Monitoring Report to the
Middle States Commission on Higher Education
From
Rosemont College

Rosemont, PA 19010

Jim Cawley, President, Rosemont College

July 5, 2023

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COMMON ACRONYMS	
AY	Academic Year
BOT	Board of Trustees
BIC	Bold Implementation Committee
CC	Curriculum Committee
EIE	Educational and Institutional Effectiveness
GE	General Education
IT	Information Technology
IAC	Institutional Assessment Committee
IE Map	Institutional Effectiveness Map
KPI	Key Performance Indicator
MSCHE	Middle States Commission on Higher Education
OEIE	Office of Educational and Institutional Effectiveness
RCAP	Redevelopment Capital Assistance Program
SGPS	Schools of Graduate and Professional Studies
SHCJ	Society of the Holy Child Jesus
SAA	Special Advisor of Assessment
UC	Undergraduate College
UAR	Unit Assessment Report
VP	Vice President

APPENDIX	NAME
A	Strategic Plan/Be Bold Rosemont 2026.pdf
A1	Bold Implementation Committee.pdf
AA	2026 Operational Plan.pdf
B	Assessment Plan/Institutional Effectiveness Assessment Plan.pdf
BB	Unit Information Sheets.pdf
C	5-Year Budget/Finance Committee Report 6 2023.pdf
CC	IE Map Template and Example.pdf
CC1	Annual Unit Assessment Report Template.pdf
CC2	Unit Assessment Training Handouts.pdf
D	Campus Master Plan/Master Plan Framework Report 12.10.21
DD	Unit Assessment Report Template.pdf
DD1	Library UAR Mid-Year
DD2	After Action Report Template
DD3	Assessment Report Template - Annual
DD4	Annual UAR Template
DD5	Enrollment, Marketing and Communication Division Mission and Goals
E	IT Strategic Plan 2023 2026.pdf
EE	Institutional Assessment Committee.pdf
F	GE Summary Report.docx
FF	UAR Evaluation Rubric.pdf
G	UC Assessment Plan_Feb 2023.pdf
GG	Data Survey.pdf
H	SGPS Assessment Plan_Feb 2023.pdf
H1	SGPS Academic Assessment & Program Review Cycle 2023-2028 (2-9-2023).docx
HH	Board Evaluation Survey.pdf
I	RC Faculty Retreat 2.10.23.pdf
II	Faculty Salary Subcomittee meeting minutes.docx
II1	Fw_ Salary documentation_timeline.eml
II2	Rosemont Faculty Fund MOU_fully executed.pdf
II3	Information - BOT Presentation.pptx
J	Faculty Meeting Minutes - February 28 2023 JSC Minutes (2).pdf
JJ	Coffee shop data analysis .pdf
JJ1	Eleanor's Cafe Project Proposal.pdf
JJ2	Fw_ Saxbys + Rosemont College Academic Affiliation, Fully Executed.eml
JJ3	Fw_ Sorry forgot to paste in write up saxbys.eml
JJ4	Saxbys and Rosemont - Write Up
JJ5	RACP Application Phase Review
JJ6	RCAP Exit Conference Meeting Minutes 5-17-2023
JJ7	RACP Meeting 2-10-2020
JJ8	RCAP Project Review - Grant App
K	Assessment Cycle
KK	Rosemont College Continuous Improvement and Evaluation Plan
L	GE Coordinator Summary_2021-22.pdf
L1	UC GE recommendations and stakeholders.pdf
L2	UC GE Faculty Meeting Presentation_28 March 2023.pdf
L3	Draft email to GE coordinators for revising learning outcomes.pdf

