



Institutional Effectiveness Assessment Plan 2017-2023

Revised AUGUST 2018

About Gwynedd Mercy University

Gwynedd Mercy University is a private, Catholic, Master's II, co-educational institution founded in 1948 by the Religious Sisters of Mercy to prepare students in the Mercy tradition of leadership in society by combining education for professional competence with general education emphasizing development of the whole person intellectually, socially, culturally, and spiritually. Founded as a junior University, Gwynedd Mercy University was first accredited by the Middle States Association of Colleges and Schools in 1958 and has been continuously accredited since that time. In 1963, the University's charter was amended to identify it as a four-year institution offering baccalaureate degrees in order to promote the upward mobility of learners. The University initiated its first graduate program in 1982. The organizational structure for Academic Affairs includes the Frances M. Maguire School of Nursing and Health Professions, School of Arts and Sciences, School of Business & Education, and the School of Graduate & Professional Studies which together offer more than 40 undergraduate majors as well as graduate programs in business, education, and nursing. In 1999, the University began offering accelerated associate and bachelor degree programs for working professionals using a cohort-based, adult learning model. In 2014, the CLL was revisioned as the School for Graduate and Professional Studies (GPS). Master degree programs were initiated in the summer of 2006. The doctoral program for Education (EdD) was initiated in 2014 and Nursing Practice (DNP) was initiated in 2015.

Sponsored by

The Sisters of Mercy of the Americas

Chartered by

The Commonwealth of Pennsylvania as a non-profit organization

Accreditation

Gwynedd Mercy University is accredited by the Middle States Commission on Higher Education, 3624 Market Street, Philadelphia, PA 19104. The Middle States Commission on Higher Education is an institutional accrediting agency recognized by the U.S. Secretary of Education and the Council for Higher Education Accreditation.

Member of the South Eastern Pennsylvania Consortium for Higher Education (SEPCHE). SEPCHE is a consortium of eight independent higher education institutions in the Greater Philadelphia region who engage in a collaborative approach to the challenges of higher education and work together to promote quality and efficiency of academic programming, student access, faculty development, institutional operations and community outreach, through sharing of a range of multi-functional activities, services and information. Other members of SEPCHE are: Arcadia University, Cabrini College, Chestnut Hill College, Holy Family University, Immaculata University, Neumann College and Rosemont College.

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Executive Summary

This document describes the systematic process for assessing student learning at the institution, program and general education level through a dynamic series of guiding principles, plans, review processes, documentation, and sampling of evidence both direct and indirect. It is intended to provide information for both internal and external audiences regarding the process as well as the details of the results of our assessment activities. Assessment occurs at all levels within the University, involving every constituent from staff and administrators to faculty and students.

The Institutional Assessment Plan for Student Learning is reviewed and updated on an annual basis by the members of the Institutional Outcomes Assessment Committee. The present membership of this presidentially-appointed committee includes one representative faculty from every academic school, one adjunct faculty member, the Vice President for Academic Affairs, the Assistant Vice President for Assessment and Compliance, the Director of General Education for the School of Graduate and Professional Studies, the Dean of Student Services, the Chief Information Officer, and the Director of Institutional Research. The committee holds responsibility for the final approval of the Institutional Assessment Plan.

Introduction

The purpose of the *Institutional Plan for the Assessment of Student Learning* is to present an overview of the fluid, dynamic process of assessment of student learning as well as institutional effectiveness at Gwynedd Mercy University. The document describes the structure of a complex process that ultimately involves every aspect of the University—connected intentionally to the organization’s philosophy, mission, vision and strategic plan. It is intended to provide a transparent source of information regarding the important assessment activities to multiple stakeholders, both within and without the University. Such stakeholders include prospective and enrolled students, alumni, faculty, staff, trustees, regulatory accreditation agencies and employers.

Gwynedd Mercy University has established a deep commitment to outcomes assessment and to the use of data for the decision-making process at all levels: course, program, university and institution. Using a systematic and value-based inquiry process, faculty and staff analyze the existing evidence as to what students are truly learning. The University understands that this thorough and documented scrutiny of student learning leads to improvements as well as to acknowledgements of effective practice.

The *Institutional Plan for Institutional Effectiveness* provides a comprehensive overview of the philosophy of assessment, specific approaches, timelines/schedules, templates for rubrics, plans and reports and an outline of every component of the University participation in the ongoing assessment effort.

Alignment with Mission and Core Values

All outcomes flow from and are aligned with the mission of the University, abiding by the articulated Mission Statement, Core Values and Beliefs.

Mission Statement: Gwynedd Mercy is a Catholic university rooted in the tradition of the Sisters of Mercy. Our learning community prepares students for successful careers and meaningful lives in a global society.

Core Values: As a Mercy University committed to academic excellence, we value: Integrity in Word and Deed; Respect for the Dignity of Each Person; Service to Society; Social Justice in a Diverse World *

**With a special focus on the Critical Concerns of the Sisters of Mercy: Earth, Immigration, Racism, Non-Violence, Women*

