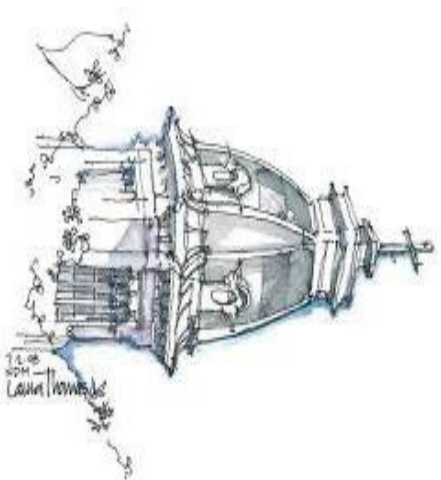




ASSESSMENT PLAN

NOTRE DAME OF MARYLAND UNIVERSITY



UNIVERSITY AND STUDENT SUCCESS

FOUR PILLARS OF SUCCESS

STUDENT LEARNING EXPERIENCE
SUB-COMMITTEE

SUPPORT OF STUDENT EXPERIENCE
SUB-COMMITTEE

STUDENT-FOCUSED OPERATIONS
SUB-COMMITTEE

ADMINISTRATION AND PLANNING
SUB-COMMITTEE

UNIVERSITY ASSESSMENT COMMITTEE

University assessment structure
A\$ 2025-2026

UNIVERSITY ASSESSMENT COMMITTEE

Function

The University Assessment Committee (“UAC” or “the Committee”) will provide oversight and develop recommendations and policies regarding institution-wide assessment in order to strengthen the University and enhance its accountability. The Committee also will identify needs and make recommendations or changes to the assessment process to align to accreditation expectations, review assessment strategies, provide feedback on assessment reports, and monitor program assessment. The Committee will support assessment initiatives that represent both academic and non-academic assessment.

Procedures

The Committee shall meet at least quarterly; document and communicate its minutes and recommendations to the President’s Cabinet; and agree on follow-up steps for members and their divisions to ensure the University is meeting its assessment-related goals and objectives, including compliance with federal, state, institutional, and accreditation rules, regulations, and standards.

As outlined in the NDMU Budget Cycle and Guidelines, the UAC shall annually develop an assessment informed prioritized list of strategic initiatives to support institutional success. The endorsed list shall be sent to the University’s Strategic Planning and Budget Committee for consideration and potential inclusion in the annual operating or capital budgets.

All major units of the institution are expected to engage in the assessment of goals and objectives for their respective units as well as how their goals and objectives contribute to fulfilling the University’s Mission and the Strategic Plan. In addition, both academic and non-academic unit’s assessment criteria will be guided by the seven standards set forth by Middle States Commission of Higher Education (MSCHE), as published in the Standards for Accreditation and Requirements of Affiliation, Fourteenth Edition (2023), as well as any school or departmental specific accrediting bodies.

The Committee may form standing subcommittees or ad-hoc workgroups/taskforces as needed in order to address specific assessment-related initiatives or other matters, and report back to the full Committee.

Membership

The UAC consists of the Associate Vice President of Academic Affairs and Assessment, Director of Institutional Research, Deans, Chief of Staff & Vice President; up to two faculty members from each of the five academic schools appointed by the Dean; at least one staff member from the areas of Enrollment Management & Student Services, Institutional Advancement, and Finance & Administration appointed by the area Vice President. Other individuals may be invited to attend UAC as necessary to fulfill the work of the Committee. The Committee is chaired by the Associate Vice President of Academic Affairs and is supported by a UAC Taskforce. (Refer to p.11 for a list of representatives)

Goals and Objectives

1. Provide a framework for the work of the UAC and its subcommittees to direct, respond to and improve the campus wide assessment process.
2. Review and provide feedback on assessment plans and reports from all units across the institution.
3. Serve as a resource for key community members to engage in best practice in assessment within their own units, programs, and divisions.
4. Review and implement comprehensive, systematic, and sustainable assessment at all levels of the institution.
5. Develop an Assessment Dashboard.
6. Collect and archive assessment artifacts and reports for accreditation reporting purposes.
7. Prepare an annual or biennial institutional assessment report demonstrating through evidence the collection of assessment data, the use of those data to improve student learning and institutional effectiveness, the data-informed allocation of resources, and assessment-based decision-making and institutional compliance.
8. Create a structure and process for assessing the assessment process, improving, and reporting back on the successful accomplishment of strategic goals.