L4	Faculty Presentation_Discipline Assessment_2022-23_18 April 2023.pdf
M	Core Curriculum Learning Outcomes Minutes/The Wants of the Age Core Curriculum Learning Outcomes_Final_230425.pdf
M1	Core Curriculum Approved courses June 15 2023.xlsx
N	Curriculum Committee Form/Curriculum Committee - form for submission of courses for fall 2023 for Core Curr.docx
N1	Curriculum Committee - general criteria for submission of courses to Core Curr.docx
O	Critical Thinking Learning Outcomes_230405
O1	Critical Thinking Rubric
P	DISCIPLINE AND GE ASSESSMENT CALENDAR.xlsx
Q	UC Program Review schedule.xlsx
Q1	Academic Assessment Overview_draft 2 June 2023.xlsx
R	UC Discipline Coordinator Meetings_March2023_v2.pdf
R1	Meeting_Humanities_23 Mar 2023.pdf
R2	Meeting_MBSS Division Meeting_23 Mar 2023.pdf
R3	Meeting_Natural Science Division Meeting_20 March 2023.pdf
R4	Meeting_VAL_29 Mar 2023.pdf
S	Meeting_Division Chairs_3 April 2023.pdf
T	UC Discipline Assessment Summary Report_April 2023.pdf
T1	Table of Discipline Reports Comparison.docx
T2	Table of Discipline Reports_22-23.xlsx
T3	Table of GE Coordinator Reports Comparison.docx
T4	Table of UC Discipline Reports_22-23.xlsx
U	UC Recommendations Combined_Action Plan_AY21-22_May 2023v2.xlsx
V	Master Assessment Calendar.pdf
W	Assessing Assessment Rubric.pdf
X	Strategic Planning Online Survey.pdf
Y	Focus Group Handouts.pdf
Z	Tabling Sessions Handouts.pdf

NON-COMPLIANCE ACTION FROM THE MIDDLE STATES COMMISSION ON HIGHER EDUCATION

On November 17, 2022, the Middle States Commission on Higher Education acted

> *To warn the institution that its accreditation may be in jeopardy because of insufficient evidence that the institution is currently in compliance with Standard VI (Planning, Resources, and Institutional Improvement) and Requirement of Affiliation 10. To note that the institution remains accredited while on warning. To note further that federal regulations limit the period during which an institution may be in non-compliance. To request a monitoring report due July 5, 2023 demonstrating evidence that the institution has achieved and can sustain ongoing compliance with Standard VI and Requirement of Affiliation 10, including but not limited to documenting clearly-stated, aligned, and coherent institutional and unit objectives, with evidence of the implementation of a systematic, organized, and sustained assessment process demonstrating that institutional and unit stakeholders have considered and used assessment results in planning, budgeting, and the improvement of institutional and unit effectiveness (Standard VI and Requirement of Affiliation 10). To request the monitoring report also provide evidence of (1) the development and implementation of organized and systematic assessments that evaluate the extent of student achievement (Standard V); (2) demonstrated and documented use of assessment results to improve educational effectiveness (Standard V); and (3) periodic assessment of the effectiveness of assessment processes utilized by the institution for the improvement of educational effectiveness (Standard V). To direct a follow-up team visit following submission of the monitoring report. To note the visit may also fulfill the verification requirements of the USDE guidelines. To direct a prompt Commission liaison guidance visit to discuss the Commission's expectations. Upon reaffirmation of accreditation, the next evaluation visit is scheduled for 2028-2029.*

INTRODUCTION

Situated on 56 acres in the historic residential neighborhood of Rosemont, Pennsylvania, 11 miles west of Philadelphia on the suburban Main Line, Rosemont College was founded in 1921 by the Society of the Holy Child Jesus (SHCJ). From the institution's early days through the present, the SHCJ foundress, Cornelia Connelly has been a driving force behind Rosemont's charge to educate students "to meet the wants of the age," which has been integral in the evolution of the College. The College is known for its small size, intimate academic and co-curricular experiences, and its focus on developing the intellectual, spiritual, and emotional well-being of each student.

As a liberal arts college, there is a commitment to graduating well-rounded, well-prepared students through a strong core curriculum and experiential learning in their fields. The size of the college offers a myriad of opportunities for students to engage in the life of the community, taking on leadership roles that will prepare them for life after college. As is the case with many small institutions, most of those who work at Rosemont speak often about their deep dedication to the mission of the college, a fact repeatedly remarked upon by the visiting team.

The College is comprised of two schools: the Undergraduate College (UC) and the Schools of Graduate and Professional Studies (SGPS) serving a total population of approximately 750 students, with small class sizes and a student-faculty ratio of 12:1.

The UC enrolls traditional college aged students (ages 18-22) who have chosen a more conventional college experience, either as a residential student living in one of the four residence halls, or as a commuter student living off campus. Both groups of students avail themselves of all the campus has to offer. Student Athletes comprise over 50% of the total UC student body and the majority of our residential population.