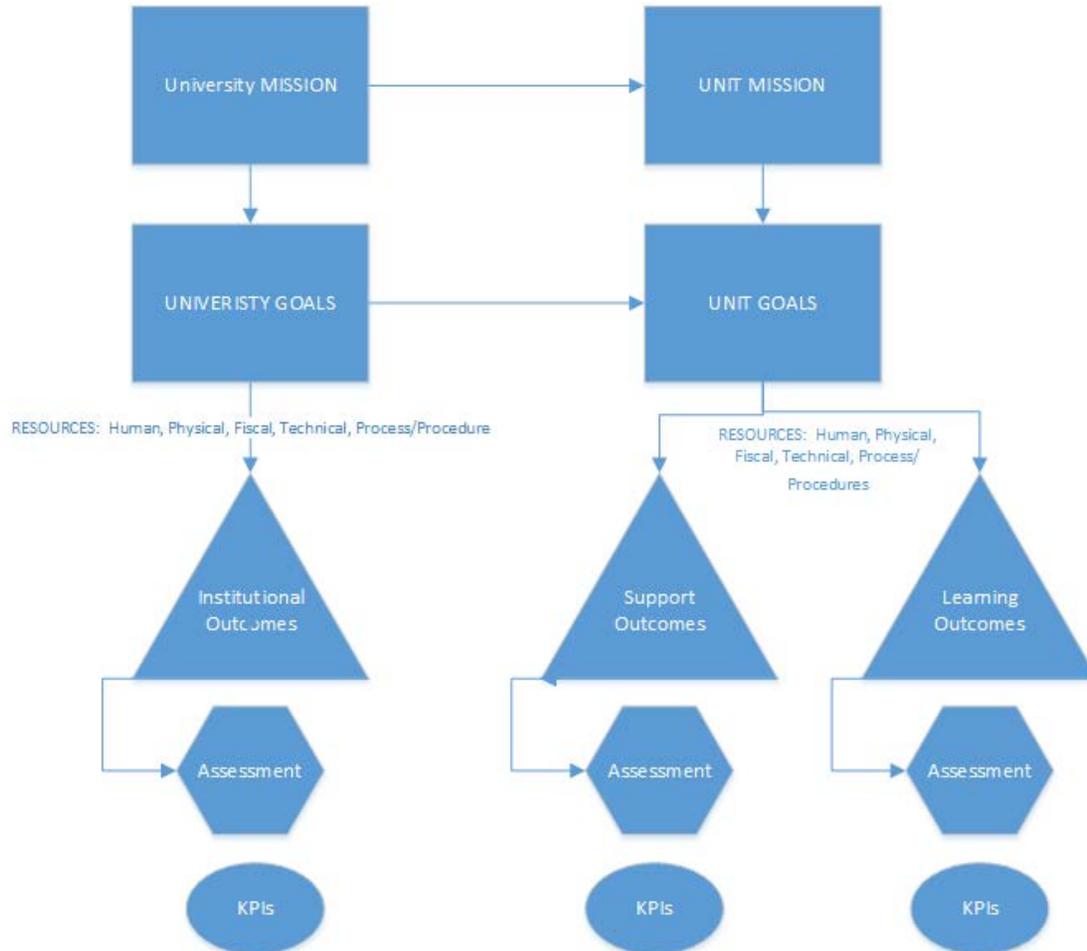
At Gwynedd Mercy University we believe:

- That education is a life-long process that enriches the intellectual, moral and spiritual life of the individual and prepares him/her for an active role in society.
- That a solid liberal arts foundation is the best preparation for life and work
- That the cultivation of compassion, intellectual inquiry, dedication to truth, mercy and justice is essential in improving the human condition.
- That education is a process of transforming oneself and society
- That individual attention in a caring environment promotes learning.

Overall Schemata for Assessment

The University has developed an aligned and coupled system for planning processes, resources and structures. As is evident from Figure 1, the University's mission is connected to unit-level missions, with University goals and unit-level goals flowing to the articulated outcomes. Assessment processes and metrics are used to ensure institutional and unit-level effectiveness. The resource allocation process, which includes investment in human and physical resources as well as fiscal, and technical infrastructure, is responsive to the mission and informed by assessment findings. The assessment outcomes and metrics are articulated at three levels: "institutional," "support" and "learning."

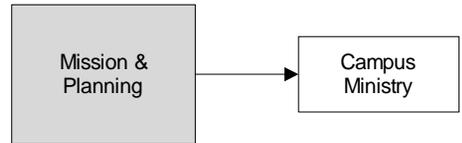
Fig 1, Institutional Effectiveness (IE) Diagram



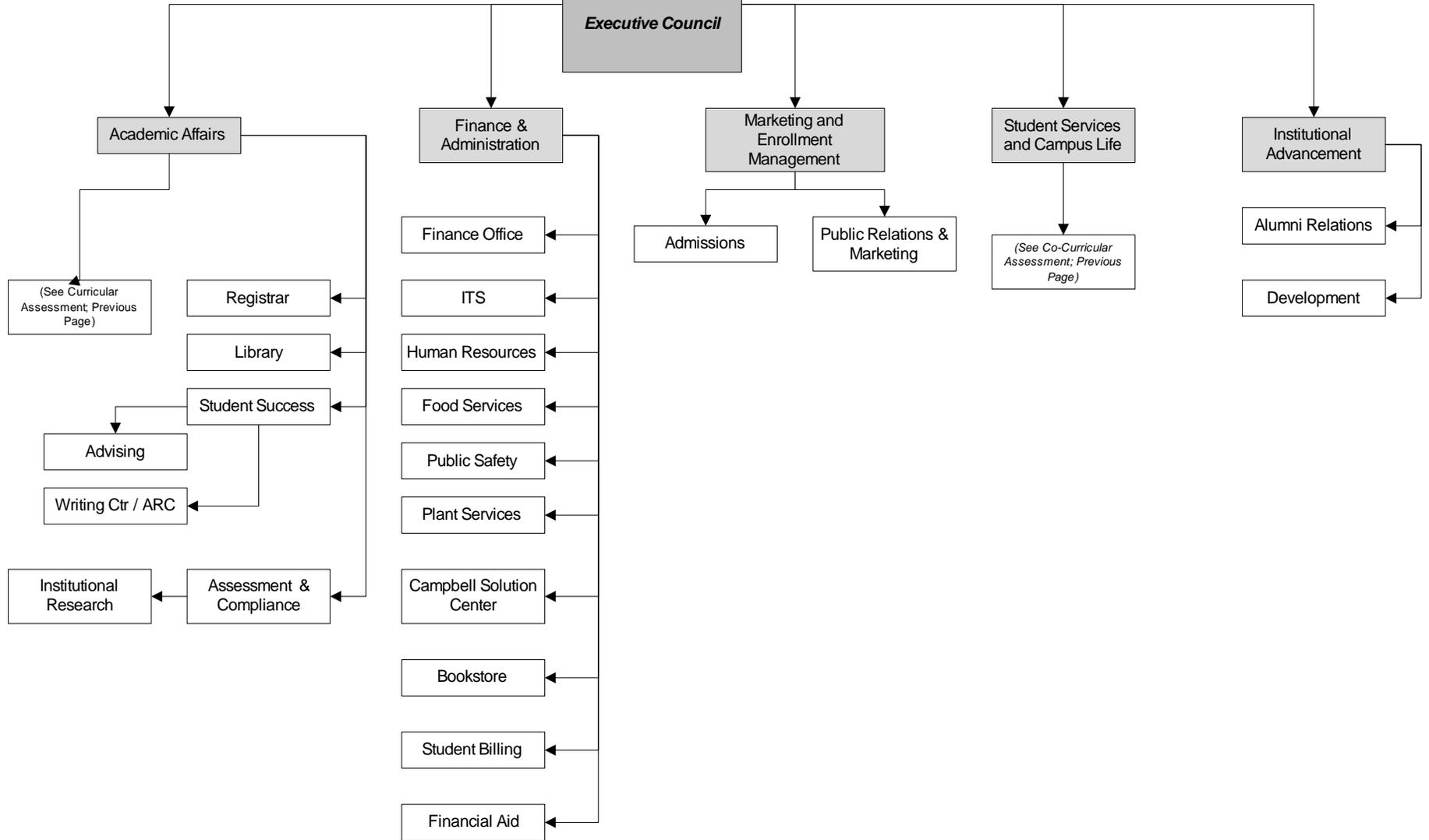
Institutional Outcomes are articulated and assessed through the inter-connected Strategic Plans for the University, which include: University Strategic Plan, Academic Strategic Plan (including School Strategic Plans and Division Strategic Plans), Enrollment Strategic Plan (including Recruitment Strategic Plan and Marketing Strategic Plan), Student Services Strategic Plans (including Division Strategic Plans), Finance Strategic Plan (including Technology Strategic Plan, Campus Master Strategic Plan). *(NOTE: These inter-related plans are under review as part of the 2018 University Strategic Planning Process led by the education consultant, CREDO. This section will be updated in AY2019-2020).*

