Assessment is a cyclical, ongoing, systematic process of collecting, analyzing, and using information about divisional, departmental, and programmatic effectiveness, in order to improve student learning (Upcraft & Shuh, 1996; Anderson, Bresciani & Zelna, 2004).
Foundational Documents (mission, goals, strategic plan)

Establish Criteria for Success (outcomes or targets)

Provide Programs & Services

"Close the Loop" - use results for improvement

Determine Effectiveness
FOUNDATIONAL DOCUMENTS

Mercy College Mission Statement

Mercy College is committed to providing motivated students the opportunity to transform their lives through higher education by offering liberal arts and professional programs in personalized and high quality learning environments, thus preparing students to embark on rewarding careers, to continue learning throughout their lives and to act ethically and responsibly in a changing world.

Division of Student Affairs Mission Statement

The mission of the Division of Student Affairs at Mercy College is to promote student learning and holistic development by providing intentional opportunities for engagement outside the classroom. Through these programs and services, the DSA supports students’ academic development, inspires personal growth, and fosters interpersonal connections and collaboration to prepare students for success in our diverse community and beyond as leaders and in their chosen career fields.
1. Broaden and diversify the points of engagement for students to promote emotional satisfaction and intellectual success.

2. Provide opportunities for students to develop essential life skills that foster professional, personal and social growth.

3. Encourage our students to participate in the ongoing establishment of an inclusive and supportive campus community.

4. Strengthen our infrastructure to maximize the effectiveness of both our delivery agents and delivery methods.
STRATEGIC PLAN 2020

Student Learning
Mercy College will provide students a transformative education which will both champion the values of general education and make sure they are well-equipped for their career choices
1.1 Continue to focus on underserved communities of students, including first and second generation, low income, minority, and adult students

Student Success
Mercy College will outperform predicted measures of student success and earn a national reputation for its efforts in this area
2.1 Expand the PACT program and strengthen or launch other student success initiatives to foster increased persistence, graduation, and career placement in both undergraduate and graduate programs
2.2 Expand the breadth and quality of extra- and co-curricular programs at all campuses to improve student engagement
2.3 Strengthen support for student health and safety
2.4 Position students for career success by strengthening career services and cultivating employer partnerships, internships, and mentoring opportunities
STRATEGIC PLAN 2020

Affordability and Financial Health
Mercy College will maintain affordability for students while preserving the college’s solid financial position
3.1 Increase the effectiveness of faculty and staff through mission-focused hiring, retention, and development
3.4 Deploy effective responses to higher education disruption
3.5 Expand and diversify sources of revenue, particularly in the areas of grants and fundraising

College Community
Mercy College will develop a college community and a “Mercy for Life” spirit that engages students, faculty, staff, and alumni in multiplying the Mercy College impact
4.1 Strengthen Mercy’s personalized educational environment
4.2 Create a great working environment for Mercy faculty and staff
4.3 Increase activities designed to instill a sense of civic responsibility in students
4.4 Expand alumni services and programs to re-establish and/or deepen connections with the alumni community
4.5 Develop and sustain strong community connections that position the College as a community asset
There are 6 essential co-curricular student learning outcomes that are:

- intentionally broad and represent the inductive, top-down structure that our new Division of Student Affairs operates
- linked upward to both institutional and strategic planning goals
- universal for attachment to other non-academic units (OSS, COP, etc.)
Students will express individual ownership for one's emotional intelligence.

**Athletics:** Identify stressors that influence academic & personal balance.

**Accessibility:** Identify self-advocacy skills & adaptive skills to mitigate disability-related barriers.

**Career Services:** Define personal values to locate confidence & direction.

**Health & Wellness:** Articulate strategies to manage emotional health.

**International:** Recognize support techniques that account for cultural adjustment.

**PACT:** Articulate strategies to cope with conflict and stress and encourage resiliency.

**Residential Life:** Define strategies that emphasize compromise & cooperation in a residential environment.

**Student Conduct:** Identify coping skills for transitioning to a more mature mindset that practices personal accountability.

**Student Life:** Demonstrate confidence to identify, seek out and participate in co- and extra-curricular activities.
INTELLECTUAL
Students will recognize the influence of knowledge on motivation and purpose

Athletics: Identify strategies to implement a healthy focus on both academic and athletic pursuits

Accessibility: Locate the appropriate networks and resources to support academic achievement and success

Career Services: Identify both interpersonal and technical skills that provide tangible opportunities for growth and mastery

Health & Wellness: Demonstrate an understanding of impact of behavior on academic performance

International: Locate the appropriate networks and resources to support understanding of requirements to stay compliant

PACT: Articulate their own knowledge of their degree requirements and their role in the advising process

Residential Life: Recognize the need for positive individual participation as a contribution to communal etiquette

Student Conduct: Demonstrate better decision-making skills

Student Life: Demonstrate action steps to identify, seek out and participate in co- and extra-curricular activities
Students will identify and articulate professional interests and opportunities

Career Services: Identify career-related experiences through high impact practices and secure participation

Health & Wellness: Translate personal values into tangible professional pursuits

PACT: Identify professional opportunities associated with chosen field of study
Students will demonstrate an ability to think in ethical ways about character and civility.
SOCIAL

Students will recognize the impact of one's behaviors and viewpoints on others

- **Health & Wellness:** Recognize the importance of healthy behaviors and lifestyles on community development and well-being
- **International:** Recognize support techniques that accounts for cultural adjustment
- **Residential Life:** Recognize the consequences of resistant attitudes and communication techniques on others
- **Student Conduct:** Recognize the impact of repetition of negative outputs (attitudes, behaviors, etc.) on others
- **Student Life:** Define how civic participation in one's communities and in larger society translates to leadership development
ENVIRONMENTAL

Students will demonstrate an ability to respect the contrasting and shared experiences

Health & Wellness:
Apply positive coping techniques when encountering conflict

International:
Discuss both the commonalities and differences between one's home culture and US culture

Student Life:
Define the cultural and social forces and individual beliefs that shaped one's selfhood

Residential Life:
Demonstrate open-mindedness as a tool to enhance cross-cultural understanding in a residential environment
Assessment Strategies

• Traditional co-curricular assessment centered on efficiency models
  • Focus on process
  • How well is this office/service functioning (satisfaction)?
  • Focus on numbers (participation)
    • Attendance
    • Service visits/usage
    • Student/staff ratios
    • Retention and graduation rates

• Newer co-curricular assessment focuses on effectiveness models
  • Indirect measures (surveys, NSSE)
  • Direct measures (demonstration via observation, performance, objective self-reporting such as reflection papers and projects)
  • Strong connection and use of CAS standards
Connection to Assessment

• Programs at the student’s level (first-year, second-year, etc.)
• The organic learning environments beyond the classroom condense based on the population being targeted (first and second year students from School of Health Sciences), creating more definitive learning goals
• Assessment efforts become more specific and measurable
Institutional Effectiveness:

- The College’s **budget process** drives the timeline for college-wide decision making about the allocation of all resources (including financial, human, technology and space).

- The **annual planning cycle** has been configured to align with this college-wide budgeting process so that **assessment results** may be used to inform plans, and thereby the use of resources.

- Units think strategically about their micro-budgets and align resources – including financial, human, technology, and space – to achieve the tactics set out in institutional assessment plans with insight derived from the analysis of prior assessments. Results of the assessment of co-curricular learning outcomes impact programmatic planning in these units and budgets.