TASKFORCE

The Taskforce will consist of UAC members, guided by the UAC Chairperson (AVPAA). The Taskforce will be responsible for developing an annual or biennial institutional assessment report; communicating with the Cabinet on assessment initiatives, findings and financial priorities; developing an assessment Dashboard; and planning, recording and archiving meetings and agendas. The Chairperson will also be responsible to update the UAC on any MSCHE changes, Annual Institutional Update and oversee the MSCHE Data Repository.

The Taskforce will collaborate with the UAC to:

- Collect, review and synthesize subcommittee reports into one annual or biennial institutional assessment report;
- Assure the link among planning, budgeting, and resource allocation is communicated to the budget committee; and
- Synthesize the sub-committee strategic priorities and return a priority list to the UAC for endorsement in early fall.

Taskforce Timeline

June-August

September

October

Summer Taskforce reviews academic and non-academic reports and compiles a single UAC Assessment Report.	Summer Taskforce presents Academic and non-Academic Reports to UAC and the compiled report. UAC identify any budget items to be forwarded to the Budget Committee.	Chair of UAC presents UAC Report to University Cabinet.
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ASSESSMENT SUB-COMMITTEES (FOUR PILLARS OF SUCCESS)

Each major unit across campus will be represented within four pillars of success (refer to graphic on page 2). The pillars include: *Student Learning Experience*, *Support of Student Experience*, *Student Focused Operations*, and *Administration and Planning Sub-committees*.

The AVPAA will seek volunteers to serve as chair(s) for each pillar. Each pillar sub-committee is led by a single or co-chairs. The broad nature of each pillar lends itself in the identification of several sub-groups that focus on a specific element(s) for assessment. (refer to Table 1)

Sub-groups will meet throughout the year to implement their sub-group specific assessment plan. In an annual report, each sub-group may identify themes for assessment on a unit-specific level or university-wide basis.

These reports will be forwarded to the sub-committee pillar chair(s). The role of each pillar sub-committee chair(s) is to guide, coordinate, support, and synthesize sub-groups assessment reports into one pillar sub-committee level report. The sub-committee chair(s) will highlight themes to be assessed across unit-specific levels and/or university-wide, and prioritized budget considerations and submit to the Taskforce. The following two tables illustrate assessment report submission timeline for the four pillars: Student Learning Experience, Support of Student Experience, Student Focused Operation, and Administration and Planning. (For a graphic representation refer to attachments on pp. 9 and 10)

Pillar 1: Student Learning Experience and Support of Student Experience

	Oct 15	Nov. 15	January 30	May 15
Individual programs identify goals, collect, and compile Assessment materials and write program reports.	Submit program reports to School Assessment Committee for review.	School Assessment Committees send reports to Deans. Deans review and provide feedback.	Deans summarize and forward School Assessment Reports to UAC Academic Co-Chairs to compile academic report.	UAC Academic co-chairs submit a single Academic Assessment Report to UAC Chair. UAC Taskforce or UAC Chair reviews Academic Report and compiles a single report.

