

ASSESSMENT  
SUMMARY REPORT:  
STUDENT LEARNING  
OUTCOMES

GWYNEDD MERCY UNIVERSITY

*AY2011 to AY2015*

ASSESSMENT SUMMARY REPORT--ACADEMIC  
AY2011-2012

Legend

Exceeds All criteria met	Meets -1 criteria	Below -2 or more criteria
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ASSESSMENT PROCESS FOR <i>Assessing Student Learning Outcomes</i>						
	College-Level	Program-Level	Course-Level	Use of Results	Communication	Participation Rate
Criteria	1. On Schedule; 2. Faculty-Driven; 3. Plan/Report Complete; 4. Direct Evidence and Indirect Evidence for all programs	1. On schedule 2. Faculty-Driven 3. Plan/Report Complete 4. Both Direct Evidence and Indirect Evidence collected 5. FT and PT 6. # of Programs meets goal set 7. Quality of Reports	1. On schedule 2. Faculty-Driven 3. Plan/Report Complete 4. Both Direct Evidence and Indirect Evidence collected 5. FT and PT 6. # of Courses meets goal set 7. Quality of Reports	1. Next Steps identified 2. Use of Data 3. Changes as result	1. Whole College 2. PT Faculty 3. School-Level 4. Program-Level 5. Student-Level	1. 95%-100% FT Faculty/Staff 2. Includes PT faculty 3. Includes students
AY2011-2012	Communication (Met Criteria 1,2,3,4)	35 (Met Criteria 1,2,3,4,5,6,7)	3 (Met Criteria 1,2,3,4,5,7) Not Met: (6)	(Met Criteria 1, 2, 3)	(Met Criteria 1, 2, 3, 4) Not Met: (5) Note: No systematic communication to students	(Met Criteria 1, 2, 3)
Next Steps: Set more realistic goals for # of courses to assess each year; Create communication tools to use with students: newsletter, course-imbedded communication, student advisory board updates						

College -Level            Yes  
 Program- Level        Yes  
 Course- Level         Yes



				<table border="1"> <thead> <tr> <th>Section</th> <th>Portfolio Assignment</th> <th>Success Rates</th> </tr> </thead> <tbody> <tr> <td>E. Norriton</td> <td>✓</td> <td>80-100% Exeed/Meet</td> </tr> <tr> <td>Main Campus</td> <td>✓</td> <td>80-100% Exceed/Meet</td> </tr> </tbody> </table> <p><b>Conclusion: Comparable</b></p> <p><b>BUS101</b></p> <table border="1"> <thead> <tr> <th>Location</th> <th>Proficient</th> <th>Benchmark Met</th> </tr> </thead> <tbody> <tr> <td>E. Norriton</td> <td>50%</td> <td>No</td> </tr> <tr> <td>Main Campus</td> <td>57%</td> <td>No</td> </tr> </tbody> </table> <p><b>Conclusion: Comparable/ Not Desirable</b> Next Steps: Increase ARC support; Provide placement/remediation for first semester students.</p> <p><b>BUS4000</b></p> <table border="1"> <thead> <tr> <th>Location</th> <th>Simulation Exam</th> </tr> </thead> <tbody> <tr> <td>E Norriton</td> <td>6/9 goals met</td> </tr> <tr> <td>Main</td> <td>7/9 goals met</td> </tr> </tbody> </table> <p><b>Conclusion: Comparable</b> Next Steps: Fine tune course content</p>	Section	Portfolio Assignment	Success Rates	E. Norriton	✓	80-100% Exeed/Meet	Main Campus	✓	80-100% Exceed/Meet	Location	Proficient	Benchmark Met	E. Norriton	50%	No	Main Campus	57%	No	Location	Simulation Exam	E Norriton	6/9 goals met	Main	7/9 goals met
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<p><b>Use of Results</b></p>	<p>IOAC members recommended that additional tutors be hired for CLL locations. Accomplished</p>	<p>The Gen Ed Committee is drafting standards for Writing Intensive and staging larger conversations designed to more effectively articulate the definition for "Distinctive Mercy Graduate"</p>	<p>Insertion of writing quality measures into Academic Plan; VPAA required "Writing Intensive" definition and standards from EPP and Gen Ed Committee.</p>	<p>Provide Placement/ Remediation for ASBA students at CLL locations. Increase ARC support at off-campus locations.</p>																								
<p><b>Communication of Results</b></p>	<p>General Assembly (S2012)</p>	<p>General Assembly Gen Ed Com IOAC</p>	<p>General Assembly Program-level faculty groups IOAC</p>	<p>Program-level faculty School of Business</p>																								

ASSESSMENT SUMMARY REPORT--ACADEMIC  
AY2012-2013

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AY2012-2013	Professional Competency  (Met Criteria 1, 2, 3) Not Met: No direct evidence for some programs such as HIS, ENG, PHI (4)	18  Met Criteria 1,2,3,4,5,6,7	32 +unknown Nursing  Met Criteria 1,2,4,5,6 Not Met: (3) some reports are due in Aug; (7) quality uneven b/c need to incorporate course-level data such as success rates, grade distributions; course SLOs not available for every course	(Met Criteria 1,2,3)	(Met Criteria 1,2,3,4) Not Met: (5) No systematic communication to students	(Met Criteria 1, 2,3)
Next Steps: Develop more thorough course-level assessment that includes "effectiveness" data; Coordinate revisions of course-level SLOs; Set a deadline of end-of-May for all Course Reports; Create an "Assessment Communication Plan"						