Support Outcomes are articulated and assessed through the Unit-Level outcomes identified by each Division. These outcomes do not include the Curricular and Co-Curricular Learning Outcomes discussed in the section below. Unit-level outcomes are identified and assessed as part of the units' Annual Report (see Appendix for Annual Report Template). See below matrix for the assessment schemata for all Support Outcomes. *(NOTE: Support Outcomes will be refined as part of the 2018 University Strategic Planning Process led by the education consultant, CREDO. This section will be updated in AY2019-2020).*

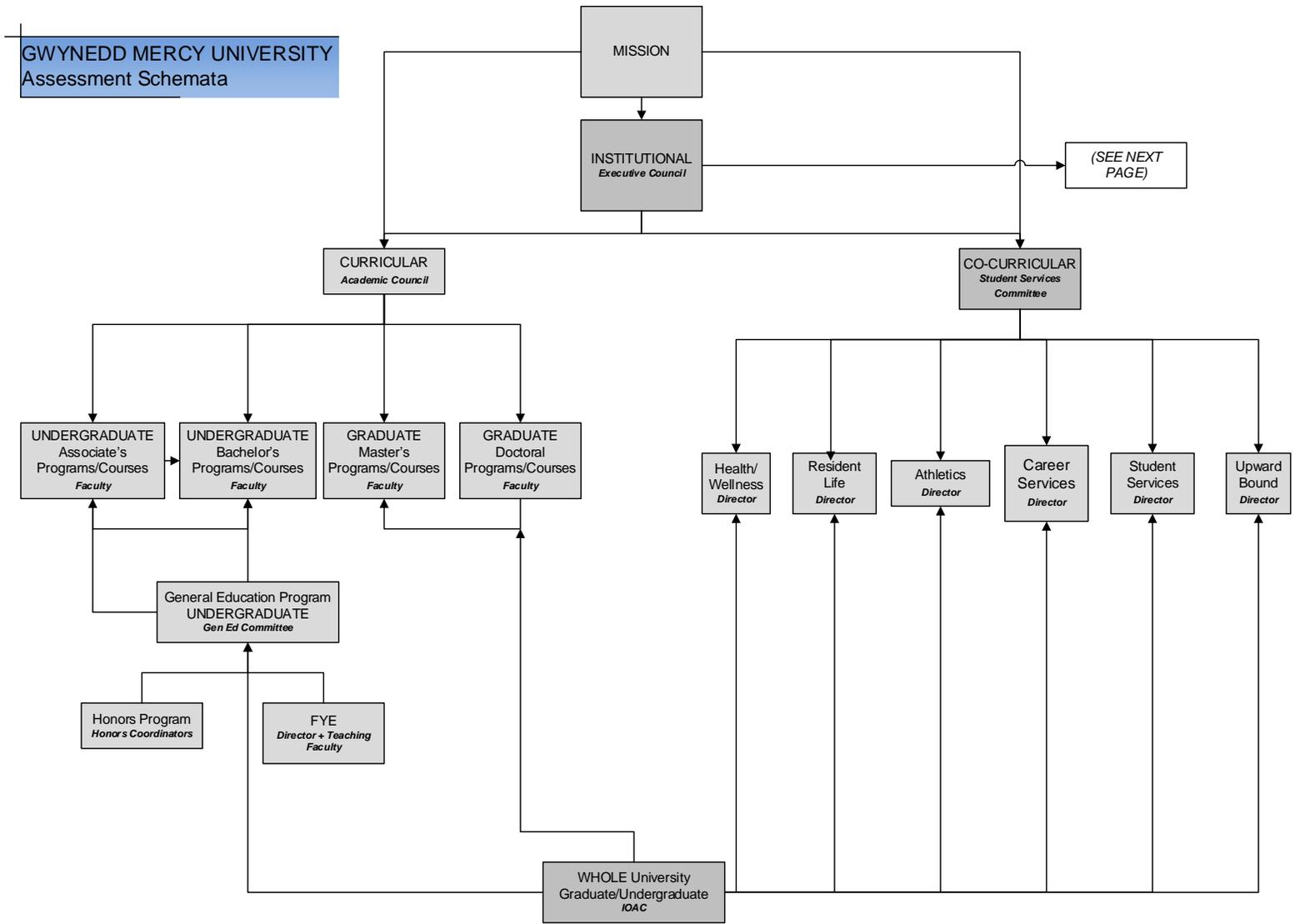
GWYNEDD MERCY UNIVERSITY
Assessment Schemata



INSTITUTIONAL Assessment
Executive Council



Student Learning Outcomes are articulated and assessed by faculty and staff responsible for Curricular and Co-Curricular Programs. See below matrices for the assessment schemata:



Revised 6/08/18

Process for Assessing and Achieving Student Learning Outcomes—Curricular/Academic

Because of the diverse needs and foci of all constituents of the University, and the complex programs/learning, the assessment process should never be bound by one approach or method. Instead of a prescribed product, the process of assessment is an open one, but generally follows the cycle depicted below:



First, the faculty or committee must determine “why” they are assessing the material at hand. In most cases, faculty/staff determine a research question that is connected with the program or course student learning outcomes and that connects with what the committee is most interested in determining about their students’ learning. The Assistant Vice President for Assessment and Compliance, along with members of the Academic Outcomes Committee, serve(s) in the role of consultant and facilitator, providing any necessary models, training or support for the faculty/staff.

