MSCHE Self Study

Working Group: Standard V Educational Effectiveness Assessment

Second Interim Report

May 31st, 2020

Overview:

Standard 1: Clearly stated educational goals at the institution and degree/program levels, which are interrelated with one another, with relevant educational experiences, and with the institution's mission.

- The Standard V Working Group identified several lines of evidence to demonstrate MU provides succinct educational goals that are intertwined within our Mercy Mission on several levels. The evidence items with clearly stated educational goals of the level of the institution as well as the departmental/programmatic level are included below. They are arranged from broad, comprehensive goals such as those found with our Strategic Plan down to more granular goals found within course syllabi. While we have many evidence items for this standard, there is an overall lack of data to confirm whether these items "work."

Standard 2: Organized and systematic assessments, conducted by faculty and/or appropriate professionals, evaluating the extent of student achievement of institutional and degree/program goals. Institutions should:

a. define meaningful curricular goals with defensible standards for evaluating whether students are achieving those goals;

- Evidence items within this sub-category of Standard 2 demonstrate assessment of student achievement through use of curricular goals and evaluation of said goals. Evidence items in this subcategory include the Syllabi Repository, ODL Course Development Checklist, and the Assessment Handbook which includes the process for annual assessment and 5-year self-study assessment.

b. articulate how they prepare students in a manner consistent with their missions for successful careers, meaningful lives, and, where appropriate, further education. They should collect and provide data on the extent to which they are meeting these goals; and,

- Evidence items within this subcategory confirm that Mercyhurst University articulates how students are prepared and systematically collects data related to the educational effectiveness of our mission and educational goals. Such evidence items include the University's Mission Statements, annual assessment reports, graduation data, licensure exam data, post-graduation surveys, field/capstone evaluation forms, Career Development Usage and Survey Data. The Working Group noted that many of the items do not have a cyclical process, which could be used for programmatic/ institutional improvement. For example, there is not currently a working follow-up process for the annual assessment reports or the 5-year self-study in which departments and administration could analyze the results and facilitate improvement. Additionally, the group identified several post-graduation surveys (first destination survey, alumni survey, etc.), but it was not clear who receives the data or how the data is used.

c. support and sustain assessment of student achievement and communicate the results of this assessment to stakeholders.

- Evidence items in this subcategory demonstrate that Mercyhurst supports assessment processes and communicates our assessment results to our stakeholders. Such evidence items include the Assessment Handbook with processes such as the annual assessment report and the 5-year self-study, Sophomore Review Processes, the Mercyhurst Graduate and Undergraduate Catalogs, Advisory Board Reports, surveys, and the Mercyhurst Public Website.

3. consideration and use of assessment results for the improvement of educational effectiveness. Consistent with the institution's mission, such uses include some combination of the following:

a. assisting students in improving their learning;

Evidence items in this subcategory document that Mercyhurst considers and uses assessment results to improve student learning. Such evidence items include the Self-service Advising Function, Usage and Survey Data for Academic Support Units, Library Data Collection and Assessment Processes, and Field/Clinical/ Internship Evaluation forms.

b. improving pedagogy and curriculum;

Evidence items in this subcategory document that Mercyhurst considers and uses assessment results to improve pedagogy and curriculum. Such evidence items include the Annual Assessment Report and 5-year self-study processes outlined in the Assessment Handbook, the Center for Teaching Excellence Programming, IDEA Faculty Evaluations, IDEA Global Learning Outcomes, Classroom Observation Forms, Faculty Development Days Programming, ODL's Course Development processes, and Faculty Handbook sections that reference processes for faculty evaluations and tenure.

c. reviewing and revising academic programs and support services;

Evidence items in this subcategory document that Mercyhurst considers and uses assessment results to review and revise our academic processes and support services. Such evidence items include the Annual Assessment Report and 5-year self-study processes outlined in the Assessment Handbook, Exit surveys, Usage and Survey Data for the Writing Center and Tutoring Center, Assessment Institute Schedules, New Program Application forms, Program and Course Revision Forms, Course Information Change Applications, Substantive Change Reports for Accreditation, and the Annual Report for Accredited Programs. Surveys from the Assessment Institute are needed to ascertain whether that evidence item "works." Additionally, the Working Group recommends that OIE keeps record of all assessment reports for Accredited Programs.

d. planning, conducting, and supporting a range of professional development activities;

Evidence items in this subcategory document that Mercyhurst considers and uses assessment results to plan, conduct, and support a range of professional development activities. Such evidence items include Center for Teaching Excellence Programming, Faculty Development Funding Request Forms, and Faculty Development Days Programming. To ascertain whether the CTE and FDD programming 'works,' data on attendance and survey responses are needed.

e. planning and budgeting for the provision of academic programs and services;

Evidence items in this subcategory document that Mercyhurst considers and uses assessment results to plan and budget for the provision of academic programs and services. Evidence items in this

subcategory include, the Strategic Plan, Annual Assessment Reports and 5-year Self-Study processes outlined in the Assessment Handbook, Faculty Development Request Forms, and the Budget Management Policies and Procedures document.

f. informing appropriate constituents about the institution and its programs;

Evidence items in this subcategory document that Mercyhurst considers and uses assessment results to inform constituents about the institution and its programs. Such evidence items include the Strategic Plan, Mission Statements, the Undergraduate Catalog, and the Mercyhurst Public Website, the Board of Trustees Meeting Minutes, Mercyhurst Magazines, and the MSCHE Self-Study.

g. improving key indicators of student success, such as retention, graduation, transfer, and placement rates;

Evidence items in this subcategory document that Mercyhurst considers and uses assessment results to improve key indicators of student success. Such evidence items include the Mission, Vision, and Core Values as included in the Undergraduate Catalog, Graduation rates, post-graduation surveys, Career Development Usage Data and Surveys, IPEDS report data. As previously noted, the Working Group identified several post-graduation surveys. However, it is not clear how these surveys are used and who has access to the data.

h. implementing other processes and procedures designed to improve educational programs and services;

The group felt that there was no additional 'other' processes or procedures to include that have not already been covered in other subcategories.

Standard 4. if applicable, adequate and appropriate institutional review and approval of assessment services designed, delivered, or assessed by third-party providers; and

- The Standard V Working Group identified limited evidence items related to third-party assessment outside of assessment activities related to accrediting bodies and the external reviewers utilized during assessment processes such as the five-year self-study. The Working Group questioned whether or not the IDEA evaluation system could be considered a third-party provider for assessment.

Standard 5. periodic assessment of the effectiveness of assessment processes utilized by the institution for the improvement of educational effectiveness.

- The Standard V Working Group identified several lines of evidence to demonstrate MU periodically assesses the effectiveness of our assessment processes with the initiative to improve educational effectiveness. Evidence items under this standard include the Strategic Plan, the Annual Academic Assessment and 5-year Self-study processes outlined in the Assessment Handbook, Accreditation Reports, Assessment Institute Programming, and the Middle States Self-study.

Below is the analysis of aforementioned evidence items for each standard and sub-standard through the lens of three central questions; Do we have it? Do we use it? Does it work?

Standard 1: Clearly stated educational goals at the institution and degree/program levels, which are interrelated with one another, with relevant educational experiences, and with the institution's mission.

- The Standard V Working Group identified several lines of evidence to demonstrate MU provides succinct educational goals that are intertwined within our Mercy Mission on several levels. The evidence items with clearly stated educational goals of the level of the institution as well as the departmental/programmatic level are included below. They are arranged from broad, comprehensive goals such as those found with our Strategic Plan down to more granular goals found within course syllabi. While we have many evidence items for this standard, there is an overall lack of data to confirm whether these items "work."

Evidence Name: Strategic Plan

- **Do we have it?** Yes. The current operating strategic plan was crafted in 2017 and rolled out during the 2018-2019 academic year. The current strategic plan, Renewal through the Mercy Mission, was developed by a collaborative university wide steering committee and includes clearly stated institutional goals and their connectivity to our Mercy mission.
- **Do we use it?** The strategic plan provides a blueprint for the university and provides a comprehensive approach of educational effectiveness.
- **Does it work?** Yes, the strategic plan adequately provides evidence that the Mercyhurst engages the entire campus community through separate and collective focus groups in the development of the strategic plan and the developed goals embody the university's mission, vision, and values with an emphasis on student success, student learning, and institutional effectiveness.

Evidence Name: Program Learning Goals and Outcomes

- **Do we have it?** Yes. Each program has goals and student learning outcomes that are created during program development or reinvented after assessment. These goals and objectives are showcased in the marketing and advising materials, integrated into course syllabi, and spread across a program's curriculum map.
- **Do we use it?** Yes. The program learning goals and outcomes steer the program's curriculum and course offerings. The program learning goals and outcomes are evaluated with annual assessment processes. Direct assessment measures such as portfolios, evaluation rubrics, examinations, etc. and indirect measures such as surveys and course evaluations are used to indicate student achievement towards the program learning goals and outcomes. Goals and outcomes are adjusted based on assessment.
- **Does it work?** Yes, the program learning goals and outcomes drive the curriculum map for programs and have a corresponding assessment process that allows for identification of strengths and weaknesses. Programs are required to delineate progressive student progress on the goals and outcomes by indicating introduction, demonstration, and mastery across the course curriculum. The program learning goals and outcomes are assessed on an annual basis.

Evidence Name: Mission, Vision, and Core Values, 2019-2020 Undergraduate Catalog

- **Do we have it?** Yes. The University has clearly articulated Mission, Vision, and Core Values that guide the overall operation of the institution (File: Mission, Vision, Core Values.docx). Further, all departments/programs at the institution have clearly stated mission statements that align with the University mission statement.
- **Do we use it?** Yes, the University mission statement is used to guide the operations of the entire University operation. Similarly, Departmental mission statements are used to guide curriculum development, including Program Learning Goals and Outcomes, and the educational experiences of students within the home department.
- **Does it work?** Yes, the congruence between University and Departmental mission statements guides the relevant education experiences of students across all departments.