College Level Assessment      **Yes**  
 Program Level Assessment      **Yes**  
 Course Level Assessment      **Yes**

2012-2013 Academic Year				
	College-Level	General Education	Program-Level	Course-Level
Summary of Significant Findings	<p>30 out of 34 Programs (88%) were able to provide evidence of satisfactory attainment of "Professional Competency."</p> <p>Of the 4 Programs not able to provide this evidence: 1 Philosophy provided definition; 1 Medical Lab Tech is 2+2 program; 1 program suspended; 1 Psychology program used final examination as best approximation</p>	<p>One of the most significant results of ERC review of program data: The # of Signature Courses are negatively affecting the # of electives offered by key majors.</p>	<p>A&amp;S (Course Assessment Only Year)</p> <p>BUS NUR/HP</p> <p><b>BUSINESS</b> Challenges noted in...</p> <p>Improvements noted in ...</p> <ol style="list-style-type: none"> <li>1. Increased # of internships</li> <li>2. APA formatting and research writing skills due to decision to introduce APA formatting in BUS1010 and for changes made to the assigning smaller projects in BUS321, allowing feedback for each section of the final research project. The results indicated that this yielded better student learning results, with 72% of students achieving at least proficiency, exceeding the</li> </ol>	<p><b>76%</b> Course-level assessments met or exceeded Quality Criteria for assessment (Based on results from rubric applied to current sample May 29, 2013: 16/21; assessment reports are still being turned in)</p> <p>Number of Courses Assessed met Target Goal of <b>100?</b> <b>No</b> (Conclusion: too aggressive target for course assessment; reduce number per academic year, but maintain broad coverage of programs. Focus on the assessment of identified "gateway" courses)</p> <p><b>95%</b> developed appropriate "next steps"</p>

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			<b>NURSING/HP</b> RN to BSN																																		
<b>Use of Results</b>	The IOAC agreed to draft revised criteria for the "Professional Competency" student learning outcome in order to create a more measurable definition.	Gen Ed Committee members redesigning the Gen Ed Program to incorporate a more flexible system of Signature Courses.	<p><b>BUSINESS</b></p> <p>Next Steps: Because the programs were not in separate tracks before 2012, the assessment data is not aggregated by program. For the next assessment cycle, the individual program outcomes for each separate major will be assessed</p> <p><b>NURSING/HP</b></p> <p>RN to BSN:</p>	<p>Abstract / Results</p> <p>*Blue Highlight indicates special focus: <i>online/F2F or accelerated/traditional</i></p> <table border="1"> <thead> <tr> <th>School/Course</th> <th>Highlighted Examples of Assessment Findings</th> <th>One Highlighted Example of an Identified Action Step</th> </tr> </thead> <tbody> <tr> <td colspan="3"><b>A&amp;S</b></td> </tr> <tr> <td>BIO421</td> <td>66% Below For experimental design 66% Met/Exceeded Proper calculations</td> <td>Provide more information stressing difference in experimental design, experimental protocol and the importance of statistical analysis of data</td> </tr> <tr> <td>BIO203</td> <td>63.8%, 90% Mastering Biology question averages compared to non-Mastering Biology averages of 5.9% and 56.7%</td> <td>Continue using the online MasteringBiology resource but re-assess its effectiveness</td> </tr> <tr> <td>BIO107</td> <td>Comparison with/without "case study" assignment: Without: 53% in F2011 earned B or higher With: 83% earned B or higher F2012</td> <td>Intervention considered successful. Because is a service course for Nursing, the case study approach helps students succeed in later nursing coursework.</td> </tr> <tr> <td>CHM151</td> <td></td> <td></td> </tr> <tr> <td>CIS101</td> <td>40% material covered at CLL locations compared to Main Campus. 59% Final Average for CLL 89% Final Average for Main</td> <td>Learning not comparable between campuses/accelerated compared to traditional ; Proposal submitted to VPAA for the CLL course be extended to 7 weeks.</td> </tr> <tr> <td>CIS 4000</td> <td>Portfolio Review Met standards for content Below standards for professional quality</td> <td>Sample size of 1 too small to be generalized.  CIS students to be required to save evidence for their portfolios.</td> </tr> <tr> <td>COM203</td> <td></td> <td></td> </tr> <tr> <td>CRJ220</td> <td>For "Ethics understanding" 20% Exceed 72% Meet 8% Below</td> <td>Devote less time on ethics in course and increase coverage of criminal justice system.</td> </tr> <tr> <td>CRJ326</td> <td>Presentations 92% Exceed/Meet 8% Below</td> <td>No changes recommended</td> </tr> </tbody> </table>	School/Course	Highlighted Examples of Assessment Findings	One Highlighted Example of an Identified Action Step	<b>A&amp;S</b>			BIO421	66% Below For experimental design 66% Met/Exceeded Proper calculations	Provide more information stressing difference in experimental design, experimental protocol and the importance of statistical analysis of data	BIO203	63.8%, 90% Mastering Biology question averages compared to non-Mastering Biology averages of 5.9% and 56.7%	Continue using the online MasteringBiology resource but re-assess its effectiveness	BIO107	Comparison with/without "case study" assignment: Without: 53% in F2011 earned B or higher With: 83% earned B or higher F2012	Intervention considered successful. Because is a service course for Nursing, the case study approach helps students succeed in later nursing coursework.	CHM151			CIS101	40% material covered at CLL locations compared to Main Campus. 59% Final Average for CLL 89% Final Average for Main	Learning not comparable between campuses/accelerated compared to traditional ; Proposal submitted to VPAA for the CLL course be extended to 7 weeks.	CIS 4000	Portfolio Review Met standards for content Below standards for professional quality	Sample size of 1 too small to be generalized.  CIS students to be required to save evidence for their portfolios.	COM203			CRJ220	For "Ethics understanding" 20% Exceed 72% Meet 8% Below	Devote less time on ethics in course and increase coverage of criminal justice system.	CRJ326	Presentations 92% Exceed/Meet 8% Below	No changes recommended
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				ENG105	First Quarter: 28% higher score on post-test than pre-test Second Quarter: 15% higher on post-test than on pre-test	Require ARC session early on for struggling students; increase formative assessments
				ENG230	<i>Exam and Essay Analysis:</i> <i>Online Section</i> 46% (6/13) Exceed 46% (6/13) Met 8% (1/13) Below <i>F2F Section</i> 54% (7/13) Exceed 31% (4/13) Met 15% (2/13) Below	Results were similar between online and F2F student learning outcomes
				HIS2000	Critical Understanding 11% Exceed 51% Meet 38% Below  Demonstrate critical approach 5% Exceed 46% Meet 49% Below	Students expect to rely on memorization and have difficulty recognizing the dynamic nature of historical understanding that allows the past to remain relevant today (quotation from report)... Instructor will present the final exam question to students at the beginning of semester.
				HIS131	Identify/locate primary sources 11.5% Exceed 19.2% Meet 69.2% Below  Identify/locate secondary sources 65.5% Exceed 23.1% Meet 11.5% Below  Prepare a written commentary 63.5% Exceed 7.6% Meet 30.8% Below	Develop new assignments for students to use that help them locate primary sources
				MTH303	Online 86.6%  F2F 90.9%	A small difference, but not statistically significant. Because the online MTH303 had been offered for the first time, and, therefore, may not be fully developed, the next step is to continue the monitoring of the comparison of online with F2F.
				MTH002	Final Exam Questions 41.9% = Below Benchmark for "Solve Quadratic"	Students performed well on straightforward arithmetic computations and its applications. Group did poorly on quadratic



