St. Vincent de Paul.
4.) Community Involvement: To provide opportunities for students and faculty to serve the community and engage in extra-curricular activities and practical interaction with the business community on a regional, national and global scale.
5.) Professional Growth: To promote continuing faculty development that enhances teaching and encourages and rewards intellectual contributions.

Learning Objectives

1.) To be involved in the community.
2.) To be involved in experiential learning through co-ops and internships.
3.) To develop student communication skills.
4.) To develop analytical skills.

Department of Accounting

Consistent with the mission of Niagara University and the College of Business Administration, the Department of Accounting seeks to prepare accounting students to become professional accountants with potential for leadership roles in business, to provide all business students foundation knowledge in accounting, to challenge students to reach their potential, and to develop interest in learning as a lifelong pursuit.

1.) To convey a conceptual understanding of accounting and business law and its application to the functional areas of business in the global community.
2.) To enhance understanding of the interpretation and use of financial information for decisions in a constantly changing business environment.
3.) To instill an understanding of the ethical responsibilities of professional accountants and the moral dimension of business decisions.
4.) To help students develop a sense of professional and personal responsibility by providing opportunities for students to interact with the business community.
5.) To develop critical thinking, communication, and interpersonal skills.
6.) To enable students to use technology effectively.

Department of Commerce

Consistent with the mission of Niagara University, and the College of Business Administration, the department of commerce seeks to prepare students for successful management and leadership roles in business. The commerce department provides a broadly
based academic foundation as well as discipline specific knowledge, values, and skills necessary for beginning a business career upon graduation.

1.) Information Literacy: Students will demonstrate usage of appropriate databases and information sources necessary for their field.
2.) Analytical Ability: Students will demonstrate ability to analyze information and engage in critical thinking.
3.) Written Communication: Students will demonstrate writing ability.
4.) Oral Communication: Students will demonstrate oral communication ability.
5.) Knowledge of the field: Students will demonstrate knowledge of the field of their concentration or major.

MBA Program

Consistent with the mission of Niagara University and the College of Business Administration the Master’s in Business Administration Program seeks to give the student competency in business knowledge and skills and to demonstrate their practical application to experience. It attempts to provide the optimal condition for learning through an application of business theory to experience. The program is designed to serve the needs of both fully employed and full time students.

1.) Understand the current developments in the field of business including the moral dimension of business.
2.) Learn from a top level management focus in order to be prepared to assume a position of leadership in his/her career.
3.) Understand the application of business theory to practice.
4.) Develop both oral and written communication skills.
5.) Develop team-building skills through participation in small group projects.
6.) Gain an integrative view of the corporation and its business environment and to learn to use the tools to understand this view.
Integration and Alignment Matrix of General Education Goals, College of Business Administration Program Goals, and Departmental Goals

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<th>Goal #4 (Community Involvement) Learning Objective #2 (Co-ops and Internships)</th>
<th>Goal #4 (Community Involvement) Learning Objective #1 (Community Involvement)</th>
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X denotes alignment.
Integration of General Education Goals and Program Goals
(Hospitality and Tourism Management)

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<td>Students will demonstrate problem solving and critical thinking skills.</td>
<td>Students will demonstrate practical skills and an awareness of current industry challenges.</td>
<td>Students will demonstrate the ability to communicate effectively.</td>
<td>Students will demonstrate an ethical basis for decision making.</td>
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<td>Students will demonstrate leadership ability.</td>
<td>Students will demonstrate competency in current technology.</td>
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<td>Students will obtain industry job placement with appropriate career advancement.</td>
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College of Hospitality and Tourism Management Student Learning Goals

1. Students will demonstrate the ability to communicate effectively.
2. Students will demonstrate problem solving and critical thinking skills.
3. Students will demonstrate an ethical basis for decision making.
4. Students will demonstrate leadership ability.
5. Students will demonstrate practical skills and an awareness of current industry challenges.
6. Students will demonstrate competency in current technology.
7. Students will demonstrate international understanding and an ability to work with diverse groups in a multicultural setting.
8. Students will obtain industry job placement with appropriate career advancement.