The assessment method and collection of direct and indirect evidence is determined after thorough discussion and according to specific timelines. The artifacts are collected and scrubbed of all identifiers. The committee meets to analyze the evidence of student learning. To analyze more systematically, most committees develop a set of rubrics or guidelines. The committee may also choose to consider random samples of the artifacts. Most divide the work between

partners, each assessing the sample separately, before comparing their assessments, in this way encouraging both inter-rater reliability as well as sharing with collegial insight their partner's assessment decisions.

Many of our programs at the University involve extensive accreditation requirements from accreditors other than Middle States. Every effort is made to seamlessly blend these demands with those of the broader assessment process at the University by, when appropriate, combining the two.

Of particular concern is the need to create a comprehensive assessment plan and process that is sustainable and supportable. The guidance provided by Middle States on the best-practice of assessment processes strongly emphasizes that the best practice is to strategically select key learning outcomes, carefully focusing the assessment process, not providing an "overwhelming" level of outcomes, data, and student work.

According to MSCHE:

Plunging immediately into assessing a large number of students on a full range of learning outcomes will overwhelm faculty members and institutional resources. It will produce an overwhelming amount of information that may be impossible to interpret or to use in enhancing a program. It makes more sense to begin with a more limited approach...Just as every outcome need not be measured, it is not necessary to collect data about each student's performance...The Commission is interested in the institution's ability to graduate students with appropriate knowledge, skills and behavior, not in a demonstration that every student was tested. (MSCHE Student Learning Assessment 41)

With every working group engaged in assessment activities, great care has been taken to ensure that the process is reasonably simple for faculty/staff to implement, but also leads to rich discussion regarding the data and possible plans for improvement.

Effort is also made to ensure that all members of the academic community are included in the assessment conversations. For example, adjunct faculty—an essential component of any institution—are invited to participate in the assessment process and are also critical for generously providing the needed artifacts from their classes. At Gwynedd Mercy University, a standing adjunct position is currently in place on the Institutional Outcomes Assessment Committee. Adjunct faculty are invited to attend training/development sessions scheduled for the times/locations—both online and on site—that they can attend. They also have access to the Blackboard learning platform that contains the whole-University links to assessment-related links and examples. Although we are early in our coordination of these efforts, these opportunities for adjunct faculty participation are increasing in numbers.

Students are also a critical component of any analysis of learning. As such, the University community has created "Student Advisory Boards" for two schools: the School of Business and the School of Arts & Sciences. As members of these volunteer boards, students find the opportunity to provide feedback regarding their experiences with the curriculum. The members of the IOAC also invite graduates to participate in focus groups designed to capture perception measures of University-level learning outcomes.

All curricular program faculty create an assessment "plan" every year, decide on appropriate samples of direct/indirect evidence, and then analyze the evidence according to a rubric or alternative process. The faculty is seeking answers to the research question they have identified as the focus for their review of how well the students with the program are learning the identified program learning outcome(s). Most key to this process of assessment is, of course, identifying the strengths and weaknesses of the students' learning within the program, and the articulation of "next steps" for improvements to be made to courses, assignments, pedagogical approaches, sequencing, etc. Program-level assessment results are included in the Annual Report.

Because student learning has long been identified as inseparable from the whole-experience of the student, co-curricular staff also participates in assessment processes. Staff develop learning outcomes that align with the mission and the ULOs of the University. Staff undergo development and training,

creating appropriate and manageable “assessment plans” that involve all student services. Assessment Plans are developed every year. Assessment Reports are submitted as part of the Annual Reporting cycle.

Guiding Principles for Student Learning Outcomes Assessment at Gwynedd Mercy University

The “Guiding Principles” were presented to faculty during the General Faculty meeting (Fall 2011), to members of the Executive Council (Fall 2011), to program faculty and to the Academic Outcomes Committee (Fall 2011). All groups have had the opportunity to provide input for revision.

Purpose:

As part of an integrated, collaborative learning experience, assessment is the ongoing process of systematically gathering, analyzing and interpreting information in order to better understand how well student learning matches our expectations and to improve student learning through changes in pedagogy and curriculum.

Student learning is understood as a complex, contextual and multidimensional process that is non-linear, integrative over time and revealed imperfectly in performance. Our assessment strategies strive to reflect this understanding.

The assessment process is part of the core work of the University. As part of our efforts to positively impact student learning, assessment methods provide diagnostic tools for continual improvement.

Process:

Developed from research and best practices in teaching and assessment methodologies, student learning outcomes assessment results are used to improve teaching and learning (Suskie 2009). The learning outcomes are clearly expressed in our institutional, general education, program and course levels and are uniformly expressed and assessed at all University locations. Faculty and staff are responsible for designing, conducting, reporting and utilizing the results of curricular and co-curricular assessments.

Together with deans, coordinators, and vice-presidents, the Assistant Vice President for Assessment and Compliance will ensure coordination of faculty (adjunct as well as full time) and staff assessment efforts and provide a central collection point for assessment information and results. In addition, the AVP will coordinate information on current scholarship, best practices and research in assessment, professional development and other resources.

Faculty/staff select assessment strategies that meet the following criteria:

- Provide reasonably accurate and useful feedback at the appropriate level of instructional detail and focused on instructional questions of interest to the faculty/staff.
- Emphasize the use of direct evidence that is tangible, visible, self-explanatory and compelling (Suskie).
- Strike a balance between efficient use of time and utilizing multiple, convergent measures whenever possible. Random selection of student work is utilized when sampling is part of the assessment strategy.
- Can be utilized as a teaching tool to communicate clear expectations and provide feedback for students.

Strict confidentiality is maintained for students, staff and faculty to preserve the focus on effective curriculum and instruction. Content and details of student work are not disclosed outside of the assessment process. All results reported to faculty, staff and administrators are in aggregate form, with no individual student identifiers.