The Schools of Graduate and Professional Studies encompass undergraduate and graduate programs. The undergraduate SGPS programs are offered online in an accelerated format. The student body is comprised of both adult students and those entering college for the first time. The graduate programs in SGPS are offered in both an online accelerated format and on-site, full-term instruction, depending on the major in which a student is enrolled in.

For the past 15 years or more, Rosemont College has enrolled a majority of minority enrolled students.

Table 1: Undergraduate College Ethnicity Demographics

Ethnicity	**2014**	**2015**	**2016**	**2017**	**2018**	**2019**	**2020**	**11 YR Avg**
White	36%	26%	38%	35%	35%	25%	29%	**36%**
Black	41%	52%	37%	47%	47%	30%	30%	**38%**
Hispanic	9%	2%	9%	10%	10%	21%	22%	**11%**
Asian	6%	5%	2%	3%	3%	1%	3%	**4%**
Native Am	<1%	0%	1%	<1%	<1%	0%	0%	**0%**
Other	4%	1%	3%	0%	2%	0%	5%	**2%**
2 or more	0%	8%	7%	2%	0%	4%		**3%**
Unknown	3%	6%	3%	2%	2%	20%	10%	**6%**

Rosemont College entered into the self-study process in fall 2018. Approximately 40 members of the college community including administrators, faculty, staff, and students met regularly throughout the next two years as part of seven different work groups to prepare the Self-Study narrative and collect evidence for the documentation roadmap. The Steering Committee approved the Self-Study in early 2022, and the peer review team visit took place April 24-27, 2022.

At the read out to the Rosemont community on April 27, 2022, the Self-Study Team Chair shared the initial findings indicating that the college did not appear to meet the criteria for Standard V (Educational Effectiveness Assessment) and Requirements of Affiliation 10. Soon after the visit, the Team Chair wrote to state that the concerns extended to Standard VI (Planning, Resources, and Institutional Improvement) as well. The College submitted its formal, written Institutional Response to the Commission on May 30, 2022.

The primary focus of the visiting team, and subsequently, the Commission, was Standard VI and ROA 10 and the lack of a sustained culture of institutional assessment. They specifically noted that the college did not have a current strategic plan (Appendix A) and that there was no regular, consistent process for assessment of institutional effectiveness of programs, units, or initiatives (Appendix B). They spoke to the lack of a multi-year budgeting process (Appendix C) and evidence-based financial planning and budgeting aligned with goals, which they felt would provide remedy or mitigation for financial declines. Further, they wanted to see a campus master plan (Appendix D) and an update to the Information Technology (IT) strategic plan (Appendix E) with evidence of funding/resource allocations in support of those plans. Note: All plans that have been developed since the self-study will be discussed later in the report.

The visiting team indicated that Rosemont needed a more organized, systematic, and sustainable practice of closing the loop on academic assessment, with better data collection, analysis, and action taken. The team called attention to deepening the connection to faculty throughout the academic assessment process, with all analysis living in faculty purview. They felt that there was a need for a Director of Academic Assessment, a master assessment calendar for program review (Appendix Q1, H1), including a plan for general education assessment, and professional development for academic effectiveness for faculty.

In the period following the visiting team's evaluation, the President tasked the Provost with addressing the visiting team's concerns, determining the best approach to move forward with creating a culture of assessment and an assessment plan that incorporates strategic initiatives. On November 21, 2022, Rosemont College received the official Notification of Warning Non-compliance Action from Middle States Commission on Higher Education.

Following the self-study visit there was a change in leadership. In May 2022, the President, Jayson Boyers left Rosemont to pursue other opportunities. In June 2022 the Board of Trustees announced Jim Cawley as the interim President of Rosemont College. In October 2022, the interim President was officially named President of Rosemont College. President Cawley appointed new members to his senior leadership team: VP of Advancement and VP for Finance and Administration. With the change in leadership there was a drastic difference in the approach and path for Rosemont to move forward. This led to a several month delay in the strategic planning process.