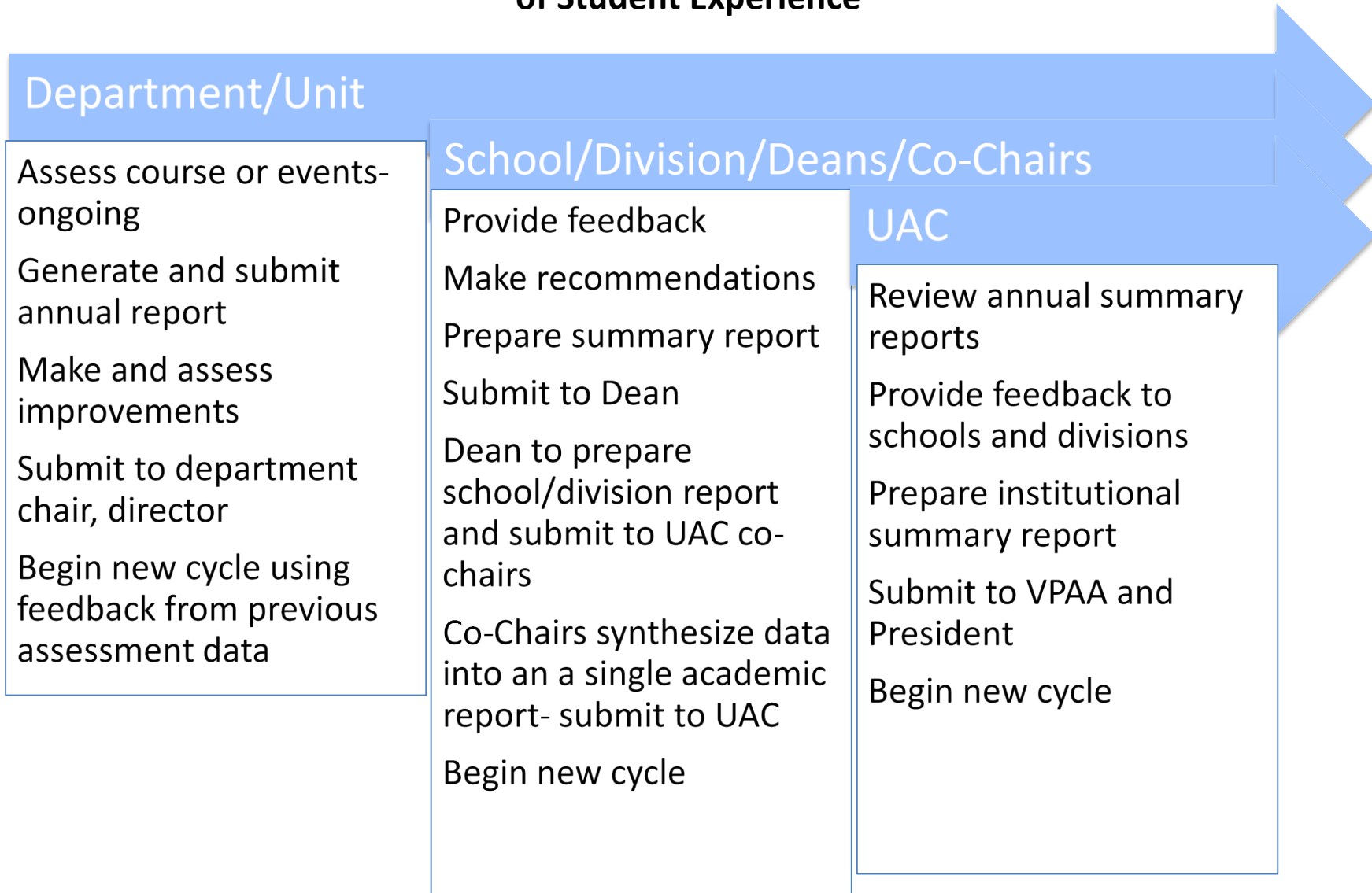
Pillars 2, 3 ,4, 1 Gr. 3: Student Focused Operations and Administration and Planning

	May 15	June 15	July 30	Aug 15
Individual units set goals, identify what they will collect and measure, and compile Assessment materials for current fiscal year	Submit a unit report to division director or supervisors. Supervisor provides feedback and finalize the unit reports.	Unit leaders or supervisors submit unit reports to University Assessment Committee (UAC) Non-Academic Pillar Chair.	UAC Non-Academic Pillar Chair applies the rubric and compiles non-academic Reports into one (1) Report. Rubrics and Report sent to Chair UAC.	UAC Chair compiles and shares Non-Academic Report with UAC.