Use of Results:

Assessment findings influence, but do not dictate, decisions about course and program goals, curricula, teaching methods and assessment strategies. Decision on substantive changes in curriculum and pedagogy are based on multiple measures collected over several data collection cycles. Aggregate assessment results provide information to the University community and stakeholders about how well the University fulfills its mission. **(Revised 2/24/12)**

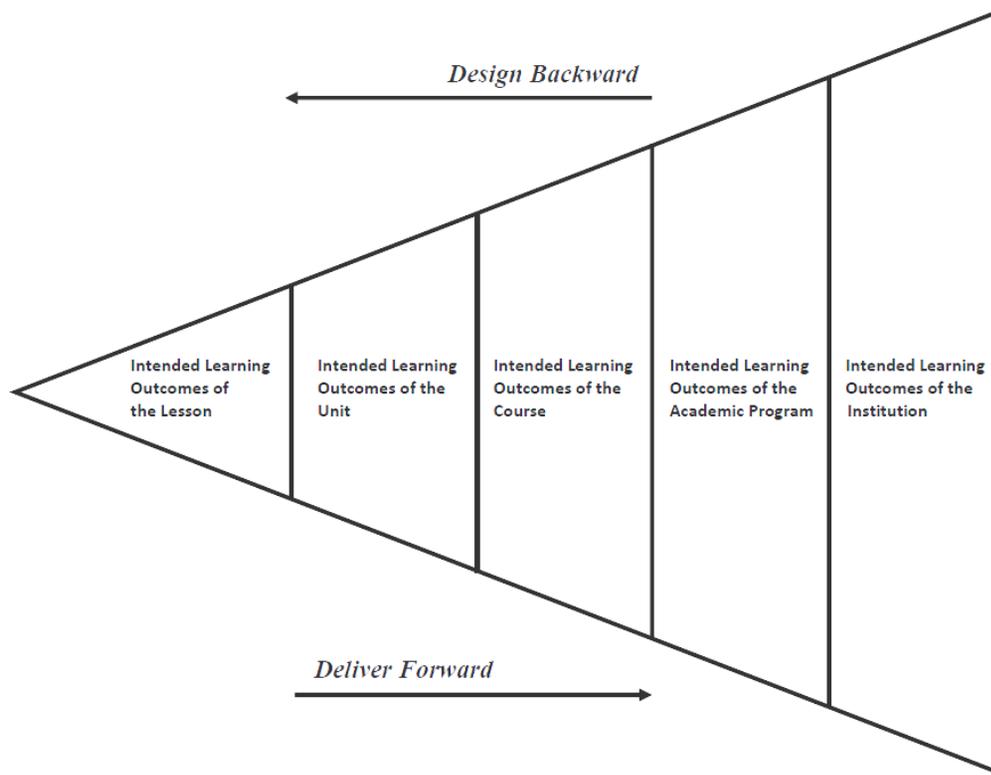
Process for Setting and Assessing Program-Level Student Learning Outcomes --Curricular

The faculty for each program establishes the program-specific learning outcomes. Great care is taken in the formulation of the outcomes so that they capture and express the complex learning expected at the University-level, and that they are expressed in language that consider the following principles:

Checklist for outcomes:

1. Are the outcomes aligned with the mission, vision, values and goals?
2. Do the outcomes clearly describe and define the expected abilities, knowledge, values, and attitudes of graduates of the program?
3. Are the outcomes simply stated?
4. Is it possible to collect accurate and reliable data for each outcome?
5. Taken together, would the indicators associated with the outcomes accurately reflect the key results of the programs, operations, or service offered by your unit or program?
6. Are the outcomes distinctive and specific to the program?
7. Are they stated so that it is possible to use a single method to measure the outcome? Are they stated so that outcomes requiring different assessment methods are not bundled into one statement?
8. Are they stated so that more than one measurement method can be used?
9. Can they be used to identify areas for improvement?
10. Are they written using action verbs to specify definite, observable behaviors?
11. Does the language describe student rather than teacher behaviors?
12. Does the language describe a learning outcome, not a process? (Source: UConn.edu)

Mary Huba and Jann Freed describe in their book, *Learner-Centered Assessment on College Campuses: Shifting the Focus from Teaching to Learning*, an approach for “designing backward and delivering forward” that illustrates the connections the University creates for the whole-University learning outcomes (ie. “communication”) to the program learning outcomes, to those of each course, unit and lesson.



Faculty re-assess each program and revise (if necessary) the “student learning outcomes”, gather, document and analyze direct and indirect evidence from stages of the students’ progress (e.g. beginning to end) with employer and graduation surveys as appropriate—in order to determine if the students’ learning within the program [reveals sufficient accomplishment] meets the established standards of excellence.

Programs with professional accreditation must also demonstrate achievement of student’s learning outcomes, but the timeframe for such processes may be compressed into one year increments—as opposed to five.

In order to satisfy the Pennsylvania Department of Education requirements, the Educational Review Committee requires program faculty to assess all levels of both the School and the school’s programs in five-year cycles. In particular, the programs are assessed for quality, faculty performance, learning outcomes for program students, recruitment and retention efforts, program revenue and cost analysis. These program reports are kept on file with each school’s dean.

Process for Setting and Assessing University-Level and General Education Program Student Learning Outcomes

For Undergraduate Programs:

Program-Level Learning Outcomes (PLOs) for degree-granting undergraduate programs are identified by the appropriate faculty members and program directors. All PLOs are aligned with the Mission and with professional standards, as appropriate. PLOs are assessed annually, with results posted to the Assessment BlackBoard Site and key findings reported to School Deans as part of Annual Reports.

University-Level Learning Outcomes (ULOs) for degree-granting undergraduate programs are approved by General Faculty Vote and assessed by members serving on the General Education Committee, a faculty standing committee. Each School is represented on the committee along with a representative from FYE, the Registrar's office and the VPAA's office. The committee is charged with collecting and analyzing the data pertinent to the students learning as related to the University Learning Outcomes (see Appendix 2 below). Members of the General Education Committee assess the progression of students enrolled in Undergraduate curricula in order to:

1. Ensure the program-specific General Education Curricula include opportunities for students to acquire and demonstrate the following intellectual and practical skills: **information literacy, written and oral communication, quantitative literacy, critical** and creative thinking, teamwork and problem solving, as well as the study of **values, ethics and diverse perspectives (NOTE: Bolded items required by MSCHE)**.
2. Ensure students meet standards at time of graduation.
3. Assess components of the General Education curriculum, including: First Year Experience Program, Honors Program and Capstone Courses.
4. Develop University-wide student learning "action plans" in order to address key assessment findings.