					equation problem. For those students progressing to next math course that requires algebra, these students will need to develop more fully their abstract levels of thinking.	
				PSY100	<p>Assessment of the coverage of content material by all instructors:          Physiology, Cognition, Memory/Learning          100% Meet Expectations          Social          80% Meet          Human Development          60% Meet          Emotion, Personality          20% Meet</p>	<p>Program Director will provide guidelines for new/continuing instructors on what topics should be addressed across the semester and to what extent.</p> <p>Revise course learning outcomes.</p>
				PSY150	<p>Rated PSY 150 1-4 minute Videos</p> <p>Knowledge 66% Meet/Exceed ; 33% Below          Creativity 99% Meet/Exceed          Relevance 99% Meet/Exceed          Script 66% Meet/Exceed; 33% Below</p>	<p>Instructor should continue to provide students with a clear rubric on the req'd contents of the assignment</p> <p>Instructor should provide examples of outstanding videos from prior classes. This will provide more specific and concrete guidance as they prepare their own projects.</p>
				PSY200	<p>Assessment of whether instructors (5 PT, 1FT) collective group of exams addressed each of the four major aspects of development (physical, cognitive, emotional and psychosocial) across eight stages of human development (prenatal, infancy, early childhood, middle childhood adolescence, young adulthood, middle adulthood, late adulthood).</p> <p>Results indicate that the majority of instructors addressed emotional and psychosocial issues across most of the age ranges (with some minor deficits), whereas most failed to address physical and cognitive development across the lifespan</p>	<p>Program Director provide guidelines for new and continuing instructors on the overall topic areas to be addressed throughout the semester</p> <p>Program Director will discuss the issue that Education majors do not currently take PSY100 with the Dean of School of Education to determine if (1) education majors should be required to take PSY100, and/or (2) all education majors can be put in a specific section of PSY200 which is tailored to their knowledge level in this area.</p>
				PSY314		
				SOC201	<p>Students write positive, measurable time limited treatment plans:          83% Exceed/ Met          17% Below</p>	<p>Recommend providing additional time to assure students understanding the importance as well as the process of measurable treatment goals.</p>
				ARC		