Evidence Name: Assessment Handbook (Annual Assessment Reports)

- **Do we have it?** Yes. The assessment handbook was updated in 2019 and is the responsibility of the Institutional Effectiveness office.
- **Do we use it?** Yes. Every degree/program is required to have student learning outcomes that are assessed each year. The results of those assessments are reported to the office of Institutional Effectiveness via the annual assessment reports.
- **Does it work?** Yes. Creating the individual student learning outcomes for each degree/program clearly states the educational goals degree/program. Each degree/program's mission is in line with the mission of the institution.

Evidence Name: Program Learning Goals and Outcomes (Curriculum Map)

- **Do we have it?** Yes. All programs have identified Program Learning Goals and Outcomes and curriculum maps that identify where/when goals and outcomes are introduced, developed and mastered within the curriculum.
- **Do we use it?** Yes, each department uses it established Program Learning Goals and Outcomes in curriculum design and delivery. Each document is also used to facilitate program assessment of the Learning Outcomes.
- **Does it work?** Yes, data from program assessment is used to make informed decisions about departmental curricula and the educational experience of students.

Evidence Name: Mercyhurst University- Statement of Accreditation Status

- **Do we have it?** Yes. Mercyhurst University maintains a Statement of Accreditation Status from the Middle States Commission on Higher Education (MSCHE) with the Office of Institutional Effectiveness the responsible University office (File: Mercyhurst University – Statement of Accreditation Status). The last reaffirmation was in 2014 with the next self-study in 2021-2022.
- **Do we use it?** Yes, this document articulates the accreditation status, modes of delivery, credential levels, and physical locations at which the University may operate toward the educational goals and realizing the institution's mission.
- **Does it work?** Yes, the Statement of Accreditation articulates Mercyhurst's ability to operate towards the educational goals of the University.

Evidence Name: Syllabi Repository

- **Do we have it?** Yes. The Syllabi Repository was implemented in 2007 and contains the syllabi for all courses taught from 2007 to the present. It is housed and maintained by the Syllabi Repository Coordinator, Diane Speice.
- **Do we use it?** Yes. Course instructors email their syllabi to the Syllabi Repository Coordinator before the start of each academic term (semesters and min-semesters). The coordinator follows up via email with those who did not submit their syllabi before the start of the semester.
- **Does it work?** The syllabi contain course goals and objectives and the educational experiences provided by the course instructors that meet those goals and objectives.

Standard 2: Organized and systematic assessments, conducted by faculty and/or appropriate professionals, evaluating the extent of student achievement of institutional and degree/program goals. Institutions should:

a. define meaningful curricular goals with defensible standards for evaluating whether students are achieving those goals;

- Evidence items within this sub-category of Standard 2 demonstrate assessment of student achievement through use of curricular goals and evaluation of said goals. Evidence items in this subcategory include the Syllabi Repository, ODL Course Development Checklist, and the Assessment Handbook which includes the process for annual assessment and 5-year self-study assessment.

Evidence Name: Assessment Handbook (Annual Assessment Reports)

- **Do we have it?** Yes. The assessment handbook was updated in 2019 and is the responsibility of the Institutional Effectiveness office.

- **Do we use it?** Yes. Every degree/program is required to have student learning outcomes that are assessed each year. The results of those assessments are reported to the office of Institutional Effectiveness via the annual assessment reports.
- **Does it work?** Yes. Each degree/program has multiple student learning outcomes that are reviewed on a 5-year cycle. The annual assessment report requires each degree/program to assess and report the findings to the office of Institutional Effectiveness.

Evidence Name: Syllabi Repository

- **Do we have it?** Yes. The Syllabi Repository was implemented in 2007 and contains the syllabi for all courses taught from 2007 to the present. It is housed and maintained by the Syllabi Repository Coordinator, Diane Speice.
- **Do we use it?** Yes. Course instructors email their syllabi to the Syllabi Repository Coordinator before the start of each academic term (semesters and mini-semesters). The coordinator follows up via email with those who did not submit their syllabi before the start of the semester.
- **Does it work?** Yes. Individual syllabi define course and program goals as well as evaluation standards for course work. The syllabi repository ensures that there is the capability to monitor all course syllabi for observable, measureable student learning outcomes and the means by which those outcomes are being assessed. However, it is not evident that course syllabi are routinely monitored by administration.

Evidence Name: Assessment Handbook (5 Year Self-Study Process)

- **Do we have it?** Yes, the five-year self-study process is listed on page 13 of the Assessment Handbook, which was updated in Fall of 2019.
- **Do we use it?** Yes. The 5-year self- study is a process that allows programs to determine their degree of progress and achievement on program goals and learning outcomes and how the overall program mission ties into the larger university mission and strategic plan. Programs are also required to take a comprehensive view of their enrollment, resources, and trends. A holistic review of the program and the fulfillment of the program's mission is conducted by an external reviewer.
- **Does it work?** Somewhat. Two of the four colleges have completed their five-year self-studies. One college is currently undergoing the process. Faculty interviewed felt that it was a helpful process to identify strengths and weaknesses, but indicated that there was a lack of follow-up from administration once the self-study had been submitted. A process to close the feedback loop may be warranted.

Evidence Name: ODL Course Development Checklist

- **Do we have it?** Yes. The ODL Course Development Checklist is housed and maintained in the Office of Distance Learning.
- **Do we use it?** Yes. All faculty who develop an online course are required to complete the checklist to ensure compliance with ODL goals and objectives.
- **Does it work?** Faculty developing online courses use the checklist, in collaboration with ODL staff, in order "to create well-designed, effective learning experiences for students."

Standard 2: Organized and systematic assessments, conducted by faculty and/or appropriate professionals, evaluating the extent of student achievement of institutional and degree/program goals. Institutions should:

b. articulate how they prepare students in a manner consistent with their missions for successful careers, meaningful lives, and, where appropriate, further education. They should collect and provide data on the extent to which they are meeting these goals; and,

- Evidence items within this subcategory confirm that Mercyhurst University articulates how students are prepared and systematically collects data related to the educational effectiveness of our mission and educational goals. Such evidence items include the University's Mission Statements, annual assessment reports, graduation data, licensure exam data, post-graduation surveys, field/capstone evaluation forms, Career Development Usage and Survey Data. The Working Group noted that many of the items do not have a cyclical process, which could be used for programmatic/ institutional improvement. For example, there is not currently a working follow-up process for the annual assessment reports or the 5-year self-study in which departments and administration could analyze the results and facilitate improvement. Additionally, the group identified several post-graduation surveys (first destination survey, alumni survey, etc.), but it was not clear who receives the data or how the data is used.

Evidence Name: Mission Statements

- **Do we have it?** Yes. Department and Program mission statements are printed in the Course Catalog
- **Do we use it?** The mission statements are evaluated every five years to ensure they are in line with the University's mission and strategic plan as well as taking into account trends in the field and other information collected through assessment. In turn, these mission statements help guide staffing decisions and course offerings and are used in departments to locate any curricular gaps.
- **Does it work?** Department and Program mission statements serve as a bridge between the university's overall mission statement and the concrete outcomes and specific field knowledge within each department.

Evidence Name: Assessment Handbook (Annual Assessment Reports)

- **Do we have it?** Yes. The assessment handbook was updated in 2019 and is the responsibility of the Institutional Effectiveness office.
- **Do we use it?** Yes. Every degree/program is required to have student learning outcomes that are assessed each year. The results of those assessments are reported to the office of Institutional Effectiveness via the annual assessment reports.
- **Does it work?** Yes. Each degree/program has standards/goals set for each student learning objective. The annual assessment report requires each degree/program to assess and report the findings to the office of Institutional Effectiveness. If a standard is not met, an action plan is created and implemented. It is then reassessed the following year.

Evidence Name: IPEDs website (enrollment data)

- **Do we have it?** Yes. Data available only for baccalaureate. Unable to locate Associate degree and graduate degree enrollment data. We have the IPEDS website (NCES) which includes enrollment data: FT vs. PT, gender, race/ethnicity, age, residence, % admitted and % enrolled.

- **Do we use it?** Yes. Enrollment data is reviewed at the Annual State of the University Address and trends discussed. This data allows us to calculate graduation rates.
- **Does it work?** Yes. By capturing enrollment data we have the data needed to assess graduation rates which demonstrate the extent of student achievement of institutional degree.

Evidence Name: Graduation Rates

- **Do we have it?** Yes. We have graduation data available for the latest cohort to enroll and graduate with a baccalaureate degree within 6 years (150% of expected program length). I don't see graduation data available for our other degree programs, just baccalaureate.
- **Do we use it?** Yes. The graduation rates are reported for all full-time students and student athletes enrolled in a baccalaureate degree and reported according to gender, race/ethnicity and sport for student athletes.
- **Does it work?** Yes. Our graduation rates demonstrate our students' achievement of program requirements and program goals.