Appendix 2. University Learning Outcomes **Approved by General Faculty vote 03-17-2017*

Continuing at successively higher levels across their college studies, students should prepare for twenty-first-century challenges by gaining or becoming:

1. Knowledge of Human Cultures and the Physical and Natural World

*Through study in the sciences and mathematics, social sciences, humanities, histories, languages, and the arts
Focused by engagement with big questions, both contemporary and enduring*

2. Intellectual and Practical Skills, including

- *Inquiry and analysis*
- *Critical and creative thinking*
- *Written and oral communication*
- *Quantitative literacy*
- *Information literacy*
- *Teamwork and problem solving*

***Practiced extensively**, across the curriculum, in the context of progressively more challenging problems, projects, and standards for performance*

3. Personal and Social Responsibility, including

- *Civic knowledge and engagement—local and global*
- *Intercultural knowledge and competence*
- *Ethical reasoning and action*

- *Foundations and skills for lifelong learning*
Anchored through active involvement with diverse communities and real-world challenges

4. Integrative and Applied Learning, including

- *Synthesis and advanced accomplishment across general and specialized studies*
Demonstrated through the application of knowledge, skills, and responsibilities to new settings and complex problems

5. Immersed in the Critical Concerns of the Sisters of Mercy of the Americas for:

- *Women – Advocating for the lives/rights of women.*
- *Earth – Encouraging sustainable practices*
- *Racism – Urging a dismantling of institutional racism.*
- *Immigration – Supporting persons who have been displaced.*
- *Non-violence – Promoting peaceful discourse/discernment/decision-making.*

For Graduate Programs, Program-Level Learning Outcomes (PLOs) for degree-granting graduate programs are identified by the appropriate faculty members and program directors. All PLOs are aligned with the Mission and with professional standards, as appropriate. PLOs are assessed annually, with results posted to the Assessment BlackBoard Site and key findings reported to School Deans as part of Annual Reports.

Process for Setting and Assessing Co-Curricular Learning Outcomes

Student Services staff align learning outcomes with the mission and identify key program indicators. Staff members develop assessment plans and prepare submitted reports as part of their Annual Reports. Assessment Plans and Reports are posted on the shared Assessment BlackBoard shell.

Process for Setting and Assessing Unit-Level Effectiveness Outcomes

Staff members align unit learning outcomes with the mission and identify key program indicators. Staff members identify the outcomes along with the appropriate assessment as part of their Annual Reports.

Process for Setting and Assessing Institutional Effectiveness Outcomes (TO BE REVISED AFTER 2018 STRATEGIC PLANNING PROCESS)

The University strives for congruence among the strategic plan, service outcomes and learning outcomes (curricular and co-curricular) through the participation by faculty and staff in the strategic planning process as well as their work with faculty teams charged with ongoing evaluation of curricula and programs. The relationship between the use of assessment results and budget resource allocation is facilitated through these participatory strategic planning

and evaluation processes. The broad membership of the Strategic Agenda Stewardship Team (SAST) includes representatives from the Executive Council, administration, faculty, students and staff. The team is charged with the following:

1. Convene regular, open campus meetings (every 6 weeks) to review progress being made on the implementation of the Strategic Agenda.
2. Encourage and challenge those responsible for the implementation
3. Identify obstacles and make recommendations to Executive Council at each meeting
4. Communicate implementation successes and challenges to the campus community
5. Identify which programs in the operational plan will be discussed at each meeting and communicate that to the campus prior to the meeting
6. Prepare an update for the Board of Trustees for the mid-point of the implementation

The team communicates openly and regularly to the entire University community. Beginning in Spring 2012, the team will be additionally responsible for assessing the effectiveness of the institution at meeting its identified strategic agenda goals.

By analyzing the patterns of need identified through the program-level assessment processes, the SAST can more readily determine the types and locations of resource reallocation. The Board of Trustees is critical to this assessment activity and is included and regularly updated in the ongoing analysis.

Institutional strategies, goals and measures related to outcomes assessment are reflected in our Four Strategies for Excellence (1. Distinguish Ourselves in Mercy Education; 2. Put Students First; 3. Be Responsive to Market Forces; 4. Be Wise and Prudent Stewards of all our Resources) and our programs as aligned with the strategies.

APPENDIX A – Assessment Plan Template, Curricular Programs

ASSESSMENT RESEARCH QUESTION:

ASSESSMENT HYPOTHESIS:

University Learning Outcomes (Directions: List ULO #s that align with identified PLOs)	Program Learning Outcomes	Key Courses that ensure that this objective is met.	Evidence (Example: Direct Evidence :Journal Entry or Indirect Evidence: Response to Graduate Survey Question #3)	Assessment Practice (Example Rubric applied to random sample of Final Projects)	Assessment RESULTS (Example: 35 out of 50 students Met or Exceeded Standards on Applied Rubric)	Benchmark (Example: 75% Meet/Exceed Standard)	MET/NOTMET/IN PROGRESS	Changes made as a result of this assessment finding.
ULO1 Knowledge of Human Cultures and the Physical and Natural World								
ULO2 Intellectual and Practical Skills								
ULO3 Personal and Social Responsibility								
ULO 4 Integrative and Applied Learning								
ULO5 Immersed in the Critical Concerns of the Sisters of Mercy of the Americas								

Selected KEY PERFORMANCE INDICATORS (Insert others as appropriate):

Enrollment (#Freshman; #Transfer, External; #Transfer, Internal)	Retention Rate	Graduation Rate	Exit or Graduate Program Satisfaction Survey Results Or IDEA Ratings by Program Results	Employment/Graduate School Rate	Licensure/Certification Rate

APPENDIX B – Assessment Plan Template, Co-Curricular Programs

M	Aspirational Program Outcomes TO BE	Activities that ensure that this objective is met. TO DO	Pulls of Evidence Quantitative and Qualitative Direct/Indirect	TIMELINE	Summarized assessment results	CHANGES made as a result of these findings	Reassessment date Responsible person(s)
<p>ULO1 Knowledge of Human Cultures and the Physical and Natural World</p> <p>ULO2 Intellectual and Practical Skills (inquiry/analysis; critical/creative thinking; written/oral communication; information literacy; quantitative literacy; teamwork and problem solving)</p> <p>ULO3 Personal and Social Responsibility</p> <p>ULO4 Integrative and Applied Learning</p> <p>ULO5 Immersed in the Critical Concerns of the Sisters of Mercy</p>				<p>PLAN DUE:</p> <p>PULLS OF EVIDENCE:</p> <p>ASSESSMENT REPORT DUE:</p>		[EXAMPLE: Change weight of exam; change placement of exam in semester; Modify lecture time allotted for content to reflect areas identified as being difficult for students to master]	