				*Math Modules	Pretest 36% average score Posttest 77% average score	Develop a longitudinal study of student success rates after Math Modules.
				*Writing Center	Students unable to recognize terms such as coherence, syntax, unity and voice. Consistently confused references to the "writing Process as synonymous with the "tutoring process".	Develop a more comprehensive training program for the tutors stressing the writing process
				<b>BUS</b>		
				BUS101	APA Assessment 44% Mastery 28% Proficient 0% Approaching 22% Unacceptable  Writing Assessment 0% Mastery 0% Proficiency 28% Approaching 72% Unacceptable	Increase # of whole-class reviews of APA formatting  Break research paper into multiple, smaller assignments so that students will be able to improve in each area as the semester continues instead of relying on a single summative assessment of the final research paper.
				<b>EDU</b>		
				EDU100	Assessment of Writing Mechanics 0% Exceed 25% Meet 75% Below  Content 50% Exceed 50% Meet 0% Below  Structure 13% Exceed 75% Meet 13% Below  Overall 0% Exceed 88% Meet 13% Below	Undergraduate faculty are participating in the college's WAC initiative and are implementing specific strategies culled from the college-level writing workshops
				SPE205	Before/After ARC Support  Before Arc: 0% Exceed Mechanics; 20%	Let ARC know of the results in improvement in "mechanics." However, not a similar increase in the qualities of "structure."

				Meets; 80% Below After ARC: 60% Exceed Mechanics; 40% Meets; 0% Below	
				EDU601 APA formatting 86% Exemplary  Methodology, Analysis 100% Exemplary	Continue to refine instructional approaches to teach APA formatting
				EDU583 70% exceed/meet expectations for Literature review	Modify the course to require a capstone project rather than a literature review.
				EDU581 Service Plan met expectations <i>75% satisfactory job of identifying the pros and cons of inclusion, describing the Gaskin Agreement, and identifying the principles of IDEA 04.</i> <i>25% somewhat successful job meeting the various learning outcomes</i>	No changes recommended
				<b>NUR/HP</b>	
				*See NUR/HP Assessment Plan & Report	
<b>NEXT STEPS/ TO DO</b>	1. Revise University ULOs	1. Reduce # of Signature Courses 2. Define DMG 3. Define and implement "Writing Intensive" 4. Begin Writing Across the Disciplines initiative 5. Support E-Portfolio use within Gen Ed Program courses to help with assessment process			
<b>Communication</b>	General Assembly (S2013)	Response to ERC and VPAA (F2013)	School Meetings/ Deans and Faculty	School & Division meetings	

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AY2013-2014	<b>Leadership</b>  (Met Criteria 1, 2, 3, 4)	<b>18</b>  Met Criteria 1,2,3,4,5, ,7 Not Met 6 (NUR program assessment reports not complete by deadline)	<b>20 +unknown Nursing</b>  Met Criteria 1,2,4,5,6 Not Met: 7 (course SLOs not available for every course)	(Met Criteria 1,2,3)	(Met Criteria 1,2,3,4) Not Met: (5) No systematic communication to students	Met

Next Steps	
University Level Assessment	<b>Yes</b>
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Course Level Assessment	<b>Yes</b>