During the time after the self-study visit, and during the changes in leadership, the Provost continued to evaluate the needs of the College and began assessing the current processes, identifying where improvements needed to be made, and cycles that must be implemented for a systematic approach. The Deans of the Undergraduate College and the Schools for Graduate and Professional Studies were tasked with evaluating the current academic assessment processes and providing information to the Provost on any obstacles and a plan to address the assessment cycle.

It was also during this time that discussions began on the best approach to improve the assessment processes of both institutional assessment and academic assessment. It was determined that a Director of Assessment position would be the best course of action for Rosemont College, and so a search for a Director of Assessment began. After a long interview process, the College hired a Director of Educational and Institutional Effectiveness (Director EIE) in September of 2022. In January of 2023, a full-time faculty member was appointed as Special Advisor of Assessment (SAA). After the establishment of the assessment positions, the Office of Educational and Institutional Effectiveness (OEIE) was created. The Provost, Director EIE, and SAA worked together to address the findings of the Middle States Commission on Higher Education.

There were continued changes throughout the Spring 2023 semester as a result of a reorganization of the senior leadership positions, including the elimination of the Vice President (VP) of Enrollment Management and Marketing in April 2023 and the Provost in June 2023. The reorganization and restructuring resulted in departments formerly reporting to the Provost, reporting to the Deans of Undergraduate College and Schools of Professional and Graduate Studies, with the Deans reporting directly to the President. Those departments that reported to the VP of Enrollment Management and Marketing now report to the VP of Advancement.

In the ensuing chapters, Rosemont College will provide an appraisal of the initiatives, enhancements, and improvements the institution has implemented to remediate issues identified by the Commission and demonstrate compliance with Standards for Accreditation V and VI and Requirement of Affiliation 10.

STANDARD V: EDUCATIONAL EFFECTIVENESS ASSESSMENT

Assessment of student learning and achievement demonstrates that the institution's students have accomplished educational goals consistent with their program of study, degree level, the institution's mission, and appropriate expectations for institutions of higher education.

Upon completion of the Self-Study peer review visit, Rosemont College received the following commendation from the visiting team regarding Standard V:

> *The College is to be commended on its efforts to create clear institutional goals along with supporting activities.*

In its final report submitted to the Middle States Commission on Higher Education, the peer review team noted that, "The mission and institutional goals are well defined. Each degree program includes goals and objectives, along with supporting activities to meet these goals. The goals are aligned with the mission."

They also recognized that "leadership changes, as well as the challenges of COVID 19, had a great effect on slowing down the momentum and continuity of assessment processes. Another problem noted with the assessment effort has been a lack of resources and clear direction." They assigned the following recommendations (the specific requirement was moved to Standard VI), which then became requirements from the Commission:

1. The institution should provide further evidence of the development and implementation of organized and systematic assessments that evaluate the extent of student achievement.
2. The institution should provide further evidence of demonstrated and documented use of assessment results to improve educational effectiveness.
3. The institution should provide further evidence of periodic assessment of the effectiveness of assessment processes utilized by the institution for the improvement of educational effectiveness.

The College acknowledged its shortcomings in analyzing and closing the loop on assessment and immediately set to work re-evaluating all program reviews for the past several years to ensure compliance with the criteria of Standard V. This effort began in mid-May 2022.

A multi-phase plan and timeline were created to provide a framework for this effort.

- Phase One: Assess the academic assessment process and structure
- Phase Two: Use assessment data to finalize General Education (GE) program revision and implementation
- Phase Three: Create sustainable and consistent feedback mechanisms for assessment
- Phase Four: Run the new systems to identify pain points and gaps in assessment
- Phase Five: Address gaps ahead of start of the 2022-23 assessment cycle

Table 2: Chart of Timeline

Date	Action
July 2022	Creation of Office of Educational and Institutional Effectiveness (OEIE)
September 2022	Hiring of Director of Institutional and Educational Effectiveness
January 2023	Hiring of Faculty member as Faculty Special Advisor for Assessment (SAA)
February 2023	SAA conducts review of Academic Assessment
March 2023	Closed Loop for 21-22 Academic Year (AY) General Education Assessment
April 2023	Closed Loop for 21-22 AY Program Assessment
June 2023	Submission of reports for 22-23 AY GE and Program Assessment

Section 2.1: Evidence of development and implementation of organized and systematic assessments that evaluate the extent of student achievement.