Evidence Name: First Destination Survey

- **Do we have it?** Yes. The survey seeks information from recent graduates about their employment status and experiences after graduation. It is conducted through Handshake, which is managed by the Career Development Office. The CDC conducts the survey and sends the data to be held by the Office of Institutional
- **Do we use it?** *Yes. The CDC conducted the survey with 2018 and 2019 graduates. The survey is delayed for the 2020 year, but the CDC plans to send it out later in the summer. The data is available for departments who request it, usually for reporting to accrediting bodies.*
- **Does it work?** *Somewhat. Some departments use this data for accreditation information while others do not receive the data at all. That is there is no evidence that the data is given to other areas at the university except on a request basis. This may represent a gap in the use of this data to articulate how the university prepares students for successful careers, meaningful lives, or further education.*

Evidence Name: Post Graduate Survey

- **Do we have it?** No. *The Post Graduation Survey is no longer used. It has been replaced by the First Destination Survey.*
- **Do we use it?**
- **Does it work?**

Evidence Name: Standardized/Professional Licensure Exam Data

- **Do we have it?** Yes, for both pre-licensure undergrad programs in the health professions (example nursing) and graduate programs that require licensure (example, Physician Assistant). This information is in the Dean's offices Recommend that annual pass rates for all programs be maintained in OIE office.
- **Do we use it?** Yes. A minimum first-time pass rate on licensure exams is required by the Pennsylvania Department of State (PA DOS) Professional Licensing Boards (ex: Board of Nursing). The Boards communicate the pass rates on a quarterly basis. post student achievement data, including NCLEX pass rates and completion rates on the programs web page.
- **Does it work?** Yes. This is strong evidence of successful educational preparation of students for successful careers. Action Plans for improvement are implemented based on this data.

Evidence Name: First Destination Survey (Alumni Survey)

- **Do we have it?** Yes. The alumni survey was last done in 2019 and is the responsibility of The Institutional Effectiveness office.
- **Do we use it?** Yes. This survey is sent out annually. It is usually done within the first six months after graduation. Stakeholders can request the results of the survey as it pertains to their area.
- **Does it work?** Yes. This survey allows the University to collect data on the job placement And/or continuing education of our graduates. Placement rates and continuing education are a strong indication of how prepared students are upon graduation.

Evidence Name: Career Development Usage and Survey Data

- **Do we have it?** Yes. The CDC keeps a running report of meetings the counselors have with students and alumni. The report is housed in the CDC.

- **Do we use it?** Yes. The CDC director reviews this data to look for trends in order to decide what students' most important needs are and to determine how the CDC can best support students for successful careers, meaningful lives, and if appropriate further education. are supporting them in the best way.
- **Does it work?** Yes. The report provides ample evidence that the CDC collects and provides data that meet standard SV-2b.

Evidence Name: Field/Clinical/Internship Evaluation Forms

- **Do we have it?** Yes. In addition to evaluation related to program learning outcomes, many departments also have evaluation forms related to capstone clinical, field, or internship experiences. Often, these experiences add career embedded context to the curriculum and provide data related to the preparedness of the student for their future careers as they come to the end of their degree requirements.
- **Do we use it?** Yes. In addition to using these forms for program evaluation, accredited programs use the various clinical, field, and internship evaluation forms to demonstrate fulfillment of competencies and dispositions to accreditors.
- **Does it work?** Yes, the forms adequately provide evidence that organized and systematic assessment of goals is occurring.

Standard 2: Organized and systematic assessments, conducted by faculty and/or appropriate professionals, evaluating the extent of student achievement of institutional and degree/program goals. Institutions should:

c. support and sustain assessment of student achievement and communicate the results of this assessment to stakeholders.

- Evidence items in this subcategory demonstrate that Mercyhurst supports assessment processes and communicates our assessment results to our stakeholders. Such evidence items include the Assessment Handbook with processes such as the annual assessment report and the 5-year self-study, Sophomore Review Processes, the Mercyhurst Graduate and Undergraduate Catalogs, Advisory Board Reports, surveys, and the Mercyhurst Public Website.

Evidence Name: Assessment Handbook (Annual Assessment Reports)

- **Do we have it?** Yes. The assessment handbook was updated in 2019 and is the responsibility of the Institutional Effectiveness office.
- **Do we use it?** Yes. Every degree/program is required to have student learning outcomes that are assessed each year. The results of those assessments are reported to the office of Institutional Effectiveness via the annual assessment reports.
- **Does it work?** Yes. Faculty complete and compile the data from the assessment of their course/courses. This annual assessment report is reviewed by the associate dean of the college and if the assessment does not reach the desired goal, the student learning outcome is assessed again the next year. All data collected is available in the office of Institutional Effectiveness.

Evidence Name: Graduate and Undergraduate Catalogs (Program Accreditations)

- **Do we have it?** Yes. We have a listing of all program accreditations at the beginning of each catalog. These range from Police Academy certification to Physician Assistant program
- **Do we use it?** Yes. Accreditation demonstrates that programs have met specific standards set by leading authorities in the education of these students.
- **Does it work?** Yes. A listing of all accreditations and accreditors (with accreditor websites listed) communicates that these standards have been met and are available for public viewing.

Evidence Name: Assessment Handbook (5 year self-study)

- **Do we have it?** Yes, the five-year self-study process is listed on page 13 of the Assessment Handbook, which was updated in Fall of 2019.

- **Do we use it?** Yes. The 5-year self- study is a process that allows programs to determine their degree of progress and achievement on program goals and learning outcomes and how the overall program mission ties into the larger university mission and strategic plan. Programs are also required to take a comprehensive view of their enrollment, resources, and trends. A holistic review of the program and the fulfillment of the program's mission is conducted by an external reviewer. Two of the four colleges have completed their self-studies and one college is currently undergoing the process. One college completes their self-study per academic year.
- **Does it work?** Somewhat. The process of the self-study is clearly delineated. However, as it relates to this standard, the results of the self-studies are not widely communicated to stakeholders.

Evidence Name: Advisory Board Reports

- **Do we have it?** Yes, many programs/departments maintained advisory boards comprised of relevant stakeholders with reports disseminated to update relevant parties of student achievement. Currently, there are no example Advisory Board Reports made available within the MSCHE Evidence; examples may be made available from the Department of Nursing.(?)
- **Do we use it?** Yes, Advisory Board Reports are periodically disseminated to advisory board members (often during annual or bi-annual meetings) conveying on-going assessment of student achievement (e.g., program completion rates, certification exam pass rates, etc.).
- **Does it work?** Yes, board members and relevant stakeholders are appraised of student achievement within the program/department and can provide feedback and recommendations as to means to continually improve student achievement of program/department learning outcomes and proficiencies.

Evidence Name: Mercyhurst Public Website

- **Do we have it?** Yes, Mercyhurst maintains a publicly available website that communicates relevant and necessary assessment of student achievement of institutional and program/departmental learning goals and outcomes.
- **Do we use it?** Yes, the Mercyhurst Public Website is regularly and consistently updated to make available necessary student achievement data, as this is mandated by many program/department accrediting agencies. Relevant examples can be seen by viewing the Department of Physician Assistant Studies website at https://www.mercyhurst.edu/academics/graduate-programs/physician-assistant-studies/mission and https://www.mercyhurst.edu/academics/physician-assistant-studies/nccpa-pance-pass-rate.
- **Does it work?** Yes, the Mercyhurst Public Website makes readily available relevant and necessary institution and program/department achievement of learning goals and outcomes.

Evidence Name: Course catalog (Sophomore Review Process)

- **Do we have it?** Yes. Many departments and programs outline a sophomore review process in the course catalog. (For example, Applied Forensic sciences p. 44). Departments describe the process in the catalogue and house the portfolios internally.
- **Do we use it?** Departments who have sophomore review use it to evaluate student progress and as a way to evaluate whether students can complete the programs in a reasonable time. (Education, p. 79)
- **Does it work?** Yes, faculty and students are appraised of student achievement within the program/department and can provide feedback and recommendations so as to continually improve student achievement of program/department learning outcomes and proficiencies.

Evidence Name: Exit (cease enrollment) Surveys

- **Do we have it?** Yes. We have "Cease Enrollment Form" that is used when students formally declare they are leaving the University. The form assesses the reasons why the student is leaving the University. The form is housed in Office of Academic Support and Learning Differences.
- **Do we use it?** Yes. Academic Support counselors use the form during exit interviews with students. The form is then forwarded to the Provost's Office. The leaving reasons are entered into Colleague.
- **Does it work?** The data captured by the form provides important information when creating or reviewing student learning support programs. The data, through Colleague, is shared with stakeholders.

Evidence Name: Assessment Handbook, Program Learning Goals and Outcomes (Field/Clinical/Internship Evaluation Forms)

- **Do we have it?** Yes, all programs/departments maintain ongoing academic assessment of Program Learning Goals and Outcomes as detailed in the 2019 Assessment Handbook. As part of this assessment process, many programs/departments make use of Field/Clinical/Internship Evaluation Forms to gather data from students' experiential learning.
- **Do we use it?** Yes, as part of the on-going program/departmental assessment process Field/Clinical/Internship Evaluations Forms constitute an important component of data collection. Representative examples may be considered from the Department of Nursing or the Department of Physician Assistant Studies. Ultimately, these data are used to assess student achievement of Program Learning Goals and Outcomes, the results of which are reported as part of the annual assessment reports.
- **Does it work?** Yes, such evaluation forms provide critical data/information regarding student achievement during experiential learning, typically at an off-campus facility and often under the supervision of a non-Mercyhurst employee.

3. consideration and use of assessment results for the improvement of educational effectiveness. Consistent with the institution's mission, such uses include some combination of the following:

a. assisting students in improving their learning;

Evidence items in this subcategory document that Mercyhurst considers and uses assessment results to improve student learning. Such evidence items include the Self-service Advising Function, Usage and Survey Data for Academic Support Units, Library Data Collection and Assessment Processes, and Field/Clinical/ Internship Evaluation forms.

Evidence Name: Self-service advising function

- **Do we have it?** Yes. All faculty have access to their advisees' schedule, latest updated grades, program progress, planned courses, as well as other notes through self-service.
- **Do we use it?** Yes. Faculty members received training in using self-service when Mercyhurst rolled it out.
- **Does it work?** Yes. Students and faculty are able to easily keep track of progress within the semester and within the programs in question.

