



New College Franklin Assessment Plan 2023-24

April 2023

ASSESSMENT PLAN
New College Franklin

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Assessment Plan

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Purpose

The Assessment Plan of New College Franklin serves as a mirror for the Institution, providing an opportunity to understand those areas in which we serve our students and faculty well, and those areas which require improvement.

Implementation and Connection to the Strategic Plan

The Assessment Plan will be developed, maintained, and implemented by the Council of Assessment, Planning and Accreditation under the direction of the Chair, the Dean of Academics. Assessment data within each division will be analyzed by Liaisons who will then create and submit initiatives to the Council based on that data. Once approved, these initiatives will be added to the Strategic Plan and implemented by the liaison upon approval by the President and Board of Trustees. Restated in numerical order:

1. Assessment data will be collected through the mechanisms identified in this plan. Additional recommendations can also be made by individuals in the division, the council, the President, and the Board of Trustees.
2. Liaison members will write initiatives based on assessment data and recommendations given. These initiatives should include both a summary of the assessment and goals to overcome problems identified with assessment and recommendations.
3. Liaison reports will be submitted to the Chair of the Council who will preliminarily review each and then add it to the Strategic Plan.
4. The Council will then review these Strategic Initiatives on the Strategic Plan and approve as appropriate.
5. Once approved by the Council, the Strategic Plan—which includes the initiatives developed through sound internal and external assessment—will be brought to the President and Board of Trustees for approval.
6. Upon approval by the Board, liaisons will be responsible for implementing the Initiatives. Completion of the initiatives will be reported to the Chair of the Council who will update the Strategic Plan.

Council of Assessment, Planning and Accreditation

Dean of Academics (Chair) (liaison to administrative and assessment)
President
CFO (liaison to Finances)
Assistant Dean of Academics/Head of Program (liaison Academics)
Head of Student and Library Services (liaison to Student Services)
Librarian (liaison to Library)
Master of the Guilds (as invited)

Meetings

The Assessment and Strategic Plans will be updated annually in May/June. Meetings will be held prior to the updates as needed, but no less than once annually.

Requirements

- The Assessment Plan must be posted on the website at all times.
- Summaries of Assessment data are to be published online, specifically:
 - Summary of Assessment of Institutional Outcomes, demonstrating successful achievement of Institutional objectives based on SLOs, student surveys, etc.;
 - Summary of Assessment of Programmatic Outcomes, demonstrating successful achievement of programmatic objectives based on course Student Learning Outcomes;
 - Summary of Assessment of Course Outcomes, demonstrating successful achievement of SLOs based on end of semester course assessment;
 - Narrative summary of assessment of Student Life, Health and Security, Faculty (general observations, not specific faculty or courses), and Facilities.
- Minutes of all Council meetings are to be maintained by the Chair of the Council.

Assessment and Strategic Planning

Annually in March, the Chair of the Council will meet with each liaison and discuss ways to improve the assessment process based on failures within assessment data, new identified techniques, etc. Results from these conversations will be considered and recommendations for improvement will be developed into initiatives which will be presented as a report to the Council.

Changes vetted by the Council and approved by the Board of Trustees will be implemented by the Liaison according to the approved recommendations.

Liaison: Dean of Academics

Review Cycle: April

Policies and Publications

Annually in March, all policies and publications, including the Academic Catalog, Student Handbook, Policies and Procedures Manual, Faculty Handbook will be reviewed for accuracy and updated as appropriate. The Code of Ethics, Mission Statement, Institutional and Program Objectives, recruiting and advertising materials, and the website will also be reviewed and updated at this time. Members of the Council will be given the opportunity to make recommendations for policy development or revision.

Changes vetted by the Council and approved by the Board of Trustees will be implemented by the Liaison according to the approved recommendations.

Liaison: Dean of Academics

Review Cycle: April

Administrative

EMPLOYEE EVALUATIONS

Faculty Evaluation

A faculty evaluation is comprised of an administrative evaluation, a faculty peer-evaluation, a self-evaluation, student evaluations, and a portfolio review. Unless a faculty member does not teach during the spring semester, a faculty evaluation must be completed.