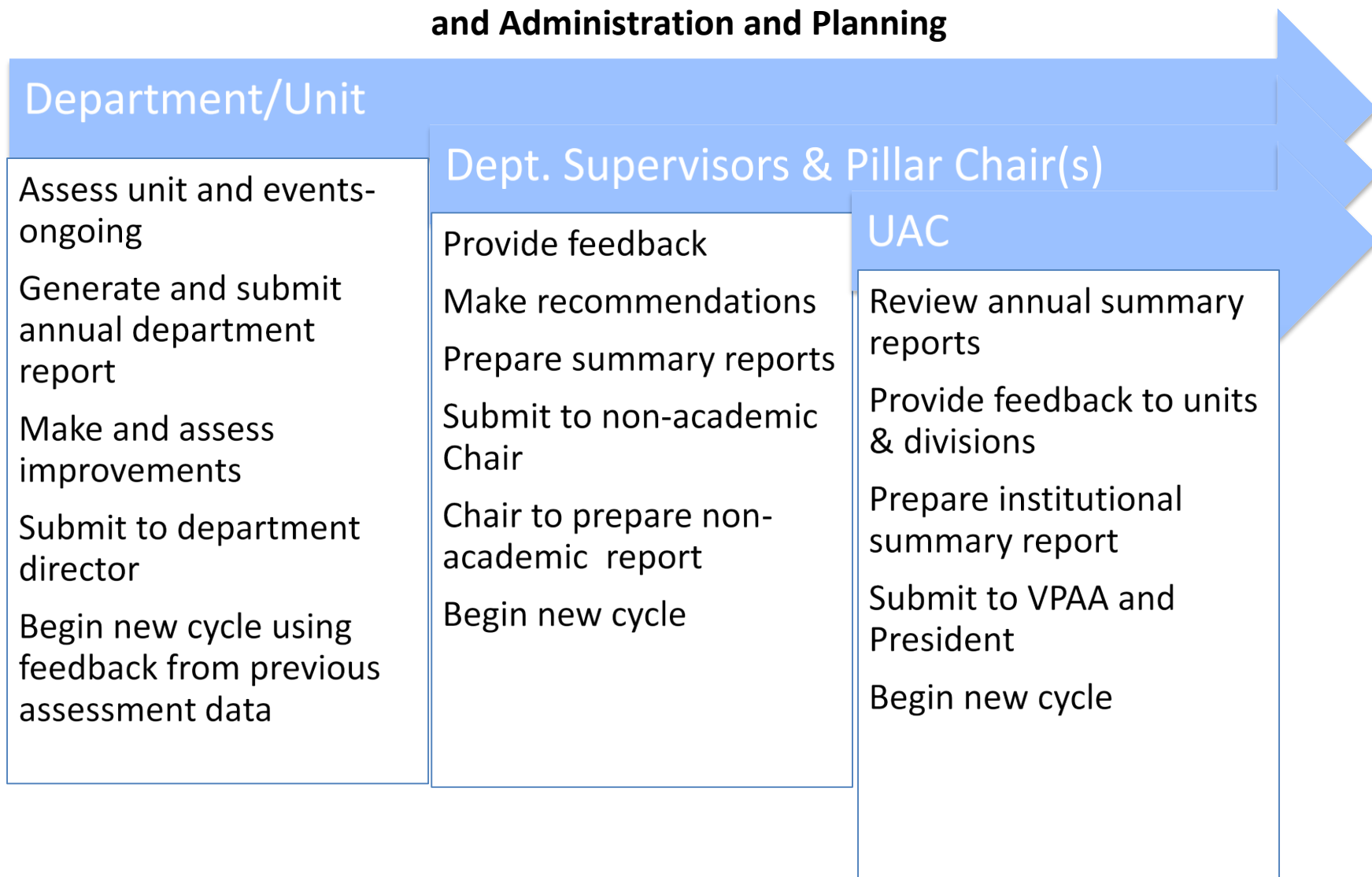
PILLARS OF SUCCESS SUB-COMMITTEES

Student Learning Experience	Support of Student Experience	Student Focused Operations	Administration and Planning
Group Chairs: Faculty Leadership and Dean	Chairs: Staff/Faculty Leadership	Chairs: Staff/Faculty Leadership	Group Chairs: Administration/Staff
Group 1 Academic Programs/Units Faculty leadership and Dean/Associate Dean <ul style="list-style-type: none"> • NDMU Experience: 100 & 200 • Honor's • Trail Blazers • Online learning • Student Success & Tutoring • Study Abroad Group 2 General Education (Chair: Member SASB)	<ul style="list-style-type: none"> • Accessibility & Student Inclusion • Athletics • Career Center • Case Management & Community Standards • Counseling • Campus Ministry • Housing & Residential Life • Health Services • Service Learning & Community Engagement 	<ul style="list-style-type: none"> • Information Technology • Admissions & Enrollment • Marketing • Financial Aid • Registrar • Library • Faculty Resource Center (FRC) • Public Safety • Business Office & Student Billing (Bursar) 	Group 1 (Chairs: Administration/Staff) <ul style="list-style-type: none"> • Strategic Plan • Federal & State Compliance • Budget & Finance • Human Resources • Facilities • Food Service • Auxiliary Services • Formal Complaints • Institutional Research Group 2 (Chairs: Chairs: Administration/Staff) <ul style="list-style-type: none"> • Communications • Advancement • Alumnae/Alumni • Women's Leadership Institute of Baltimore

University Assessment Report Preparation and Submission Process—Student Learning and Support of Student Experience



University Assessment Report Preparation and Submission Process – Student Focused Operations and Administration and Planning



