

 CSN Policy	Academic Assessment Policy
Category: Faculty	Effective Date: 06/13/2018
New policy	

I. POLICY PURPOSE

- A. This policy provides a procedure for academic assessment, defined in this policy as the systematic process of gathering, interpreting, and acting upon data related to student learning for the purposes of course, program, and institutional improvement. The policy’s purpose is to establish processes to better understand what students are learning and how well they are prepared for their chosen professions, and to ensure that students who complete CSN degrees possess a common set of skills and dispositions characteristic of well-rounded, productive citizens.
- B. For faculty participating in academic assessment, the results of any assessment project may indicate opportunities to hone their skillsets, contributing to a culture of continuous improvement.
- C. This policy represents CSN’s commitment to achieving the Northwest Commission on Colleges and Universities assessment standards, especially that “The institution documents, through an effective, regular, and comprehensive system of assessment of student achievement, that students who complete its educational courses, programs, and degrees, wherever offered and however delivered, achieve identified course, program, and degree learning outcomes” (NWCCU Standard 4.A.3).

II. POLICY STATEMENT

- A. Assessment shall take place at the course, program, and general education levels of CSN’s academic program.
- B. Faculty are expected to submit all requested data (assignments, papers, grades, syllabi) to be used as part of the academic assessment procedures described in this policy.
- C. For the purpose of faculty evaluation, faculty participation in assessment is considered to contribute to department, school, or institutional service. For a non-exhaustive list of ways to participate in assessment, see Attachment B.
- D. The results of any assessment project cannot be used negatively in faculty evaluations. Faculty identifying a potential growth area is to their credit, not detriment.
- E. For faculty taking a leadership role in assessment, especially as School or Program Assessment Coordinators, appropriate financial or release time incentives may be initiated as funding becomes available.
- F. A formal Academic Assessment Plan (AAP) is required for each academic program covering the majors and certificates of the program, and its non-programmatic courses. AAPs must identify program-level student learning outcomes and include their planned and completed assessments.
- G. To ascertain whether CSN students who have earned associate degrees possess a common set of skills and dispositions, this policy establishes the following three Institutional Learning Outcomes:
 - Apply critical thinking in a variety of situations.
 - Use effective communication in personal and professional contexts.
 - Collaborate professionally to benefit our diverse community.
- H. The above Institutional Learning Outcomes will be assessed as the following seven General Education student learning categories:
 - Written communication
 - Oral communication
 - Quantitative thinking
 - Critical thinking
 - Civic Engagement
 - Intercultural Competence

- Information Literacy
- I. Over a designated cycle, all academic programs and the seven General Education categories constituting the three Institutional Learning Outcomes listed in II.G and H will be assessed.

III. PROCEDURE

- A. Under the leadership of the Department Chair, Program Director, Dean, or equivalent, each unit must maintain an appropriate structure, which includes faculty participation, for managing unit assessment efforts. This can be accomplished in various ways, typically by including assessment in the charge of program-level curriculum committees and by developing School assessment committees.
- B. The assessment of an institutional outcome or general education category can be achieved through a Signature Assignment, such as a capstone project or a portfolio, or a new authentic assessment designed specifically for this purpose.
- C. Although a graded assignment may be used for the purpose of assessing a General Education category outcome, its assessment is separate from evaluation of the student work and cannot be summarized by the grade achieved on the assignment.
- D. The Faculty Senate General Education Assessment Committee, in collaboration with the Office of Assessment, will work with programs to develop, approve, and assess assignments to be used for assessing Institutional Learning Outcomes and General Education category outcomes.
- E. On an annual basis, the Faculty Senate General Education Assessment Committee shall review and report to Faculty Senate and the Vice President of Academic Affairs on the program, General Education, and educational institutional assessment conducted during the previous academic year.
- F. The Office of Assessment shall compile and publish program, General Education, and institutional assessment data and reports for internal and external stakeholders.

IV. AUTHORITY AND CROSS REFERENCE LINKS

Northwest Commission on Colleges and Universities Standard 4.A Assessment:
<http://www.nwccu.org/accreditation/standards-policies/standards/>

V. DISCLAIMER

The President has the discretion to suspend or rescind all or any part of this policy or related procedure(s). The President shall notify appropriate CSN personnel, including the Administrative Code Officer and Faculty Senate Chair, of the suspension or rescission.

Questions about this policy should be referred to the CSN Administrative Code Officer (general.counsel@csn.edu, 702.651.7488) and/or the Recommending Authority.

VI. SIGNATURES

Recommended by:

/s/ Jill Acree
Jill Acree, Faculty Senate Chair

6/7/18
Date

Reviewed for Legal Sufficiency:

/s/ Richard Hinckley
Richard Hinckley, General Counsel

6/7/18
Date

Approved by:

/s/ Dr. Margo Martin
Dr. Margo Martin, Acting CSN President

6/13/18
Date

VII. ATTACHMENTS

- A. History
- B. Ways to participate in assessment

Attachment A: HISTORY

New Policy

- 06/13/2018: Approved by CSN President
- 06/07/2018: Reviewed by General Counsel
- 05/11/2018: Recommended by Faculty Senate (J. Acree)
- 03/09/2018: Presented to the Senate by the General Education Assessment Committee (D. Berry)

Attachment B

Ways to participate in assessment

- Attend a CAPE workshop on assessment
- Attend a conference on assessment
- Attend assessment meeting (at the school/department/discipline level)
- Outcome review
- Write plan
- Write curriculum map
- Review/revise plan
- Plan project
- Revise or write rubric or other instrument
- Submit data
- Participate in project
- Review data
- Discuss results (what to do with data)
- Write report
- Take part in project to close loop (act on results)
- Curricular review and revisions based on assessment results
- Program Review
- Accreditation activities