Evidence Name: Usage and survey data for academic support units. (Writing Center= WC)

1. **Do we have it?**
   - WC: Yes. The writing center maintains center usage data in TutorTrac for each semester. The writing center also maintains "client reports" which document the assistance given to each student. This data is the housed with the Writing Center director.
2. **Do we use it?**
   - WC: Yes. Usage data is reviewed each week and at the end of the semester by the director. Client report data is reviewed and used in subsequent consultant trainings as needed. For example, data showing repeated use of the writing center an individual student suggests that the student is seeing a benefit from using the center's services.

- **Does it work?**
  - WC: Yes. Usage data and client report data provides evidence that consideration and use of assessment results for the improvement of education effectiveness.

Evidence Name: Library data collection and assessment processes

- **Do we have it?** Yes. The library staff collect data regularly. The library collects daily counts of patrons throughout the day. The library also collects data on collections usage including data bases and e-books usage. The data are maintained with the director of the library.

- **Do we use it?** Yes. The director uses the data to adjust open hours and staffing. Collections data is reviewed each year to determine if low-use collections should be defunded and funds reallocated to high-use collections.
- **Does it work?** Yes. The data collection and assessment processes provide evidence that the library considers and uses the results of assessment for the improvement of educational effectiveness, especially with assisting students in improving their learning and reviewing and revising support services.

Evidence Name: Field/Clinical/Internship Evaluation Forms

- **Do we have it?** Yes. In addition to evaluation related to program learning outcomes, many departments also have evaluation forms related to capstone clinical, field, or internship experiences. Often, these experiences add career embedded context to the curriculum and provide data related to the preparedness of the student for their future careers as they come to the end of their degree requirements.
- **Do we use it?** Yes. In addition to using these forms for program evaluation, accredited programs use the various clinical, field, and internship evaluation forms to demonstrate fulfillment of competencies and dispositions to accreditors.
- **Does it work?** Yes, the forms adequately provide evidence that organized and systematic assessment of goals is occurring.

3. consideration and use of assessment results for the improvement of educational effectiveness. Consistent with the institution's mission, such uses include some combination of the following:

b. improving pedagogy and curriculum;

Evidence items in this subcategory document that Mercyhurst considers and uses assessment results to improve pedagogy and curriculum. Such evidence items include the Annual Assessment Report and 5-year self-study processes outlined in the Assessment Handbook, the Center for Teaching Excellence Programming, IDEA Faculty Evaluations, IDEA Global Learning Outcomes, Classroom Observation Forms, Faculty Development Days Programming, ODL's Course Development processes, and Faculty Handbook sections that reference processes for faculty evaluations and tenure.

Evidence Name: Assessment Handbook (Annual Assessment Reports)

- **Do we have it?** Yes. The assessment handbook was updated in 2019 and is the responsibility of the Institutional Effectiveness office.
- **Do we use it?** Yes. Every degree/program is required to have student learning outcomes that are assessed each year. The results of those assessments are reported to the office of Institutional Effectiveness via the annual assessment reports.
- **Does it work?** Yes. Faculty complete and compile the data from the assessment of their course/courses. If the assessment does not reach the desired goal, the student learning outcome is assessed again the next year. Faculty review the results and try to determine if the failure to reach the goal was caused by the pedagogy, curriculum, assessment tool, or some other factor. Faculty will make necessary changes to ensure that the student learning outcome is successful the next time the course is taught.

Evidence Name: Assessment Handbook (5 year self-study)

- **Do we have it?** Yes, the five-year self-study process is listed on page 13 of the Assessment Handbook, which was updated in Fall of 2019.
- **Do we use it?** Yes. The 5-year self- study is a process that allows programs to determine their degree of progress and achievement on program goals and learning outcomes and how the overall program mission ties into the larger university mission and strategic plan. Programs are also required to take a comprehensive view of their enrollment, resources, and trends. A holistic review of the program and the fulfillment of the program's mission is conducted by an external reviewer. Two of the four colleges have completed their self-studies and one college is currently undergoing the process. One college completes their self-study per academic year.

- **Does it work?** Somewhat. The process of the self-study is clearly delineated. However, as it relates to this standard, the assessment related to the program's curriculum should have a cyclical process where department's review their results.

Evidence Name: CTE Programming

- **Do we have it?** Yes, The Center for Teaching Excellence (CTE) serves to provide professional development programs for faculty, and assists with the assessment of teaching and learning.
- **Do we use it?** Yes. The CTE provided a total of 31 professional development sessions for faculty during the 18-19 academic year and 14 sessions during the Fall 2019 semester. Topics of the CTE sessions included pedagogy, curriculum, and assessment.
- **Does it work?** Somewhat, CTE Programming provides evidence that CTE supports professional development in areas related to assessment and improving pedagogy and curriculum. However, there is no data available on the number of faculty that attend the CTE sessions or how useful faculty find the CTE programming.

Evidence Name: Assessment Handbook

- **Do we have it?** Yes, the Assessment Handbook was created by the Office of Institutional Effectiveness and was most recently updated in 2019.
- **Do we use it?** Yes, each program is required to assess their curriculum within their annual assessment reports and 5 year self- studies.
- **Does it work?** Yes, the Assessment Handbook provides evidence to suggest that Mercyhurst has assessment processes that focus on the improvement of pedagogy and curriculum. (Example of assessment process that resulted in a curricular change?)

Evidence Name: IDEA Diagnostic Instrument (IDEA Faculty Evaluations)

- **Do we have it?** Yes. Mercyhurst University began using IDEA evaluations in the Fall of 2018 and it is the responsibility of the Institutional Effectiveness Office.
- **Do we use it?** Yes. The IDEA surveys are emailed to every student in almost every course taught at the University. Faculty have access to the results of the student surveys after final grades are posted.
- **Does it work?** Yes. Faculty can view detailed results of the student surveys that include summative, formative, qualitative, and quantitative data. The IDEA system offers specific help for faculty in areas that need improvement based on the students' responses. There are many formative tools like articles and videos on each topic area.

Evidence Name: Classroom Observation Form

- **Do we have it?** Yes. The current classroom observation form was updated in the Spring of 2019 and is the responsibility of the Provost Office.
- **Do we use it?** Yes. All new full-time faculty are observed three times in their first year. Faculty with less than seven years of experience teaching full-time are observed twice a year. Faculty with more than seven years of experience are observed twice in a year, on a three-year cycle.
- **Does it work?** Yes. Faculty have the opportunity to review the observation form with the observer and ask questions. Suggestions for improving pedagogy, classroom management, student engagement, communication, and lesson content are provided to the faculty member.

Evidence Name: Faculty Handbook (Faculty self-assessment), pages 23-25.

- **Do we have it?** Yes, information about the Faculty self-assessment process is included in the Faculty Handbook, along with the process for classroom observations and the Chair and Associate Dean summary reports.
- **Do we use it?** There is a "merged process for merit determination and academic evaluation". As we have not been receiving merit pay increases in 4 of past 5 years, the annual academic evaluation process is only required for tenure track and non-tenure track faculty with less than 7 years teaching. Yet, this process was not required for North East faculty (all non-tenure) with less than 7 years teaching. As merit pay hasn't been received, faculty who are not required to complete have little motivation to complete.

- **Does it work?** Unless the faculty is in the pre-tenure review process, or an Erie faculty with less than 7 years teaching (non-tenure track) there is little motivation to complete the self-assessment. Therefore, faculty may be working without identified goals which may negatively impact on pedagogy and curriculum.

Evidence Name: Faculty Handbook (Faculty evaluations by Chair and Associate Dean), pages 23-25.

- **Do we have it?** Yes, information about the Faculty academic evaluation process is included in the Faculty Handbook, and includes the process for classroom observations, including who will complete and frequency, and the Chair and Associate Dean summary reports.
- **Do we use it?** Yes, we use the academic evaluation process for tenure track and non-tenure track Erie faculty who have less than 7 years of teaching experience. We have not used this process with the North East faculty.
- **Does it work?** For Erie faculty it does work, currently it does not work for NE faculty.

Evidence Name: Faculty Development Days 2018 (IDEA Survey - global learning outcomes)

- **Do we have it?** The IDEA survey is electronic and all faculty have access to the 13 Global Learning Outcomes that are associated with the courses that they teach. OIE/Chairs/Deans also have access to it. As noted in the Faculty Development Days document, from 2018, there was an Assessment Institute with 3 hour training and application. All departments were tasked with connecting IDEA to their programs and specifying IDEA GLOs for their courses.
- **Do we use it?** Yes. Faculty can go in and review which of the 13 GLOs are labeled "I", "E", or "M". How the 13 GLOs are labeled impacts on the faculty's Summary Evaluation of Teaching effectiveness scores. Changes can be made in labeling as well, if appropriate.
- **Does it work?** Yes. Faculty are motivated to improve and the IDEA survey also provides resources to improve teaching methods, based on scores. Therefore, the IDEA Survey GLOs positively impacts on pedagogy and curriculum.

Evidence Name: Faculty Handbook (Faculty Evaluations)

- **Do we have it?** Yes, the process for faculty evaluations is delineated on Page 23 of Mercyhurst's Faculty Handbook. The handbook was updated most recently for the 2019-2020 academic year.
- **Do we use it?** Yes, the faculty handbook describes a process for faculty evaluations that include classroom observations, student evaluations (IDEA-SIRII), faculty files, and academic evaluations. The academic evaluations examine teaching effectiveness, scholarship, and community service and are completed annually for tenure track faculty and non-tenure track faculty with less than 7 years of teaching and every 3 years for tenured and non-tenured faculty with greater than 7 years of teaching.
- **Does it work?** Yes, the Faculty Handbook's processes for faculty evaluation provides evidence that processes are in place to ensure proper assessment and improvement of instructor's teaching effectiveness which relates to this standard's focus on assessment for improvement of pedagogy and assessment.