An In-Class Observation Form should be completed by the Dean of Academics, Assistant Dean, or Head of Program in the Spring Semester. A copy will be placed in the faculty member's permanent file and made available to the supervisor for evaluation.

At the end of each semester, students will complete and submit an evaluation of the course and faculty member through Populi. These evaluations are available online through Populi to those with Academic Admin credentials and can be made available to the supervisor for evaluation.

In March, each faculty member will be given a Self-Evaluation Form, and a Professional Development Plan Form that should be completed and added to the permanent file.

In early April, the supervisor shall meet with the faculty member and discuss areas of strength as well as needed improvement based upon the In-Class Observation Form, Student Evaluations, Self-Evaluations and job description. In addition, the information contained in the portfolio should be updated and verified. Forms and specific details of this are available in the Faculty Handbook.

Staff/Non-Teaching Administration Evaluation

In early April, the supervisor shall meet with the employee and discuss areas of strength as well as needed improvement based upon the applicable assessment according to the job description.

Board of Trustees

Annually in May/June, the Board of Trustees will review the President according to the job description and will self-evaluate the effectiveness of the Board. These confidential reviews will be maintained by the Secretary and made available to accreditors as required.

Reports

Annually in March, evaluations will be completed, and results will be considered and recommendations for improvement will be developed into initiatives which will be presented as a report to the Council.

Changes vetted by the Council and approved by the Board of Trustees will be implemented by the Liaison according to the approved recommendations.

Liaison: Dean of Academics

Review Cycle: April

Admissions and Recruiting

Recruiting and Admissions progress will be reviewed prior to the meeting of the Council. Trends based on geography, religious and educational backgrounds, and gender will be evaluated to determine best line of recruiting. Potential obstacles indicated by the students who chose other institutions, including but not limited to the cost of attendance, housing, college reputation, and student needs should also be included in this analysis. Recommendations for improvement in the admissions and recruiting will be sought by all members of the institution including faculty, students and administrators. Results from this data will be considered and recommendations for improvement will be developed into initiatives which will be presented as a report to the Council.

Changes vetted by the Council and approved by the Board of Trustees will be implemented by the Liaison according to the approved recommendations.

Liaison: Dean of Students

Review Cycle: April

Academic and Student Learning

Assessment within the academic area provides a systematic evaluation of whether student learning and program outcomes are appropriate to its mission, and focuses on the institutional, program and course levels.

To ensure student learning and program curriculum match the mission of New College Franklin, Student Learning Outcomes (SLOs) for each course are mapped against the program and institution learning outcomes. These are available in the course syllabus as well as the Academic Programs Handbook.

To ensure that student learning matches the SLOs indicated in the syllabus and Academic Program Handbook (internal assessment), the following options are utilized each semester (or term for single term classes). Note: all course SLOs must be addressed with one of the options, but both options can be used to show assessment within one course.

Option 1:

- For each Student Learning Outcome, a final assignment (comprehensive exam, project, paper) or portion of an assignment will serve as the means of assessment. The average for these assessments must be at least 80%. For example, three essays on the Final Exam specifically demonstrate SLO#1. The essays are graded based on a predetermined rubric. The students' scores according to the rubric average 82% on these three essays; therefore, quantitative assessment is demonstrated, and satisfactory learning has been accomplished.

Option 2:

- A test duplicated, given both before the course begins and as the final assessment, will contain a mechanism for assessing each Student Learning Outcome. The percentage of improvement from the Pre to Post test will serve to demonstrate quantitative assessment, and an improvement of 25% between the two tests, or a posttest score above 80% will demonstrate satisfactory learning has been accomplished. For example, Questions 1-5 on the pretest specifically demonstrate SLO #1. The students' averages of these questions on the pretest is 35%; the average of those same questions on the posttest is 85%; this indicates an improvement of 50% over the course of the semester.