Selected KEY PERFORMANCE INDICATORS (Insert others as appropriate):

Description of Indicator (Example: # Attending)	Benchmark (Example: 100 Students Attend 3-5 Games)	AY Result (Example: 50 Students attended 3-5 games)	MET/NOT MET/ IN PROCESS (Example: NOT MET)	NOTES

Executive Summary of FINDINGS/RESULTS:

APPENDIX C – Assessment Plan Template – Service Units

Mission of Unit: [Describe in 1-2 sentences how the work within your unit helps to support the mission, core values and ensures a positive student experience]

Mission & Values	Service Outcomes <i>[Example: Provide...; Administer...; Ensure...]</i>	Action Steps that ensure that this objective is met.	Measurement [How do you know if successful?]	Results	Responsibility	Cost
<p>Gwynedd Mercy is a Catholic university rooted in the tradition of the Sisters of Mercy.</p> <p>Our learning community prepares students for successful careers and meaningful lives in a global society.</p> <p>As a Mercy University committed to academic excellence, we value: Integrity in Word and Deed Respect for the Dignity of Each Person Service to Society Social Justice in a Diverse World * *With a special focus on the Critical Concerns of the Sisters of Mercy: Earth, Immigration, Racism, Non-Violence, Women</p>	<p>SVO1</p> <p>SVO2</p> <p>SVO3</p> <p>SVO4</p>					
CRITERIA	MEASUREMENT	ACTION STEPS	TIMELINE	RESPONSIBILITY	COST	

(What will be considered successful?)	(How do you know if successful?)	(What needs to be done?)	(When?)	(Who will check on the progress?)	(How much needed?)
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APPENDIX D -- Assessment Report, Curricular and Co-Curricular Programs



ASSESSMENT REPORT

DATE:

COURSE or PROGRAM: (Identify course or program here)

PARTICIPANTS: (List evaluators' names here)

OBJECTIVES: (What was the research question you attempted to answer?)

METHOD AND PROCEDURE: (Summarize the methodology/procedure for the assessment process. Ex: What evidence did you collect? Which classes did you sample? Did you use a rubric? What was your process? Your rationale?)

RESULTS: (State the final outcome(s) of the assessment; summarize the results. **Do the results support your course-level *Student Learning Outcomes***? In what way? Why or why not?)

CONCLUSION: (Provide a brief statement as to whether or not your assessment activity met your objectives. Was your hypothesis supported? What are the implications?)

NEXT STEPS: (What will happen as a result of the findings? How will the assessment results be used?)

APPENDIX D_Rubric Template

Rubric Template

DATE:

ASSESSED BY:

ARTIFACT:

[Insert description of artifact here. Example: 3-5 pages "Article Critique"; first writing assignment in intro-level class]

EVIDENCE: *Direct*

CONTEXT:

[Insert description of "context" here. Example: Assessing as if student were at the "Senior-Level" / Gwynedd Mercy University / Bachelor's Degree]

RESEARCH QUESTION: *[What is the question you are hoping to answer by looking at this artifact?]*

N =

CATEGORY	EXCEEDS STANDARD (3 points)	MEETS STANDARD (2 points)	BELOW STANDARD (0-1 points)
(Insert "category" here)		(Insert description of criteria)	

TALLY

TOTAL: ?/N

(Insert "category" here)		(Insert description of criteria)	
--------------------------	--	----------------------------------	--

TALLY

TOTAL: ?/N

(Insert "category" here)

(Insert description of criteria)

TALLY

TOTAL: ? / N

TOTAL AVERAGE SCORE

Number of students whose "total" score is within the range indicated

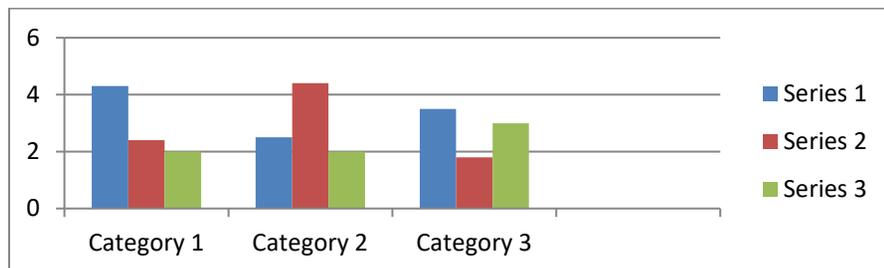
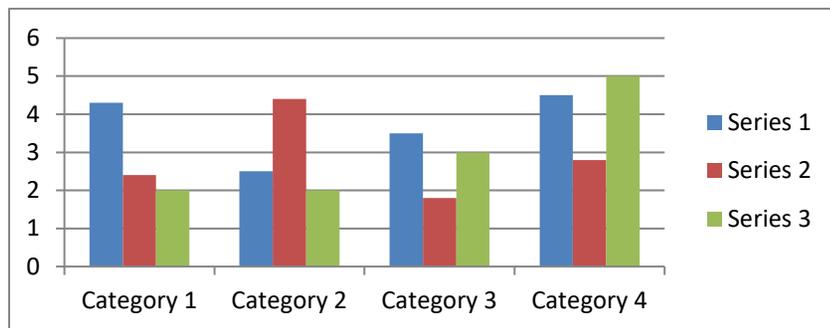
(range of 8-9 points)

(range of 5-7 points)

(range of 0-4 points)

CHARTS of ASSESSMENT RESULTS

[Insert here visual representations of the assessment data]



ANALYSIS: *[Provide narrative of the group's analysis of the results of the data. What does the data mean? What would you change in the assessment process]*

NEXT STEPS: *[Describe what you will do as a result of the information gleaned from the assessment process and the resultant data.]*



Gwynedd Mercy
University

AY2017-2018 ANNUAL REPORT

DATE:

Name of School/Division/Program:

Prepared by:

Significant Achievements/Highlights: *(Include summary of progress made on the past year's short- and long-term goals)*

Significant Challenges: *(Include summary of challenges encountered with the past year's short- and long-term goals)*

Describe how assessment results were used for purposes of improvement (provide evidence of the analysis and use of key indicator or program-level data, identified patterns of student complaints, assessment reports and ERC reviews).