Evidence Name: Faculty Handbook (Tenure process)

Standard: *SV-3b*

- **Do we have it?** Yes, tenure processes and procedures are delineated on Page 34 of Mercyhurst's Faculty Handbook. The handbook was updated most recently for the 2019-2020 academic year.
- **Do we use it?** Yes, the faculty handbook describes the processes and procedures for tenure including delineated processes and procedures, tenure/promotion process roles and responsibilities, and a tenure timetable.
- **Does it work?** Yes, the Faculty Handbook's processes and procedures for tenure provides evidence that processes are in place to assess faculty. In relation to this standard, to be granted tenure or promotion, faculty must demonstrate teaching effectiveness. Thus, faculty assessment and evaluation is aimed at improving pedagogy and curriculum.

Evidence Name: ODL Guide for developing and teaching DL courses

- **Do we have it?** Yes. The ODL guide for developing and teaching DL courses is available to all faculty through the employee hub. Instructional designers are available for all faculty who will transition a traditional course or develop a new online course.

- **Do we use it?** Yes, there is a very clear process for faculty who transition a traditional course to online or for new online course developments. It starts with this guide and the faculty working with an instructional designer through the first delivery of the course and for course revisions. This process includes a Course Mapping Document which the faculty complete and review with the Instructional designer to assess each course for appropriate equivalency in contact hours and demonstrates student to student, student to faculty, and student to contact hours and activities.
- **Does it work?** Yes. It is a rigorous process which assures the educational effectiveness of online courses. Transitioning courses to online also allows for a curriculum that best meets the needs of adult and graduate students.

3. consideration and use of assessment results for the improvement of educational effectiveness. Consistent with the institution's mission, such uses include some combination of the following:

c. reviewing and revising academic programs and support services;

Evidence items in this subcategory document that Mercyhurst considers and uses assessment results to review and revise our academic processes and support services. Such evidence items include the Annual Assessment Report and 5-year self-study processes outlined in the Assessment Handbook, Exit surveys, Usage and Survey Data for the Writing Center and Tutoring Center, Assessment Institute Schedules, New Program Application forms, Program and Course Revision Forms, Course Information Change Applications, Substantive Change Reports for Accreditation, and the Annual Report for Accredited Programs. Surveys from the Assessment Institute are needed to ascertain whether that evidence item "works." Additionally, the Working Group recommends that OIE keeps record of all assessment reports for Accredited Programs.

Evidence Name: Assessment Handbook (Annual Assessment Reports)

- **Do we have it?** Yes. The Assessment Handbook was updated in 2019 and is the responsibility of the Institutional Effectiveness Office.
- **Do we use it?** Yes. Every degree/program is required to have student learning outcomes that are assessed. The results of those assessments are reported to the Office of Institutional Effectiveness via the annual assessment reports. If a student learning outcome is not met, an action plan is required, and the student learning outcome is assessed the following year.
- **Does it work?** Yes. The action plans often recommend changes to the way the course is taught or the content in the course to ensure the student learning outcome will be achieved the following year.

Evidence Name: Assessment Handbook (5 year self-study)

- **Do we have it?** Yes, the five-year self-study process is listed on page 13 of the Assessment Handbook, which was updated in Fall of 2019.
- **Do we use it?** Yes. The 5-year self- study is a process that allows programs to determine their degree of progress and achievement on program goals and learning outcomes and how the overall program mission ties into the larger university mission and strategic plan. Programs are also required to take a comprehensive view of their enrollment, resources, and trends. A holistic review of the program and the fulfillment of the program's mission is conducted by an external reviewer. Two of the four colleges have completed their self-studies and one college is currently undergoing the process. One college completes their self-study per academic year.
- **Does it work?** Somewhat. The process of the self-study is clearly delineated and is aligned with standard SV-3c in the process of reviewing and revising programs. However, as previously stated there should be a cyclical process where department's review their results with OIE and their Academic Deans to ensure any necessary revisions.

Evidence Name: Exit (cease enrollment) Surveys

- **Do we have it?** *Yes. The exit survey is housed in the Office of Academic Support and Learning Differences.*
- **Do we use it?** *Yes. Academic counselors in the ASLD office administer the survey to students who have declared their intention to cease their enrollment. The survey is meant to capture the reason or reasons why a student decided to leave the university. The results of the survey are passed on to the directors, and other stakeholders, of the areas pertinent to the reasons the student gives for leaving for their review.*
- **Does it work?** *Yes. There is evidence that the Office of Academic Support and Learning Differences and other offices consider and use these results for the improvement of educational effectiveness, especially for reviewing and revising support services.*

Evidence Name: Usage and survey data for Writing Center, Tutoring Center

- **Do we have it?** WC: Yes. The writing center maintains center usage data in TutorTrac for each semester. The writing center also maintains "client reports" which document the assistance given to each student. This data is the housed with the Writing Center director.
  TC: Yes. The tutoring center maintains center usage data in TutorTrac for each semester. The data is housed with the Tutoring Center director.
- **Do we use it?** WC: Yes. Usage data is reviewed each week and at the end of the semester by the director. Client report data is reviewed and used in subsequent consultant trainings as needed. For example, data showing repeated use of the writing center an individual student suggests that the student is seeing a benefit from using the center's services. TC: Yes. Usage data is reviewed at the end of the semester by the director who writes a usage report.
- **Does it work?** Yes. There is adequate evidence that this data is consistent with SV3 subsections C, E, and H. Both the WC and the TC use the collected data from the past 3 years or so to revise their respective operations, specifically when deciding which courses need more support from their service or adjusting operating times and days.

Evidence Name: Assessment Institute Schedules

- **Do we have it?** Yes, the Assessment Institute is combined with Faculty Development Days to kick-off the academic year; the schedule for these days (and the Assessment Institute) is available in the MSCHE evidence as "Faculty Development Days" with the most recent having occurred Aug. 15-16, 2019.
- **Do we use it?** Yes, the scheduled Assessment Institute allows faculty and staff dedicated time to review and revise academic programs based upon on-going assessment and student/course feedback.
- **Does it work?** Yes, the Assessment Institute allows programs to review and revise academic programs and support services toward improving educational effectiveness. A survey is conducted to provide feedback regarding the Assessment Institute and Faculty Development Days; however, results of this survey are not currently available within the MSCHE evidence.

Evidence Name: Assessment Handbook

- **Do we have it?** Yes. The Handbook is housed in the Office for Institutional Effectiveness. The current handbook was written and published in Fall 2019.
- **Do we use it?** Yes. The Handbook states that "[t]his handbook is a brief guide for program-and unit-level assessment planning and reporting."
- **Does it work?** Yes. There is evidence in the Handbook for using assessment to review and revise academic program and support services.

Evidence Name: New Program Application form, Program & Course Revision Form, and Course Information Change Application.

- **Do we have it?** Yes. There is a New Program application form/process, a Program and Course Revision form/process, and a course information change application and process. All are available through the OAA.
- **Do we use it?** Yes. For new programs and program and course revisions, there is a formal written process on the forms that includes Chair, Dean, OIE, APAC, faculty senate president and Provost approval once completed by faculty. All necessary information is requested within the form.
- **Does it work?** Yes. It demonstrates a clear review of any new programs or revisions to academic programs and the rationale provided is based on assessment of need for new programs or assessment of current course/program.

Evidence Name: Substantive Change Reports for Accreditation

- **Do we have it?** No. These reports are electronic templates that are available to departments, according to a program's specific accreditation needs. It is recommended that the OIE receives a copy of any substantive report filed with accreditors
- **Do we use it?** In Nursing, two of the programs, the ASN and RN-BSN, use the substantive change report electronic forms as required by the Nursing Accreditors ACEN when any substantive changes are made. The link is: https://www.acenursing.org/for-programs/resources-reporting-substantive-change/ There is an ACEN policy (available on the ACEN website) that clearly delineates what changes must be reported and what changes are considered substantive.

- **Does it work?** Yes. Substantive Change Reports are one means of assuring that academic programs maintain high accreditation standards.

Evidence Name: Annual Report for Accredited Programs

- **Do we have it?** No. These report requests are emailed directly to the Program Directors/Chairs of accredited programs and completed electronically. They can be printed out. Recommend that OIE house all annual reports.
- Do we use it? Yes, accredited program faculty do use the annual reports as a means to trend data and upon evaluation of trends, revise, their academic programs or develop a plan of action to improve.
- Does it work? Yes, it is another means to assess accredited programs to improve upon educational effectiveness.

3. consideration and use of assessment results for the improvement of educational effectiveness. Consistent with the institution's mission, such uses include some combination of the following:

d. planning, conducting, and supporting a range of professional development activities;

Evidence items in this subcategory document that Mercyhurst considers and uses assessment results to plan, conduct, and support a range of professional development activities. Such evidence items include Center for Teaching Excellence Programming, Faculty Development Funding Request Forms, and Faculty Development Days Programming. To ascertain whether the CTE and FDD programming 'works,' data on attendance and survey responses are needed.

Evidence Name: Center for Teaching Excellence Programming

- **Do we have it?** Yes, the MSCHE Evidence includes programing for the Center for Teaching Excellence by semester (with Fall 2019 the most recent).
- **Do we use it?** Yes, programming focused on faculty development, including sessions to foster critical thinking, enhancing student engagement, analyze and interpret student evaluation, etc., is planned and supported by the CTE Director based upon input from faculty. Announcements regarding upcoming programming is disseminated to faculty via email and the Morning Buzz.
- **Does it work?** Yes, CTE sessions are well attended (Do we have data on number of attendees?) with feedback and suggest for future programming sought from faculty.