For the 2022-2023 academic year, Rosemont College achieved significant improvements in the development and implementation of assessments which evaluate student achievement and summarizes the key information regarding the assessment system.

Table 3: Summary of Academic Assessment Improvements

Jan-23	n/a	100% (35/35)	100% of UC in Catalog; 100% of SGPS on website and catalog	57% (20/35)	57% (20/35)	54% (19/35)	54% (19/35)
Jun-23	94% (33/35)	100%	100% of UC in Catalog; 100% of SGPS on website and catalog	74% (26/35)	80% (28/35)	77% (27/35)	74% (26/35)

With the Commission's determination of warning-noncompliance in November 2022, the Director EIE took several steps to improve the current assessment structure and process. First, all programs were re-evaluated from the previous year to identify gaps in the implementation of assessment of student achievement. In addition to program reviews, there was also a collection of GE Coordinator Reports collected that summarized and analyzed the course reports. The Director noted gaps in the submission of reports, mostly prevalent from adjunct faculty and the lack of a regular cycle for updating the assessment plans, including program learning goals and curriculum maps. While all programs had assessment plans and a process for collecting evidence on student achievements, some of those plans had not been reviewed or updated for several years. The Director EIE sent an email in December 2022 to have all assessment reports sent to his office as an institutional repository so faculty could more comprehensively understand how their work fits into the work of their colleagues and overall student achievement. That central repository and redundancy in the system was critical in moving forward with clarity.

Table 4: Percentage of Disciplines Submitting Reports and Curriculum Maps

[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
UC Academic Programs		53% (10/19)	84% (16/19)	68% (13/19)	84% (16/19)
SGPS Academic Programs		31% (5/16)	38% (6/16)	63% (10/16)	69% (11/16)
Total for College		43% (15/35)	63% (22/35)	40% (14/35)	77% (27/35)

Table 5: GE Coordinator Reports

[illegible]	[illegible]
2021-22	67% (6/9)
2022-23	100% (9/9)

The Provost recognized that the expertise of a current faculty member was critical for evaluating the assessment structure, to ensure it was organized and systematic to reduce the number of reporting gaps, and more importantly, to provide quality evidence of student achievement for decision-making purposes. The President approved this request, and the Provost appointed a tenured political science faculty member, Dr. Adam Lusk, as the Special Advisor for Academic (SAA) Assessment in January 2023. Supported by the Director EIE, the SAA facilitated the use of 2021-22 assessment results to develop formal mechanisms for using evidence to improve educational effectiveness. Prior to this academic year, these various reports were sent to the administration without any recommendations or action plans, with little faculty discussion about the results.

The SAA met with the Academic Dean and Faculty Council during their regularly scheduled meeting in February 2023 and created plans for academic assessment to address how to close the loop on General Education (GE) requirement and discipline assessment for the previous academic year (2021-22). This meeting focused on developing and implementing an improved system for the current academic year (2022-23), that enhanced evidence collection and use. (Appendix F) As seen in the PowerPoint graphics, this involves four different process streams: UC GE, PS GE, UC Discipline Review, and SGPS Program Review. (Appendix G, H)
A faculty retreat was conducted in February 2023 (Appendix I) focusing on revising the GE program. Since the revision of GE requirements and the creation of the new Core Curriculum was approved by faculty in February 2023 (Appendix J), the SAA prioritized closing the loop on General Education from the 21-22 AY, using this evidence for decisions regarding the new Core Curriculum which will begin in Fall 2023. GE Coordinators met several times during March 2023 to analyze student learning outcomes and to close the loop on UC GE

assessment for 21-22 AY using a shared template for preparation (Appendix F). A report of the meetings was produced, (Appendix L), and then shared with the general faculty for a discussion and approval of any recommendations and requests. (Appendix L1)

While a list of recommendations and requests is explained further in section 2, it is important to note that the faculty approved recommendations by the GE coordinators for the new Core Curriculum, including reviewing and revising the student learning outcomes. (Appendix L3) GE coordinators were tasked with reviewing student learning outcomes, which entailed reaching out to all faculty who teach in the GE areas, including adjuncts. They also consulted past GE Coordinators and GE course reports to include any suggestions or feedback about learning goals. The faculty further recommended that each area of the GE should connect with the Rosemont College Mission as well as with common transferable skills and valuable habits of mind. (Appendix L2)