Describe progress (results from measurement) for the SHORT TERM and LONG TERM goals which were previously identified for the AY2016-2017 Annual Report.

Determine and describe 2 SHORT-TERM (new or ongoing) goals (1-3 years):

1.

2.

SHORT-TERM GOAL # 1 (Describe here):

CRITERIA (What will be considered successful?)	MEASUREMENT (How do you know if successful?)	ACTION STEPS (What needs to be done?)	TIMELINE (When?)	RESPONSIBILITY (Who will check on the progress?)	COST (How much needed?)

SHORT-TERM GOAL # 2 (Describe here):

CRITERIA (What will be considered successful?)	MEASUREMENT (How do you know if successful?)	ACTION STEPS (What needs to be done?)	TIMELINE (When?)	RESPONSIBILITY (Who will check on the progress?)	COST (How much needed?)

Determine and describe 2 LONG-TERM (new or ongoing) goals (3-5 years):

1.

2.

LONG-TERM GOAL (new or ongoing) # 1 (Describe here):

CRITERIA (What will be considered successful?)	MEASUREMENT (How do you know if successful?)	ACTION STEPS (What needs to be done?)	TIMELINE (When?)	RESPONSIBILITY (Who will check on the progress?)	COST (How much needed?)

LONG-TERM GOAL(new or ongoing) # 2 (Describe here):

CRITERIA (What will be considered successful?)	MEASUREMENT (How do you know if successful?)	ACTION STEPS (What needs to be done?)	TIMELINE (When?)	RESPONSIBILITY (Who will check on the progress?)	COST (How much needed?)

Provide details demonstrating support for the *Institutional Strategic Agenda* goals:

1. “Be Responsive to Market Forces”
2. “Distinguish Ourselves in Mercy Education”
3. “Steward Wisely our Resources”
4. “Put Students First”

Provide details demonstrating progress toward goals identified by the School, Program or Division Strategic Plan (if applicable):

Executive Summary/Narrative:

Names of All Division Personnel:

NAME	TITLE	STATUS

For Executive Council Use Only

REVIEW AND RESPONSE:

DATE:

APPENDIX F – 5 Year Assessment Schedule, Curricular Programs

5 YEAR ASSESSMENT SCHEDULE ACADEMIC –Student Learning				
YEAR	ERC Assessment for School and Program Effectiveness	Professional Accreditation Self Study NEXT SUBMIT Date	Assessment Program-Level Student Learning	Assessment University-Level Student Learning
2018-2019	School of Business & Education School of GPS	CAEP 2020	All Programs KEY DATA INDICATORS: Enrollment, Retention, Graduation, Employment Rate, Licensure/Certification Pass Rate	Oral & Written Communications Skills
2019-2020	Frances M. Maguire School of Nursing and Health Professions	CCNE 2021 JRCERT 2023 CoARC 2027 ACOTE 2019	All Programs	Quantitative and Scientific Reasoning Skills
2020-2021	School of Arts & Sciences	CSWE (Social Work) 2019	All Programs	Signature Seminars FYE Program Honors Program
2021-2022	School of Business & Education School of GPS	IACBE 2021 CAEP 2020 CACREP 2020	All Programs	Information Literacy Skills Critical Analysis and Reasoning Skills
2022-2023	General Education Program (including: Honors, FYE, Signature	--	All Programs	Values, Ethics, Diversity

	Seminars, Distribution Courses)			
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Appendix G - Co-Curricular Assessment Schedule

5 Year Assessment Schedule Co-Curricular Programs							
DIVISION	AY2018	AY2019	AY2020	AY2021	AY2022	AY2023	AY2024
Athletics	REVIEW		REVIEW		REVIEW		REVIEW
Career Services	REVIEW	REVIEW		REVIEW		REVIEW	REVIEW
Health & Wellness	REVIEW		REVIEW		REVIEW		REVIEW
Residence Life	REVIEW	REVIEW	REVIEW		REVIEW		REVIEW
Student Services	REVIEW	REVIEW		REVIEW		REVIEW	REVIEW

APPENDIX H – SERVICE UNITS ASSESSMENT SCHEDULE

5-YR SCHEDULE SERVICE UNITS							
	AY2018	AY2019	AY2020	AY2021	AY2022	AY2023	AY2024
ACADEMIC AFFAIRS							
Assessment, Compliance & IR	OUTCOMES	REVIEW		REVIEW		REVIEW	
Library	OUTCOMES	REVIEW	REVIEW		REVIEW		REVIEW
Registrar	OUTCOMES	REVIEW		REVIEW		REVIEW	
ARC	OUTCOMES	REVIEW	REVIEW		REVIEW		REVIEW
FINANCE & ADMINISTRATION							
Finance Office	OUTCOMES	REVIEW		REVIEW		REVIEW	
ITS	OUTCOMES	REVIEW	REVIEW		REVIEW		REVIEW
Human Resources	OUTCOMES	REVIEW		REVIEW		REVIEW	

(Food Services)	OUTCOMES	REVIEW	REVIEW		REVIEW		REVIEW
Public Safety	OUTCOMES	REVIEW		REVIEW		REVIEW	
Plant Services	OUTCOMES	REVIEW	REVIEW		REVIEW		
(Bookstore)	OUTCOMES	REVIEW		REVIEW		REVIEW	
Student Billing	OUTCOMES	REVIEW	REVIEW		REVIEW		REVIEW
Financial Aid	OUTCOMES	REVIEW		REVIEW		REVIEW	
(Synergis Education)	OUTCOMES	REVIEW	REVIEW	REVIEW	REVIEW	REVIEW	REVIEW
INSTITUTIONAL ADVANCEMENT							
Alumni Relations	OUTCOMES	REVIEW		REVIEW		REVIEW	
Development	OUTCOMES	REVIEW	REVIEW		REVIEW		REVIEW
MARKETING & ENROLLMENT MANAGEMENT							

Admissions	OUTCOMES	REVIEW	REVIEW	REVIEW	REVIEW	REVIEW	REVIEW
Public Relations & Marketing	OUTCOMES	REVIEW		REVIEW		REVIEW	
MISSION & MINISTRY							
Campus Ministry	OUTCOMES	REVIEW		REVIEW		REVIEW	