Evidence Name: Faculty Development Funding Request Forms

- **Do we have it?** Yes, the Faculty Development Funding Requests form is used by faculty to request monetary, time, or personnel support to engage in faculty development and professional activities. However, the form currently is not available in the MSCHE evidence.
- **Do we use it?** Yes, the form is completed by the requesting faculty and identifies the nature and justification of the professional development activity. The form is submitted to the College Dean for review and approval, including amounted amount and budget line.
- **Does it work?** Yes, the process affords faculty the opportunity to seek additional support for professional development and is the responsibility of the College Deans to review and award support to faculty in a fair and just manner.

Evidence Name: Faculty Development Days

- **Do we have it?** Yes, Mercyhurst conducts two Faculty Development Days each year to kick-off the academic year. The full schedule of events and sessions focused on faculty development can be found as part of the MSCHE evidence with the most recent Development Days held on August 15-16, 2019.
- **Do we use it?** Yes, Faculty Development Days is attended by all faculty and provides faculty development sessions on a wide range of topics, including career and institutional topics, technology and teaching, teaching practices, and classroom activities. The Faculty Development Committee in collaboration with the Office of the Provost plan, support, and conduct the development sessions.
- **Does it work?** Yes, feedback from faculty suggest that Development Days are successful in improving the teaching-learning experience and educational effectiveness of our faculty and programs. Do have access to survey data evaluating Faculty Development Days and the Assessment Institute?

3. consideration and use of assessment results for the improvement of educational effectiveness. Consistent with the institution's mission, such uses include some combination of the following:

e. planning and budgeting for the provision of academic programs and services;

Evidence items in this subcategory document that Mercyhurst considers and uses assessment results to plan and budget for the provision of academic programs and services. Evidence items in this subcategory include, the Strategic Plan, Annual Assessment Reports and 5-year Self-Study processes outlined in the Assessment Handbook, Faculty Development Request Forms, and the Budget Management Policies and Procedures document.

Evidence Name: Strategic Plan 2018-2020

- **Do we have it?** Yes, the current Strategic Plan (spanning FY 2018-2020) is operationalized and was updated most recently on 2/14/20. A Strategic Plan Steering Committee has provided a planning schedule (available in MSCHE evidence) for the development of the next Strategic Plan to span FY 2021-2023.
- **Do we use it?** Yes, the current Strategic Plan outlines strategies and action steps toward the achievement of four goals: Renew our commitment to a Mercyhurst Education, Renew our Commitment to Campus Life, Renew the University's Resources, Processes, and Infrastructure, and Renew the Mercyhurst North East Vision.
- **Does it work?** Yes, the most recent update (on 2/14/20) of the current Strategic Plan includes actions and outcomes in working toward the four identified goals that ultimately enhance educational experience of students and develop/enhance academic programming and services.

Evidence Name: Assessment Handbook (Annual Assessment Reports)

- **Do we have it?** Yes. The Assessment Handbook was updated in 2019 and is the responsibility of the Institutional Effectiveness Office.
- **Do we use it?** Yes. Every degree/program is required to have student learning outcomes that are assessed. The results of those assessments are reported to the Office of Institutional Effectiveness via the annual assessment reports. If a student learning outcome is not met, an action plan is required, and the student learning outcome is assessed the following year.
- **Does it work?** Yes. Each action plan discusses the budgetary impact of the plan. Any impact on the budget would then be accounted for in the annual budget process.

Evidence Name: Faculty Development Funding Request form

- **Do we have it?** Yes. Faculty in each college use the form to apply for faculty development funds in each dean's budget.
- **Do we use it?** Yes. These forms are submitted on a rolling basis and the funds are allocated on a monthly or bi-monthly basis depending on the volume of submissions by a committee of faculty and deans.
- **Does it work**? Yes. This process ensures that funds are distributed to faculty based on need and the effect it will have on the applicant's development. Priority should be given to development that addresses a specific deficiency exposed through assessment.

Evidence Name: Budget Management Policies and Procedures

- **Do we have it?** Yes. The budget management policies and procedures are the responsibility of the Finance Office.
- **Do we use it?** Yes. Program directors, chairs, and deans manage their budgets monthly to guarantee compliance with budgetary limits and ensure the effective use of the funds.
- **Does it work?** Yes. Program directors, chairs, and deans use assessment results to develop action plans that are required to go through the budgeting process.

3. consideration and use of assessment results for the improvement of educational effectiveness. Consistent with the institution's mission, such uses include some combination of the following:

f. informing appropriate constituents about the institution and its programs;

Evidence items in this subcategory document that Mercyhurst considers and uses assessment results to inform constituents about the institution and its programs. Such evidence items include the Strategic Plan, Mission Statements, the Undergraduate Catalog, and the Mercyhurst Public Website, the Board of Trustees Meeting Minutes, Mercyhurst Magazines, and the MSCHE Self-Study.

Evidence Name: Strategic Plan

- **Do we have it?** Yes. The current operating strategic plan was crafted in 2017 and rolled out during the 2018-2019 academic year. The principles were presented to various constituents and the details ("Renewal through the Mercy Mission") are available via the strategic planning office.
- **Do we use it?** The strategic plan provides a blueprint for the university and provides a comprehensive approach of how the university deploys resources in support of its mission.
- **Does it work?** Yes, the strategic plan adequately provides evidence that the Mercyhurst communicates the entire campus community of the developed goals embody the university's mission, vision, and values with an emphasis on student success, student learning, and institutional effectiveness.

Evidence Name: Mission Statements (Course Catalog)

- **Do we have it?** Yes. Department and Program mission statements are printed in the Course Catalog
- **Do we use it?** The mission statements are evaluated every five years to ensure they are in line with the University's mission and strategic plan as well as taking into account trends in the field and other information collected through assessment.
- **Does it work?** Department and Program mission statements serve as a bridge between the university's overall mission statement and the concrete outcomes and specific field knowledge within each department.

Evidence Name: Undergraduate Catalog (Program Accreditations)

- **Do we have it?** Yes. We have a listing of all program accreditations at the beginning of each catalog. These range from Police Academy certification to Physician Assistant program
- **Do we use it?** Yes, we use this public document (available electronically as well as in print) to inform future and current students about assessment results (accreditation status) of specific programs.
- **Does it work?** Yes, accreditation demonstrates that programs have been assessed as having met high standards that demonstrate educational effectiveness.

Evidence Name: Mercyhurst Public Website

- **Do we have it?** Yes.
- **Do we use it?** Yes, with caveats. All programs post learning outcomes. However, other entries are, at times, inconsistent. Some programs include a basic course map (see MA in organizational leadership), some include programs requirements such as sophomore review (see Russian studies). While others do not provide these program details to constituents.
- **Does it work?** The website might be a more useful tool if all programs had a sample course map as well as any required programing (like sophomore review or capstone project details) that fall outside of course work.

Evidence Name: Provost Report to the Board—I can't find this document outside of the Board meeting minutes. Maybe we can rename this?

- **Do we have it?** *Yes. The provost/vice president of academic affairs reports major activities to the Board of Trustees four times a year. The minutes are housed ?????.*
- **Do we use it?**
- **Does it work?**

Evidence Name: Mercyhurst Magazine

- **Do we have it?** Yes. The Mercyhurst Magazine is published by the Alumni Relations office.
- **Do we use it?** Yes. The magazine is sent to alumni and employees twice a year in both the fall and the spring.

- **Does it work?** Maybe. The magazine is chiefly a venue to connect with and inform alumni and associates of the University about University, faculty, staff, and student achievements during the period covered. Assessment results may be reported in the magazine from time to time to inform readers of improvements to educational effectiveness.

Evidence Name: Middle States Self- Study

- **Do we have it?** Yes, the last Mercyhurst University Self-study was conducted in 2012-2013 and provided a comprehensive review of the state of the university.
- **Do we use it?** Yes, the Self-study process examines strengths and weaknesses of the University as related to MSCHE's standards and identifies opportunities for improvement related to each standard. The process requires a whole campus approach, with involvement of a variety of Mercyhurst constituents including faculty, students, administrators, and employees.
- **Does it work?** Yes, Mercyhurst heeded the recommendations and opportunities of growth put forth in the 12-13 Self Study. As related to Standard V, Mercyhurst prioritized creating a 'Culture of Assessment' by making assessment an institutional priority (as showcased in the Strategic Plan), revised academic assessment processes and procedures to be clearly articulated and benchmarked, delineated roles and responsibilities of assessment within the Office of Institutional Effectiveness, and integrated electronic assessment platforms such as Chalk and Wire. HOW ARE RESULTS COMMUNICATED TO CONSTITUENTS?

3. consideration and use of assessment results for the improvement of educational effectiveness. Consistent with the institution's mission, such uses include some combination of the following:

g. improving key indicators of student success, such as retention, graduation, transfer, and placement rates;

Evidence items in this subcategory document that Mercyhurst considers and uses assessment results to improve key indicators of student success. Such evidence items include the Mission, Vision, and Core Values as included in the Undergraduate Catalog, Graduation rates, post-graduation surveys, Career Development Usage Data and Surveys, IPEDS report data. As previously noted, the Working Group identified several post-graduation surveys. However, it is not clear how these surveys are used and who has access to the data.

Evidence Name: Mission, Vision, and Core Values, 2019-2020 Undergraduate Catalog

- **Do we have it?** Yes. The University has clearly articulated Mission, Vision, and Core Values that guide the overall operation of the institution (File: Mission, Vision, Core Values.docx). Further, all departments/programs at the institution have clearly stated mission statements that align with the University mission statement.
- **Do we use it?** Yes, mission statements are evaluated every five years to ensure they are in line with the University's mission and strategic plan as well as taking into account trends in the field and other information collected through assessment. In turn these mission statements help guide curriculum development/revision and course offerings toward the goals of increased student success as indicated by retention, graduation, placement rates, etc.
- **Does it work?** Yes, the congruence between University and Departmental mission statements guides the relevant education experiences of students toward successful outcomes including retention, graduation, placement rates, etc.