2013-2014 Academic Year																						
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<p><b>Summary of Significant Findings</b></p>	<p>Review of the PLOs revealed only 7/34 (21%)academic undergraduate programs indicated clearly articulated learning outcomes aligned with ULO for “Leadership”</p> <p>Student perception indicator (SLRS results) indicated that University weighted averages were at or above the national weighted averages</p> <p>“Service” is not required in our existing academic programs.</p>	<p>(No assessment due to efforts toward complete revision of Gen Ed Program. Gen Ed Taskforce attended the AAC&amp;U General Education and Assessment Institute in Vermont and designed new structure for Gen Ed Program)</p>	<p>HIS/BIO/CIS/HUM/PSY/PHI/COM/CRJ/LLFA—No Program-Level Assessment required, only Course-Level</p> <p>ENG and MTH: Developmental ENG and MTH Success rates of students were examined. Findings: 84% Success Rate of Deve Students in College Level ENG</p> <p>81% Success Rate of Non-Dev Students in College level Eng</p> <p>65% Success Rate of Dev Students in College Level MTH</p> <p>81% Success Rate of DevStudents in College Level MTH</p> <p>BUS—Preparation for IACBE Self Study</p> <p>EDU— ERC Program Review Year</p> <p>NUR/HP-</p>	<p>Abstract / Results</p> <table border="1"> <thead> <tr> <th>School/ Course</th> <th>Highlighted Examples of Assessment Findings</th> <th>One Highlighted Example of an Identified Action Step</th> </tr> </thead> <tbody> <tr> <td colspan="3"><b>A&amp;S</b></td> </tr> <tr> <td>ENG050</td> <td>Student Success Rates 84% of Developmental Students are successful in College Level ENG – compared to 81% of Non-Developmental Students</td> <td>Determine if students who did not continue to College-Level ENG course were retained by college</td> </tr> <tr> <td>HIS131</td> <td><u>For Assignment A,</u> <i>(Section DA): Only 8 out of 11 (72.7%) students completed this assignment, with the following results: 1= 6; 2=5; 3=5; 4=5.</i> <i>(Section EA): Only 3 out of 7 (42.8 %) students completed this assignment with the following results: 1=0; 2=2; 3=2; 4=3.</i> <u>For Assignment B,</u> <i>(Section DA): Only 10 out of 11 (90.9%) students completed this assignment, with the following results: 1=10; 2=5; 3=10; 4=7; 5=8; 6=7; 7=6; 8=7.</i></td> <td>The assessment results obtained from these particular activities indicate that greater emphasis must be placed upon making students aware of the value of and the need to locate and effectively use historical sources. 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				BIO251 /251L	Item analysis of Exam 1 indicated that topics of "Meiosis"(50% of students successfully answer) "epistasis"(58.3% success) and "Polygenic Inheritance" (50% success) were the only ones with lower than 70% success rates.	Grant more review time of topic of meiosis along with the genetics problems. Instructor needs to re-evaluate the pacing of the material in the course to ensure that content in the fourth quarter of the class is not rushed due to lack of time or cancellations due to weather.
				CIS	**No Report due to staffing changes	
				SOC201	Four question Likert scale questionnaire administered at the end of the semester seems to indicate strongly that guest speakers were very helpful in helping students understand the field and feel certain about their choice of the major. Listening to fellow students talk about their brief field experiences was also useful, but not as strongly as the guest speakers. Open comments all indicate that the students found the class useful and enlightening on the human service field.	Since the data collected was basically positive, the information will be used to reinforce teaching methods presently used.  Possibly add some structure to the student presentations to make them equally useful to the guest speakers.
				MTH050	Student Success Rates 65% of Dev Students success in College Level MTH compared to 81% Success Rate for Non-Dev Students	Students seem to be waiting more than one semester before taking next MTH course. Advisors should encourage taking course s in very next semester
				PSY211	100% of students met or exceeded the criteria for Critical Concepts (60% met, 40% exceeded) and 100% met or exceeded the criteria for Critical Thinking (40% met, 60% exceeded). The three faculty reviewers agreed that the majority of students appeared to understand the assignment clearly and put effort into a thoughtful and accurate report.	Based on the results of the PSY 211 assessment, the faculty has agreed that the assignment should continue, and that this is one means of promoting student engagement with course content both in and outside of the classroom.
				COM400	The results showed that students were better at crafting a single story than understanding their beat as a whole. Learning the beat may require more consistent effort than most were willing to put in. The did not cultivate wide sets of sources or pay continuing attention to what was happening on the beat and subsequently had a hard time coming up with story ideas to pitch at editorial meetings. This difficulty was then reflected again in their responses to the question	From the results of this assessment, future instructors may wish to consider how to compel deeper involvement between students and their beat. This might include more exercises in story origination. It also might include a stronger editorial hand by the professor in terms of assigning stories he considers most important and worthwhile over driving them to toward self-motivation which may be lacking among students. It could also include a step-by-step approach in which students do more

				<p>about current issues on the beat in the final brief. However, once assigned a story, students were competent in reporting it and posting it to the website often with photo illustration.</p> <p>reporting exercises prior to filing the first story and/or start with a profile of a key figure on the beat.</p>
				<p><b>CRJ</b>      **No Report</p>
				<p><b>BUS</b></p>
				<p>**Preparation for IACBE Review</p>
				<p>SEE IACBE Assessment Report</p>
				<p><b>EDU</b></p>
				<p>**NA—No Course-Level Assessment during ERC Review year</p>
				<p><b>NUR/HP</b></p>
				<p>*SEE NUR/HP Assessment Plan &amp; Report</p>
<b>Use of Results</b>	<p>IOAC revised the ULO for leadership</p> <p>IOAC will establish a standing focus group for exiting seniors.</p> <p>IOAC will continue to refine and revise the remaining ULOs</p> <p>IOAC is clarifying criteria for “Service and civic learning”</p>	<p>Replace the Signature Courses with Signature Seminars</p> <p>Conduct training of faculty regarding Writing Intensive</p>		
<b>NEXT STEPS / TO DO</b>	<ol style="list-style-type: none"> <li>1. Establish a standing focus group for graduating seniors</li> <li>2. Revise the ULOs to reflect current emphases and degree-levels</li> <li>3. Support design of an institution-wide E-Portfolio system so can collect</li> </ol>	<ol style="list-style-type: none"> <li>1. Assess the newly designed Signature Seminar</li> <li>2. Continue conversations describing DMG and assess at 1<sup>st</sup>,</li> </ol>	<p>Refine Program Level Data Reports so that quantitative information is more easily tracked.</p>	

	evidence for all ULOs	mid- and end points for students' perceptions  3. Assess "Writing Intensive" standards as applied to Sig Seminars  4. Investigate E-Portfolios		
<b>Communication</b>	General Assembly Spring 2014	General Assembly S2014  School Meetings  SAST	School Meetings	



