

Mini Report Template

Department/Program:
Report Coordinator:

Please discuss these guiding questions with your colleagues at a meeting and write a response (attach separately) that summarizes your program's overall analysis of how your assessment process is working and where you see areas for improvement:

- Are we currently assessing what we want to assess regarding student learning?
- Are we satisfied with the learning outcomes we are finding?
- How does our department/program share student learning outcomes with each other?
- How would our department/program best demonstrate learning outcomes to those outside the department, such as to a prospective student?
- How well did we apply last year's findings or feedback from the Assessment Committee?

What program objectives/goals and outcomes are you planning to assess?
and
Which university-wide goals correspond to your program objectives? (From the back of this sheet, please list the letter and number for each corresponding main and sub goal/objective)

What is your assessment plan – e.g., how and when will data be collected and by whom?
Are you using rubrics, charts, graphs, or other tools?

Are you planning to use both years' data in your full report next year? If not, please explain and indicate when you will use the data that will not be included in your next report.

Would you like assistance from the Assessment Committee on suggestions for rubrics/tool or other support?

Yes No

MOUNT MERCY UNIVERSITY WIDE GOALS AND OBJECTIVES

1. USING REFLECTIVE JUDGMENT

- A. Students will demonstrate a knowledge of content, assumptions, terminology, and methodology of a broad range of academic disciplines needed for informed and meaningful participation in society, including literature, fine arts, history, mathematics, science, philosophy, religious studies and social sciences.
- B. Students will demonstrate a depth of understanding in their major field that successfully prepares them for graduate study or a career following graduation.
- C. Students will evaluate their points of view by analyzing multiple perspectives.
- D. Students will integrate knowledge across the disciplines.
- E. Students will apply creative, logical and scholarly processes in the pursuit of truth to form reasoned judgments and explain the implications of drawing those conclusions.

2. STRATEGIC COMMUNICATION

- A. Students will generate, collect, organize and present ideas and information in written, oral and visual modes for chosen purposes and audiences.
- B. Students will meet appropriate standards of quality when they communicate.
- C. Students will demonstrate respect and responsibility in communication with others.

3. SERVING THE COMMON GOOD

- A. Students will recognize the challenges and opportunities of living in a changing, complex, global society and demonstrate inclusivity and sensitivity to the diverse human conditions.
- B. Students will explain the significance of personal and social responsibility and be prepared to take action in modes of service, civic participation, advocacy and system change.
- C. Students will articulate an ethical framework based on a respect for all human beings and the natural environment.
- D. Students will examine the core values of social justice, particularly the Mercy commitment to advocate for persons who are vulnerable and marginalized.

4. PURPOSEFUL LIVING

- A. Students will discern and clarify their vocational choices.
- B. Students will recognize the services and support available to assist them and others in determining which commitments will guide their lives.
- C. Students will demonstrate the ways in which their abilities and knowledge enable them to be responsible leaders or participants.
- D. Students will acknowledge the importance of a healthy and balanced life including social, physical, emotional and spiritual well-being.
- E. Students will recognize the importance of life-long learning
- F. Students will analyze the evolving nature of relationships in their lives, professions and communities