Evidence Name: Graduation Rates

Do we have it? Yes, we have graduation data available for the latest cohort to enroll and graduate with a baccalaureate degree within 6 years (150% of expected program length).Yet, we don't have graduation data available in our evidence folder for our other degree programs, just baccalaureate.

- **Do we use it?** The information available, regarding graduation rates, are reported for all full-time students and student athletes enrolled in a baccalaureate degree and reported according to gender, race/ethnicity and sport for student athletes. We use this information in assessing baccalaureate student success

- **Does it work?** Yes. Our graduation rates demonstrate our students' achievement of program requirements and program goals and we use this indicator to improve educational effectiveness.

Evidence Name: First Destination Survey (Post-Graduation Survey Data)

- **Do we have it?** Yes. The survey was last done in 2019 and is the responsibility of The Institutional Effectiveness Office.
- **Do we use it?** Yes. This survey is sent out annually. It is usually done within the first six months after graduation. Stakeholders can request the results of the survey as it pertains to their area.
- **Does it work?** Yes. This survey allows the University to collect data on the job placement and/or continuing education of our graduates. Placement rates and continuing education are a strong indication of educational effectiveness.

Evidence Name: Career Development Usage Data and Survey

- **Do we have it?** Yes. The CDC keeps a running report of meetings the counselors have with students and alumni. The report is housed in the CDC.
- **Do we use it?** Yes. The CDC director reviews this data to look for trends. It helps to decide what their big need is with students, and if they are supporting them in the best way.
- **Does it work?** Yes. There is adequate evidence that this data and assessment results are used for the improvement of educational effectiveness, especially for improving key indicators of student success such as placement rates.

Evidence Name: IPEDS Report (Enrollment Data)

- **Do we have it?** Yes and no: We do have the link to the IPEDs website. Yet, Data available only for baccalaureate. Unable to locate Associate degree and graduate degree enrollment data as this is not available on IPEDs Report. We have the IPEDS website (NCES) which includes enrollment data: FT vs. PT, gender, race/ethnicity, age, residence, % admitted and % enrolled of traditional undergraduate student population.
- **Do we use it?** Yes. Enrollment data is reviewed at the Annual State of the University Address and trends discussed. This data allows us to calculate graduation rates for traditional students..
- **Does it work?** Yes, for the traditional undergraduate student. No, for the Associate Degree and graduate student as we cannot use this data source to assess retention, graduation, and transfer rates for Associate degree/graduate students.

Standard 4. if applicable, adequate and appropriate institutional review and approval of assessment services designed, delivered, or assessed by third-party providers; and

- The Standard V Working Group identified limited evidence items related to third-party assessment outside of assessment activities related to accrediting bodies and the external reviewers utilized during assessment processes such as the five-year self-study. The Working Group questioned whether or not the IDEA evaluation system could be considered a third-party provider for assessment.

Evidence Name: Accreditation Report

- **Do we have it?** Not available in list of evidence as specific for each accredited program. Each accredited program director and Dean of Zurn College (for health disciplines) should have copies of every self-study and all reports to accreditation.
- **Do we use it?** For an example: OIE reviews and assists nursing program faculty in all self-study reports for initial and continuing accreditation in nursing. Process for nursing is that OIE is involved in ALL communication of accreditors
- **Does it work?** Yes and No. Recommend formal written process for OIE involvement in all Accreditation Reports be written and available. This would include substantive change reports, self-studies, and annual reports. Recommend all reports be housed in OIE
- Need formal written process and all Accreditation Reports, including substantive change reports, annual reports, and self-studies housed in OIE.

Evidence Name: Assessment Handbook (5 year Self Study- the External review)

- **Do we have it?** Per pp. 13-14 of the Assessment handbook, "Each department should solicit an unbiased external assessment of the program. Departments should work with the Assessment Coordinator to determine who will conduct the external review (a person, department, organization, etc.). […] The external reviewer should then provide the department with written documentation of their review that can be included in the final self-study document."
- **Do we use it?** Per p. 14 of the Assessment handbook, the external reviewer should speak to "(a) evidence of student learning, (b) evidence of quality of student work (e.g., student portfolios, senior research papers/projects), (c) a report from meetings with Dean, faculty, and student representatives, (d) best practices employed by the department (e.g. recruitment efforts, retention efforts, capstone requirements), (e) strengths within the program, (f) challenges within the program, (g) strategies to address the challenges, and (h) resource needs."
- **Does it work?** Yes (anecdotal evidence). This seems to be the most appropriate way to ensure that programs are remaining competitive within the discipline and following/developing best practices on a granular level of assessment. It is one of a few ways the institution may evaluate structural strengths and weaknesses within a department within the specific disciplinary expectations. Evidence of the effectiveness of these reviews would best be seen at a departmental level. Have departments restructured assessment based on these recommendations?

Standard 5. periodic assessment of the effectiveness of assessment processes utilized by the institution for the improvement of educational effectiveness.

- The Standard V Working Group identified several lines of evidence to demonstrate MU periodically assesses the effectiveness of our assessment processes with the initiative to improve educational effectiveness. Evidence items under this standard include the Strategic Plan, the Annual Academic Assessment and 5-year Self-study processes outlined in the Assessment Handbook, Accreditation Reports, Assessment Institute Programming, and the Middle States Self-study.

Evidence Name: Strategic Plan

- **Do we have it?** Yes. The current operating strategic plan was crafted in 2017 and rolled out during the 2018-2019 academic year. The current strategic plan, Renewal through the Mercy Mission, was developed by a collaborative university wide steering committee and includes clearly stated institutional goals and their connectivity to our Mercy mission. As related to this standard, Goal 1.1 states, **"**Develop and maintain innovative academic programs that meet the needs of the global economic climate **based on appropriate assessment** and research."
- **Do we use it?** The strategic plan provides a blueprint for the university and provides a comprehensive approach of educational effectiveness. Additionally, all new programs must show connection to the strategic plan on the appropriate forms.
- **Does it work?** Yes, the strategic plan and the process involved in drafting the strategic plan, provide evidence that Mercyhurst periodically evaluates our assessment processes aimed at improving educational effectiveness.

Evidence Name: Assessment Handbook (Annual Academic Assessment Form)

- **Do we have it?** Yes. The Assessment Handbook was updated in 2019 and is the responsibility of the Institutional Effectiveness Office.
- **Do we use it?** Yes. Every degree/program is required to have student learning outcomes that are assessed. The results of those assessments are reported to the Office of Institutional Effectiveness via the annual assessment reports. If a student learning outcome is not met, an action plan is required, and the student learning outcome is assessed the following year.
- **Does it work?** Yes. Faculty complete and compile the data from the assessment of their course/courses. If the assessment does not reach the desired goal, the student learning outcome is assessed again the next year. Faculty review the assessment process and results trying to determine if a change in assessment process or content delivery will improve their educational effectiveness. Faculty make necessary changes to ensure that the student learning outcome is successful the next time the course is taught.

Evidence Name: Accreditation Report

- **Do we have it?** Not available in list of evidence as specific for each accredited program. Each accredited program and Dean of Zurn College (for health disciplines) should have copies of all self-study reports and other reports to accreditors.
- **Do we use it?** Yes. Each accredited program undergoes an initial and continuing assessment process to receive and maintain accreditation. For example, in nursing, each program is accredited individually and completes an initial accreditation, which includes a written self-study and site visit. After initial accreditation, the program is re-accredited after 5 years. With successful reaccreditation, the program is on an every 8-year cycle of accreditation.
- **Does it work?** Yes. In the example above (nursing), program-specific accreditation standards must be met as evidenced by 3 years' worth of data submitted prior to each site visit. Therefore, it is a continuous process of improvement. Again, recommend formal written process with OIE as noted in SV-4.

Evidence Name: Assessment Handbook (5-year self-study)

- **Do we have it?** Yes, the five-year self-study process is listed on page 13 of the Assessment Handbook, which was updated in Fall of 2019.
- **Do we use it?** Yes. The 5-year self- study is a process that allows programs to determine their degree of progress and achievement on program goals and learning outcomes and how the overall program mission ties into the larger university mission and strategic plan. Programs are also required to take a comprehensive view of their enrollment, resources, and trends. A holistic review of the program and the fulfillment of the program's mission is conducted by an external reviewer. Two of the four colleges have completed their self-studies and one college is currently undergoing the process. One college completes their self-study per academic year.
- **Does it work?** Somewhat. The process of the self-study is clearly delineated and is aligned with standard SV-5 in the process of evaluating our assessment processes for educational assessment. However, as previously stated, there should be a cyclical process where department's review their results with OIE and their Academic Deans to ensure any necessary revisions.

Evidence Name: Assessment Institute Programming and Survey

- **Do we have it?** Yes, the Assessment Institute is combined with Faculty Development Days to kick-off the academic year; the schedule for these days (and the Assessment Institute) is available in the MSCHE evidence as "Faculty Development Days" with the most recent having occurred Aug. 15-16, 2019.
- **Do we use it?** Yes, the scheduled Assessment Institute allows faculty and staff dedicated time to review and revise on-going assessment processes and student/course feedback.
- **Does it work?** Yes, the Assessment Institute allows programs to review and revise curricula, student outcomes, and assessment processes toward improving educational effectiveness. A survey is conducted to provide feedback regarding the Assessment Institute and Faculty Development Days; however, results of this survey are not currently available within the MSCHE evidence.
- **Does it work?**

Evidence Name: Middle States Self Study

- **Do we have it?** Yes, the last Mercyhurst University Self-study was conducted in 2012-2013 and provided a comprehensive review of the state of the university, including a review of the assessment processes and procedures related to educational effectiveness.
- **Do we use it?** Yes, the Self-study process examines strengths and weaknesses of the University as related to MSCHE's standards and identifies opportunities for improvement related to each standard. The process requires a whole campus approach, with involvement of a variety of Mercyhurst constituents including faculty, students, administrators, and employees.
- **Does it work?** Yes, Mercyhurst heeded the recommendations and opportunities of growth put forth in the 12-13 Self Study. As related to Standard V, Mercyhurst prioritized creating a 'Culture of Assessment' by making assessment an institutional priority (as showcased in the Strategic Plan), revised academic

assessment processes and procedures to be clearly articulated and benchmarked, delineated roles and responsibilities of assessment within the Office of Institutional Effectiveness, and integrated electronic assessment platforms such as Chalk and Wire.