Representative from All Schools and Divisions

Updated as of February 2025

Member	Represents	Position
Jonas Prida, Chair	Academic Affairs	Associate Vice President for Academic Affairs
Evelyn Spratt	School of Arts, Sciences & Business	Interim Dean
Leslie Korb	School of Arts, Sciences & Business	Associate Dean
Hangkyo Lim	School of Arts, Sciences & Business	Associate Professor
Juliann Dupuis	School of Education	Dean
Mark Fenster	School of Education	Assistant Professor
Angela Snyder	School of Education	Associate Professor
Matthew Shimoda	School of Pharmacy and Health Professions	Dean
Sharon Park	School of Pharmacy and Health Professions	Assistant Dean
Sheena Mathew	School of Pharmacy and Health Professions	Assistant Professor
Deneb Falabella	School of Integrative Health	Dean
Marybeth Missenda	School of Integrative Health	Assistant Professor
<i>Vacant</i>	School of Integrative Health	
Kathleen Wisser	School of Nursing	Dean
Kathryn Handy	School of Nursing	Assistant Professor
Bernice Horton-Gee	School of Nursing	Assistant Professor
Jose' Galarza	Academic Affairs	Director, Faculty Resource Center
Damali Olukayode-Heath	Academic Affairs	Director, Career Center
Carroll Galvin	Institutional Advancement	Vice President
Erin DaSilva	Institutional Advancement	Director, Stewardship and Donor Relations
Tricia Selby	Institutional Research	Director, Institutional Research
Greg FitzGerald	President's Office	Chief of Staff & Vice President

Nicholas Armstrong-Wright	Enrollment Management & Student Services	AVP Student Life
Rianna Wontrop	Enrollment Management & Student Services	Associate Vice President of Admissions
Rebecca Teaff	Enrollment Management & Student Services	Director, Marketing
<i>Vacant</i>	Finance & Administration	TBD