Each faculty member will take this data from each of his/her courses and develop a written report describing and analyzing the results of this assessment. The report should be formatted as follows:

1. Brief narrative describing the population and academic details of the class (number of students, grade levels, course, semester, etc).
2. A chart identifying the Student Learning Outcome (written out), Assignment, Questions, Class Average, so:

| Student Learning Outcome | Assignment | Questions | Class Average |
|--------------------------------|------------|-----------|---------------|
| 1. Identify the.... | Final Exam | 1-5 | 82% |
| 2. Compare and contrast the... | Final Exam | 6-10 | 84% |
| 3. Using X and Y, create... | Final Exam | 18-19 | 72% |

3. Brief analysis of the strengths based on this assessment, identifying areas of successful learning.
4. Brief analysis of the weaknesses based on this assessment, identifying areas which require review and improvement. If any area falls below the required threshold (above), include a specific plan to resolve inadequate instruction and learning.
5. Additional information relevant to the assessment, including but not limited to recommendations for improvement in the testing mechanism for a particular SLO.

These objective reports—demonstrating direct measurement—are to be submitted to the Head of Program within 2 weeks of the end of the semester. *A compilation of these reports shall be posted on the website as part of the Assessment Report.*

In addition, surveys will be made available to students in the final two weeks of each semester. These subjective and qualitative assessments provide insight into the students' thoughts regarding the faculty, course, course requirements, and their opinion of its success (internal assessment).

The Head of Program will then review the faculty SLO reports and the student surveys and discuss with individual faculty (as appropriate). Finally, as liaison to the council, he/she will create a summary analysis of academic strengths and weaknesses based on the data and develop initiatives to be submitted to the council in the *May/June* meetings.

Assessment also includes an analysis of fall-to-fall retention rates, completion/graduation rates, and job placement rates (external assessment), which are analyzed and noted in the *May/June* council meeting with applicable initiatives. The NCF Liberal Arts degree does not provide opportunity or need for state or other licensing. *Summary of this assessment shall be posted on the website as part of the Assessment Report.*

Annually in April, alumni will be given the opportunity to speak into the institution through the completion of a survey. This will speak specifically to the success and needed improvements as seen by those who have successfully completed the program of study at NCF (external assessment). Results, analysis, and initiatives from this assessment will be considered in the *May/June* council meeting.

The faculty, under the direction of the Dean of Academics, will thoroughly review major sections of the curriculum each year, thereby cycling through the entire curriculum over a four-year period. They will utilize assessment data gathered, review capstone projects of graduating seniors, review similar programs in other institutions (minimum of three comparable accredited institutions), review course sequencing to demonstrate basic to complex levels of learning, and personal analysis. Recommendations will be made within the faculty and submitted to the Council by the liaison. Once approved by the President and the Board, changes will be made to the curriculum under the leadership of the Head of Program and Dean of Academics. Results, analysis, and initiatives from this assessment will be considered in the *May* council meeting.

Liaison: Head of Program

Review Cycle: June

Student Services

Annually in March, students will be given a survey which will address areas of Student Services (and Library Services, Facilities and Equipment). Results from this survey will be analyzed and recommendations for improvement will be developed by the liaison into initiatives which will be presented as a report to the Council.

Changes vetted by the Council and approved by the Board of Trustees will be implemented by the Liaison according to the approved recommendations.

Liaison: Head of Student and Library Services

Review Cycle: April

Finances

Annual Audit

An audit is to be conducted annually according to educational guidelines. The contents of this audit will be made available to appropriate persons; however, this will not be published with the work of the council. Recommendations from the audit may be made by the CFO in the liaison report.

Budget Committee

Specific details of the budget or expenditures will not be presented in the Council, and specific spending reports will only be made available to appropriate persons. Recommendations from the budget committee may be made by the CFO in the liaison report.

Changes vetted by the Council and approved by the Board of Trustees will be implemented by the Liaison according to the approved recommendations.

Liaison: CFO

Review Cycle: April

Facilities and Equipment

Annually in March, students will be given a survey which will address areas of Facilities and Equipment (and Student Services, Library Services). Results from this survey will be considered and recommendations for improvement will be developed into initiatives which will be presented as a report to the Council.

In addition, the Librarian will analyze assessment data, recommendations made by faculty and students, and personal/professional recommendations and develop initiatives which will be presented in a report to the Council.

Changes vetted by the Council and approved by the Board of Trustees will be implemented by the Liaison according to the approved recommendations.

Liaison for Library: Librarian

Liaison for Facilities and Equipment: Dean of Academics

Review Cycle: April