GE Coordinators revised student learning outcomes and presented them for approval at the April 2023 General Faculty Meeting (Appendix M, M1). The Curriculum Committee (CC) evaluated the new core curriculum resulting in an approval of courses with the new learning outcomes that ensures curricular alignment. The CC developed a new course approval form for all faculty who wanted specific courses to be included in the new Core Curriculum starting in Fall 23. (Appendix N). Additionally, GE Coordinators continually review and revise analytical rubrics to align with the new student learning outcomes. Drafts of the rubrics (Appendix O, Q1) have started to circulate among faculty teaching these courses and final rubrics will be presented to the general faculty at the first faculty meeting for the 2023-24 AY for final approval and implementation.

As part of the analysis and feedback during the March meetings of GE coordinators, there were recommendations and requests for the assessment process and structure, including the creation of an assessment calendar and revisions to the course template. These revisions allowed faculty to compile statistical data more easily from rubric scores. In addition, the GE coordinators noted that having access to the assessment calendar and a clearer reporting process had already improved the implementation section. (Appendix P) The SAA revised the GE course report to embed an excel spreadsheet table that automatically computes mean, median, and mode data related to student achievement while also allowing easier transfer of the data to a larger database.

The GE assessment process has undergone significant changes that support faculty more holistically in completing and acting on assessment. The process now includes an additional step for analysis by the GE coordinators wherein they create a summary report for their area to be sent to the OEIE. In early September 2023. GE Coordinators will meet to discuss reports and provide recommendations to the general faculty. These reports will result in a comprehensive summary for general education curriculum, with recommendations to be presented at the first general faculty meeting in September 2023. This will allow faculty to provide feedback, make revisions, and/or approve any recommendations for the upcoming academic year and the 2024-25 budget cycle. Additionally, a five-year program cycle review has been reestablished for the UC. (Appendix Q1)

Since there was no evidence of assessment for the Professional Studies General Education program available from the 2021-22 academic year, the SAA worked with the SGPS Academic Dean and the OEIE to collect all existing evidence and identify the problem areas in the assessment structure and process to facilitate moving forward with a more effective process. Due to the high turnover for adjunct instructors and administration in SGPS, the report submission rate and quality provided inadequate data for evidence-based decision-making. The SGPS Academic Dean decided to focus faculty and Program Director efforts on assessment for the 2022-23 academic year instead, working with the SAA to create a structure and process for improved evidence quality and decision-making.

The SAA met with SGPS Council to review the required course assessment reports and train faculty and Program Directors in completion of the reports. A presentation on the GE assessment process was conducted at the May 2023 general faculty meeting. SGPS Council voted to adopt the new UC Core Curriculum as their own, with implementation in Fall 2023 which will allow for consistency with the UC, efficiency in scheduling, and more rapid assessment. The SGPS Council implemented faculty recommendations, such as formalizing the assessment responsibilities for adjunct instructors and including these requirements in contracts to lend greater transparency about the process and the expectations.

UC Program and Discipline Assessment

The OEIE shared the AY21-22 Discipline Reviews submitted in June 2022 with the SAA. After evaluating the state of assessment for UC Program Review (Appendix Q) the SAA met with UC Academic Dean and Division Chairs to identify gaps and areas for remediation, focusing on implementation of sustainable and useful assessment practices throughout the disciplines and collecting evidence for using the assessment results to make program-level decisions.

The SAA met with each of the discipline coordinators at their divisional meetings in March. Ahead of the meetings, the discipline coordinators completed a short worksheet with prompts designed to help them understand how to use assessment for planning and decision-making. (Appendix R, R1, R2, R3, R4) The SAA shared the minutes of discussions with the Division Chairs, who met in April to analyze the discipline assessment results. (Appendix S) From this meeting, the Division Chairs created a summary report with recommendations (Appendix T).