ASSESSMENT SUMMARY REPORT -- ACADEMIC

AY2014-2015

Legend

Exceeds All criteria met	Meets -2criteria	Below -3or more criteria
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ASSESSMENT PROCESS FOR <i>Assessing Student Learning Outcomes</i>						
	University-Level	Program-Level	Course-Level	Use of Results	Communication	Participation Rate
Criteria	1. On Schedule; 2. Faculty-Driven; 3. Plan/Report Complete; 4. Direct Evidence and Indirect Evidence for all programs	1. On schedule 2. Faculty-Driven 3. Plan/Report Complete 4. Both Direct Evidence and Indirect Evidence collected 5. FT and PT 6. # of Programs meets goal set 7. Quality of Reports	1. On schedule 2. Faculty-Driven 3. Plan/Report Complete 4. Both Direct Evidence and Indirect Evidence collected 5. FT and PT 6. # of Courses meets goal set 7. Quality of Reports	1. Next Steps identified 2. Use of Data 3. Changes as result	1. Whole College 2. PT Faculty 3. School-Level 4. Program-Level 5. Student-Level	1. 95%-100% FT Faculty/Staff 2. Includes PT faculty 3. Includes students
AY2014-2015	"Moral and Ethical Reasoning" MET: 1, 2, 3, 4	MET: (1, 2, 4)  NOT MET: (5)insufficient involvement of PT faculty; (3, 6) NUR and EDU reports incomplete	MET: 1, 2, 4, 5, 6, 7  NOT MET: 1, 3	MET: 1, 2, 3	MET: 1, 3, 4  NOT MET: 2, 5	MET: 1, 2  NOT MET 3
Next Steps: Find a software company that can help with collecting/reporting data for EDU and NUR programs and courses						
University Level Assessment	<b>Yes</b>					
Program Level Assessment	<b>Yes</b>					
Course Level Assessment	<b>Yes</b>					

2014-2015 Academic Year																																					
	University-Level	General Education	Program-Level	Course-Level																																	
<p><b>Summary of Significant Findings</b></p>	<p>“Moral and Ethical Reasoning”</p> <p>DIT2 Results: From Capstone courses</p> <p>Students tested at higher levels for moral/ethical reasoning skills than national means:</p> <p><b>DIT2 RESULTS:</b></p> <p><b>GMercyUMean</b> N=19 38.94</p> <p><b>Nat’l Mean for Seniors</b> N=12207 35.97</p> <p>Pattern analysis of data gathered from 111 Faculty/Staff indicated the following frequencies of common descriptors:</p>	<p>AAC&amp;U Plan for Revision of Gen Ed Program – Progress to-date <i>Exceeds Standards</i></p> <p>Writing Intensive Definition – Rubric developed</p> <p>Signature Seminars— Rubric developed</p> <p>FYE Assessment – National data compiled and reviewed to determine if University FYE structure is aligned. Conclusion: Yes</p> <p>Distinctive Mercy Graduate – Assessment results from qualitative review of data by DMG Taskforce members identified the following qualities:</p> <p>Seeing the Need (recognition, not blind, not averting your eyes)</p> <p>Justice (economic justice, social responsibility, diversity)</p> <p>Action (Mercy isn’t about what we believe, it is about what we do; practice in field, serve locally, advocate globally)</p> <p>Relational (Care of all creation “we belong to ourselves, yet we belong to others”; care for</p>	<p><b>BIO/CIS/COM/CRJ/ENG/HIS/HUM/MTH/PHI/PSY/LLFA</b>—All programs assessed as part of ERC Review for Program Effectiveness</p> <p><b>BUS</b>—Assessment Plan for Program-level learning outcomes was completely re-designed based on new IACBE guidelines and requirements. IACBE reviewed and accepted the revised assessment plan. IACBE reaccreditation achieved (7 years)</p> <p><b>EDU</b>—All programs established revised assessment plans that were more completely aligned with PDE competencies in preparation for the PDE Major Review.</p> <p><b>HP</b>— RadTech – Licensure Rates and Employment Rates MET standards</p> <p>RadTherapy—Licensure Rates and Employment Rates MET Standards</p> <p><b>NUR</b>—The ASN monitoring report was accepted by ACEN; The Systematic</p>	<p>Abstract / Selected Results</p> <table border="1"> <thead> <tr> <th>School/ Course</th> <th>Highlighted Examples of Assessment Findings</th> <th>One Highlighted Example of an Identifying Action Step</th> </tr> </thead> <tbody> <tr> <td colspan="3"><b>A&amp;S</b></td> </tr> <tr> <td></td> <td>**NA—Course-Level assessment not required due to Program-Level Review Process for Education Review Committee</td> <td></td> </tr> <tr> <td colspan="3"><b>BUS</b></td> </tr> <tr> <td></td> <td>**NA—Course-Level assessment not required due to Program-Level Review Process for IACBE</td> <td></td> </tr> <tr> <td colspan="3"><b>EDU</b></td> </tr> <tr> <td></td> <td>**NA—Course-Level assessment not required due to preparation of Program-Level Assessment Plans for PDE</td> <td></td> </tr> <tr> <td colspan="3"><b>NUR/HP</b></td> </tr> <tr> <td></td> <td>*SEE NUR/HP Assessment Plan &amp; Report</td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> </tr> </tbody> </table>	School/ Course	Highlighted Examples of Assessment Findings	One Highlighted Example of an Identifying Action Step	<b>A&amp;S</b>				**NA—Course-Level assessment not required due to Program-Level Review Process for Education Review Committee		<b>BUS</b>				**NA—Course-Level assessment not required due to Program-Level Review Process for IACBE		<b>EDU</b>				**NA—Course-Level assessment not required due to preparation of Program-Level Assessment Plans for PDE		<b>NUR/HP</b>				*SEE NUR/HP Assessment Plan & Report							
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		<p>others) Key Qualities (courage, persistence, wisdom, respect, joy, compassion, pragmatic)</p> <p>25% of graduating students' answers regarding the DMG MET Standards.</p>	<p>Evaluation Plan was revised to include more precise assessment evidence and benchmarks;</p>	
<p><b>Use of Results</b></p>		<p>Writing Intensive: Rubric will be applied to courses submitted as Sig Seminars beginning in F2015 ; Faculty were provided training on writing intensive practices (Writing Across Disciplines) through the Mini Grant applied for and won. Regionally recognized expert provided a training session for 40 faculty members. 2 follow-up sessions scheduled for June and August</p> <p>Signature Seminars: Rubric is being designed</p> <p>Distinctive Mercy Graduate: The results from the assessment process are being used to further develop and norm description of DMG. FYE will be redesigned to more carefully incorporate the DMG.</p>		