Requirements of Affiliation (related to Standard V)

ROA 1: The institution is authorized or licensed to operate as a postsecondary educational institution and to award postsecondary degrees; it provides written documentation demonstrating both. Authorization or licensure is from an appropriate governmental organization or agency within the Middle States region (Delaware, the District of Columbia, Maryland, New Jersey, New York, Pennsylvania, Puerto Rico, and the U.S. Virgin Islands), as well as by other agencies as required by each of the jurisdictions, regions, or countries in which the institution operates.
Institutions that offer only postsecondary certificates, diplomas, or licenses are not eligible for accreditation by the Middle States Commission on Higher Education.

Evidence Name: Graduate and Undergraduate Catalogs (Program Accreditations)

- **Do we have it?** Yes. We have a listing of all program accreditations at the beginning of each catalog. These range from Police Academy certification to Physician Assistant program
- **Do we use it?** Yes. Accreditation demonstrates that programs have met specific standards set by leading authorities in the education of these students.
- **Does it work?** Yes. A listing of all accreditations and accreditors (with accreditor websites listed) communicates that these standards have been met and are available for public viewing.

ROA 7. The institution has a statement of mission and goals, approved by its governing body that defines its purpose within the context of higher education.

Evidence Name: Mission, Vision, and Core Values, 2019-2020 Undergraduate Catalog

- **Do we have it?** Yes. The University has clearly articulated Mission, Vision, and Core Values that guide the overall operation of the institution (File: Mission, Vision, Core Values.docx). Further, all departments/programs at the institution have clearly stated mission statements that align with the University mission statement.
- **Do we use it?** Yes, the University mission statement is used to guide the operations of the entire University operation. Similarly, Departmental mission statements are used to guide curriculum development, including Program Learning Goals and Outcomes, and the educational experiences of students within the home department.
- **Does it work?** Yes, the congruence between University and Departmental mission statements guides the relevant education experiences of students across all departments.

Evidence Name: Strategic Plan

- **Do we have it?** Yes. The current operating strategic plan was crafted in 2017 and rolled out during the 2018-2019 academic year. The current strategic plan, Renewal through the Mercy Mission, was developed by a collaborative university wide steering committee and includes clearly stated institutional goals and their connectivity to our Mercy mission.

- **Do we use it?** The strategic plan provides a blueprint for the university and provides a comprehensive approach of educational effectiveness.

- **Does it work?** Yes, the strategic plan adequately provides evidence that Mercyhurst engages the entire campus community through separate and collective focus groups in the development of the strategic plan

and the developed goals embody the university's mission, vision, and values with an emphasis on student success, student learning, and institutional effectiveness.

ROA 8. The institution systematically evaluates its educational and other programs and makes public how well and in what ways it is accomplishing its purposes.

Evidence Name: Mercyhurst Public Website

- **Do we have it?** Yes, Mercyhurst maintains a publicly available website that communicates relevant and necessary assessment of student achievement of institutional and program/departmental learning goals and outcomes.
- **Do we use it?** Yes, the Mercyhurst Public Website is regularly and consistently updated to make available necessary student achievement data, as this is mandated by many program/department accrediting agencies. Relevant examples can be seen by viewing the Department of Physician Assistant Studies website at https://www.mercyhurst.edu/academics/graduate-programs/physician-assistant-studies/mission and https://www.mercyhurst.edu/academics/physician-assistant-studies/nccpa-pance-pass-rate.
- **Does it work?** Yes, the Mercyhurst Public Website makes readily available relevant and necessary institution and program/department achievement of learning goals and outcomes.

Evidence Name: Assessment Handbook

- **Do we have it?** *Yes. The Handbook is housed in the Office for Institutional Effectiveness. The current handbook was written and published in Fall 2019.*
- **Do we use it?** *Yes. The Handbook states that "[t]his handbook is a brief guide for program-and unit-level assessment planning and reporting."*
- **Does it work?** *Yes. There is evidence in the Handbook that MU systematically evaluates educational programs.*

Evidence Name: Syllabi Repository

- **Do we have it?** Yes. The Syllabi Repository was implemented in 2007 and contains the syllabi for all courses taught from 2007 to the present. It is housed and maintained by the Syllabi Repository Coordinator, Diane Speice.
- **Do we use it?** Yes. Course instructors email their syllabi to the Syllabi Repository Coordinator before the start of each academic term (semesters and mini-semesters). The coordinator follows up via email with those who did not submit their syllabi before the start of the semester.
- **Does it work?** Yes. Individual syllabi define course and program goals as well as evaluation standards for course work. The syllabi repository is made public.

Evidence Name: OIE Hub Site (Assessment and Planning landing page on MU's website)

- **Do we have it?** Yes, Mercyhurst has a public site explaining our systematic approach to educational assessment. The goals listed include:
    - Assess and document the University's progress in achieving its short and long term strategic goals and effectively communicate accomplishments to its various constituencies
    - Support academic and administrative department heads in assessing and documenting the results of their activities and in identifying opportunities for continuous improvement
    - Support on-going decision making and resource allocation processes throughout the University
    - Meet the data reporting requirements of outside entities
    - Help ensure that the University complies with all applicable rules, regulations and laws
- **Do we use it?** As mentioned below, this appears to be outdated. MU constituents have access to OIE's Hub site which contains all of the updated processes and procedures surrounding assessment, but it is not made public.

- **Does it work?** The landing page allows for the public to view Mercyhurst's mission, goals, and functions related to assessment. However, it seems outdated, with no mention of OIE.

9. The institution's student learning programs and opportunities are characterized by rigor, coherence, and appropriate assessment of student achievement throughout the educational offerings, regardless of certificate or degree level or delivery and instructional modality.

- **Evidence Name:** Assessment Handbook
- **Do we have it?** *Yes. The Handbook is housed in the Office for Institutional Effectiveness. The current handbook was written and published in Fall 2019.*
- **Do we use it?** *Yes. The Handbook states that "[t]his handbook is a brief guide for program-and unit-level assessment planning and reporting."*
- **Does it work?** *Yes. There is evidence in the Handbook of appropriate assessment of student achievement throughout educational offerings.*

Evidence Name: Syllabi Repository

- **Do we have it?** Yes. The Syllabi Repository was implemented in 2007 and contains the syllabi for all courses taught from 2007 to the present. It is housed and maintained by the Syllabi Repository Coordinator, Diane Speice.
- **Do we use it?** Yes. Course instructors email their syllabi to the Syllabi Repository Coordinator before the start of each academic term (semesters and mini-semesters). The coordinator follows up via email with those who did not submit their syllabi before the start of the semester.
- **Does it work?** Yes. Individual syllabi define course and program goals as well as evaluation standards for course work. The syllabi found within the repository demonstrate rigor, coherence, and appropriate assessment of student achievement.

Evidence Name: IDEA Evaluation

- Do we have it? Yes. Mercyhurst University began using IDEA evaluations in the Fall of 2018 and it is the responsibility of the Institutional Effectiveness Office.
- **Do we use it?** Yes. The IDEA surveys are emailed to every student in almost every course taught at the University. Faculty have access to the results of the student surveys after final grades are posted.
- **Does it work?** Yes. Faculty can view detailed results of the student surveys that include summative, formative, qualitative, and quantitative data. The IDEA system offers specific help for faculty in areas that need improvement based on the students' responses. There are many formative tools like articles and videos on each topic area.

Evidence Name: ODL Course Development Checklists

- **Do we have it?** Yes. The ODL guide for developing and teaching DL courses is available to all faculty through the employee hub. Instructional designers are available for all faculty who will transition a traditional course or develop a new online course.
- **Do we use it?** Yes, there is a very clear process for faculty who transition a traditional course to online or for new online course developments. It starts with this guide and the faculty working with an instructional designer through the first delivery of the course and for course revisions. This process includes a Course Mapping Document which the faculty complete and review with the Instructional designer to assess each course for appropriate equivalency in contact hours and demonstrates student to student, student to faculty, and student to contact hours and activities.
- **Does it work?** Yes. It is a rigorous process which assures the educational effectiveness of online courses. Transitioning courses to online also allows for a curriculum that best meets the needs of adult and graduate students.

ROA 10. Institutional planning integrates goals for academic and institutional effectiveness and improvement, student achievement of educational goals, student learning, and the results of academic and institutional assessments.

Evidence Name: Strategic Plan 2018-2020

- **Do we have it?** Yes, the current Strategic Plan (spanning FY 2018-2020) is operationalized and was updated most recently on 2/14/20. A Strategic Plan Steering Committee has provided a planning schedule (available in MSCHE evidence) for the development of the next Strategic Plan to span FY 2021-2023.
- **Do we use it?** Yes, the current Strategic Plan outlines strategies and action steps toward the achievement of four goals: Renew our commitment to a Mercyhurst Education, Renew our Commitment to Campus Life, Renew the University's Resources, Processes, and Infrastructure, and Renew the Mercyhurst North East Vision.
- **Does it work?** Yes, the most recent update (on 2/14/20) of the current Strategic Plan includes actions and outcomes in working toward the four identified goals that ultimately enhance educational experience of students and develop/enhance academic programming and services.