<p><b>NEXT STEPS/ TO DO</b></p>	<p>1. Revise ULOs establishing clearer criteria for “exceed standards” for degree levels (associates, bachelors, masters, doctoral) 2. MISSION: Set up meeting between IOAC and Mercy &amp; Values Committee to discuss alignment of ULOs with Mission/Mercy VALUES. 3. Investigate institution-wide adoption of E-Portfolios</p>	<p>1. Investigate program adoption of E-Portfolios for assessment of Gen Ed PLOs 2. Continue conversations and story-sharing around “Distinctive Mercy” 3. Continue with implementation of Writing Intensive requirements and creation of Graduate Seminar. Assess effectiveness in AY2016-2017 4. Revise Gen Ed PLOs to reflect the newly revised structure/writing standards</p>	<p>1. <b>NUR:</b> a.) Hire a temporary PT staff position to assemble the data . b.) Establish a faculty member as the Director for NUR Assessment and Compliance . c.) Refine the Course Information tool to help streamline the information and condense the time needed to fill out the information. d.) Operationalize an out-sourced Program-Level Graduate, Alumni, Employer Survey instrument (Investigating vendor: EBI) <b>HP:</b> Collect the assessment information submitted to Program-Level Accrediting Agencies 2. <b>A&amp;S:</b> ERC Review 3. <b>EDU:</b> All Campuses: Operationalize the newly revised EDU Program-Level assessment plans beginning this Aug 2015 EDU: 4. <b>GPS ONLINE:</b> Establish Online Assessment Taskforce to create an ONLINE Program Assessment Plan and Report due May 2016 5. <b>BUS:</b> a.) Refine and collect the Course-Level</p>	
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			<p>Learning Outcomes. b.) Establish Curriculum Maps for BUS programs</p> <p>6. <b>MISSION:</b> Set up meetings with program directors and Mission &amp; Values Committee to discuss alignment of PLOs with MISSION/Mercy VALUES</p> <p>7. Increase involvement with PT faculty through newsletters, inclusion in assessment activities</p>	
<p><b>Communication</b></p>	<p>Gen Assembly S2015</p> <p>Academic Committee of the Board S2015</p> <p>Board of Trustees S2015</p>	<p>Gen Assembly S2015</p> <p>Academic Committee of the Board S2015</p> <p>Board of Trustees F2014</p> <p>School Meetings S2015</p>	<p>School Meetings</p>	

ASSESSMENT SUMMARY REPORT -- ACADEMIC

AY2015-2016

Legend

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Next Steps: Refine and revise the assessment schedule and processes for all program-level assessment and course-level assessment						
University Level Assessment	<b>Yes</b>					
Program Level Assessment	<b>Yes</b>					
Course Level Assessment	<b>Yes</b>					

2015-2016 Academic Year																													
	University-Level	General Education	Program-Level	Course-Level																									
Summary of Significant Findings	<p>Mission Assessment Findings: 66% of undergraduate programs specifically articulated a Mercy-related learning outcome; 60 % of graduate programs</p> <p>Revising year for ULOs. Drafted new ULOS for faculty review and vote</p>	<p>The goal of the General Education program is to create a “Distinctive Mercy Graduate”.</p> <p>The FYE course was reworked to more completely include Distinctive Mercy discussions and assignments. Results from assessment of redesigned FYE end assignment essays: 100% of FYE students submitting essays were able to identify the Distinctive Mercy Graduate</p>	<p>PHL—Comparison of enrollment with SEPCHC consortium indicates that all programs in the region have declined in enrollment.</p> <p>HUM—Rubric applied to portfolios. Results: MET standards</p> <p>EDU Programs— Results of Major Review by PDE: All Undergraduate Programs APPROVED.</p> <p>Graduate Programs APPROVED <i>MS Special Education-- PENDING</i></p> <p>NUR Programs— Submitting Self Study for CCNE</p>	<p>Abstract / Results</p> <table border="1"> <thead> <tr> <th>School/ Course</th> <th>Highlighted Examples of Assessment Findings</th> <th>One Highlighted Example of an Identified Action Step</th> </tr> </thead> <tbody> <tr> <td colspan="3"><b>A&amp;S</b></td> </tr> <tr> <td>SCI4000</td> <td> <p><b>Assignment 3. Response to prompt: “What responsibilities do mining companies have toward their investors, their employees and the general public?”</b></p> <p>Seven papers were scored for this assessment. The results appear in Table 3 and in Figure 3. The standard for mastery</p> <table border="1"> <thead> <tr> <th></th> <th>Ex ce pt io na l</th> <th>Ac ce pt abl e</th> <th>M ini m al</th> </tr> </thead> <tbody> <tr> <td>Recognizes ethical implications</td> <td>4</td> <td>3</td> <td>0</td> </tr> <tr> <td>Discusses ethical implications</td> <td>3</td> <td>4</td> <td>0</td> </tr> <tr> <td>Relates ethical implications to Mercy values and the critical concerns of the Sisters of Mercy</td> <td>0</td> <td>1</td> <td>7</td> </tr> </tbody> </table> <p>was met for the first two criteria, but not for the third.</p> </td> <td> <p>In the future, assignments in SCI4000 will be made with specific and detailed directions for addressing the ethical dimensions of the issue early in the semester. As the semester progresses, the directions will become less specific and detailed, but the expectations will remain. In this way, students will be encouraged to look for ethical implications without prompting.</p> </td> </tr> </tbody> </table>	School/ Course	Highlighted Examples of Assessment Findings	One Highlighted Example of an Identified Action Step	<b>A&amp;S</b>			SCI4000	<p><b>Assignment 3. Response to prompt: “What responsibilities do mining companies have toward their investors, their employees and the general public?”</b></p> <p>Seven papers were scored for this assessment. The results appear in Table 3 and in Figure 3. The standard for mastery</p> <table border="1"> <thead> <tr> <th></th> <th>Ex ce pt io na l</th> <th>Ac ce pt abl e</th> <th>M ini m al</th> </tr> </thead> <tbody> <tr> <td>Recognizes ethical implications</td> <td>4</td> <td>3</td> <td>0</td> </tr> <tr> <td>Discusses ethical implications</td> <td>3</td> <td>4</td> <td>0</td> </tr> <tr> <td>Relates ethical implications to Mercy values and the critical concerns of the Sisters of Mercy</td> <td>0</td> <td>1</td> <td>7</td> </tr> </tbody> </table> <p>was met for the first two criteria, but not for the third.</p>		Ex ce pt io na l	Ac ce pt abl e	M ini m al	Recognizes ethical implications	4	3	0	Discusses ethical implications	3	4	0	Relates ethical implications to Mercy values and the critical concerns of the Sisters of Mercy	0	1	7	<p>In the future, assignments in SCI4000 will be made with specific and detailed directions for addressing the ethical dimensions of the issue early in the semester. As the semester progresses, the directions will become less specific and detailed, but the expectations will remain. In this way, students will be encouraged to look for ethical implications without prompting.</p>
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				CIS	(Search for Primary Professor)	
				Criminal Justice	xx% Employment Rate	Continue to monitor
				COM	(Revised Course Learning Outcomes)	
				HIS	(Revised Course Learning Outcomes)	
				ENG	(Revised Course Learning Outcomes)	
				HUM	Rubric Applied to Portfolios XX% MEET Standards	Continue to monitor
				PSY435	Findings from the PSY 435 assessment suggested that both supervisors (N=3) and students (N=3) felt that the experience was meaningful and worthwhile. Overall, supervisors indicated the students demonstrated a high level of responsibility, commitment and professionalism, and students indicated that the experience enhanced their learning and professional development.	The data from this assessment supports PSY 435 as an important student experience. To ensure successful continuation of the program, however, PSY 435 should be listed as a regular course with an adjunct faculty member hired to recruit, coordinate, facilitate, and supervise students as they seek out and complete their practicum experience.
				BUS		
					(Revised Course Learning Outcomes) SEE Assessment Plan for IACBE	
				EDU		
					SEE Major Review Results for PDE	
				NUR/HP		
					SEE NUR/HP Assessment Plan & Report	
<b>NEXT STEPS</b>	Continue asking Program Directors to refine the PLOs in order to reflect Mercy values and critical concerns.  Re-assess Writing skills of graduating seniors	Continue efforts of integrating DMG within graduate programs—special focus at GPS locations	Refine and simplify the Assessment Schedule for Program Outcomes for A&S  Refine the Key Indicator Reports for all programs	Refine the rotational Assessment Schedule for Course Outcomes Assessment		



	through Grammarly.			
<b>COMMUNICATIONS</b>	Academic Committee of the Board F2015 S2016 Board of Trustees S2016 General Assembly S2016	S2016 Spring General Assembly Program Directors		