At the April 2023 General Faculty Meeting, the Division Chairs presented the report and led a discussion about the findings and recommendations (Appendix M). The faculty approved a set of recommendations and tasked the Faculty Council to work with the Office of the Provost and the OEIE to oversee the planning and implementation of the recommendations and requests. As a result, the recommendations from General Education and Program Review assessments were combined and organized to identify responsible parties, timelines, and connections with the "Be Bold: Strategic Plan. (Appendix U) As noted above, included in the recommendations was the creation of an assessment calendar with clear lines of reporting and responsibility. The OEIE worked with faculty to create an assessment calendar for the 2022-23 and 2023-24 academic years to improve the reliability of submitted reports and make faculty expectations clear, as shared above. (Appendix V)

UC Discipline Coordinators (and SGPS Program Directors) sent 2022-23 AY Discipline Reports by 1 June to OEIE and Division Chairs. This addition of the Division Chairs to the reporting process serves multiple functions. First, it is another repository for reports if there is additional administrative turnover or structural changes. Second, it affords Division Chairs a better chance of compliance due to their administrative status and their close working relationship with the Discipline Coordinators in their group (as a note, Division Chairs write recommendation letters for rank, tenure, and promotion requests, and non-compliance of assessment is a critical factor). Finally, Division Chairs are now a critical part of the assessment feedback cycle and therefore early review of these reports can help improve the quality of the data and evidence needed to make decisions. This process further deepened the systematic process of academic assessment.

With the new assessment calendar and responsibilities, Division Chairs will meet at their monthly meeting in September 2023 to analyze the 2022-23 Discipline Assessment Reports and forward any recommendations to Faculty Council. In addition, as recommended by faculty in the assessment process from 21-22, the Division Chairs will use their monthly meetings with faculty in their division to discuss assessment and provide any individual or group feedback. At the October 2023 General Faculty Meeting, the Division Chairs and Faculty Council will present any requests and recommendations to the General Faculty for discussion. If any recommendations are approved, Faculty Council will forward them to the appropriate responsible parties in the administration for strategic planning and budgeting considerations.

SGPS Program Assessment

The SAA met with the SGPS Academic Dean in February to review the Program Review structure and process. While SGPS programs had defined learning outcomes and aligned curriculum with these learning outcomes, there was a lack of implementation of assessment practices. The completion rate for program review in 2021-22 was only 31% (5/16). The low completion rate and lack of actionable data led the SGPS Academic Dean and Office of the Provost to conduct a thorough, independent review of all programs at both the UC and SGPS levels. It was clear that assessment was being done and the evidence was being used for decision-making. However, two related problems became apparent: 1) there was a lack of consistency in reporting; and 2) high turnover limited access to data and documentation. The SGPS Academic Dean suggested using the current UC Discipline Assessment Report template for the 21-22 AY reports as a temporary solution with evidence of success in other areas on campus. The SGPS Dean shared the template with the Program Directors for completion by April 2023. The SAA attended the SGPS Council meeting in April to review how to complete the Discipline Assessment reports, the GE course reports, the assessment process and structure, and the assessment calendar to help improve implementation for the current academic year, 2022-2023.

The SAA met with each Discipline Coordinator and Program Director, conducted interviews, and requested additional data and information. The Academic Assessment overview spreadsheet (Appendix Q) provides an overview of these investigations. For those programs that did not have a curriculum map or assessment matrix, the SAA met with the discipline coordinator or program director to provide training and advice. Through this data collection, the SAA saw a need for professional development in the Fall 23 semester related to curriculum mapping. In addition, even though courses in SGPS collected direct evidence of student learning, these programs tended to use grading systems to evaluate achievement results for the learning outcomes and used grades to make decisions.

Section 2.2: The institution should provide further evidence of demonstrated and documented use of assessment results to improve educational effectiveness

Rosemont has made a concerted effort to shift from a culture of doing academic assessment to a culture of using academic assessment to make evidence-based decisions. In the past, academic assessment focused on acquiring evidence and filing reports. As mentioned in section 2.1, the academic overview spreadsheet was used to identify gaps and issues for each program while tracking the implementation of assessment practices. The spreadsheet was also used to summarize the assessment plans for each program. GE course reports and discipline assessment reports are designed to document the use of assessment results to improve educational effectiveness. However, there was a lack of consistent and systematic discussion of these results beyond the individual level of the faculty member and/or discipline coordinators. Faculty members are using assessment results to make changes to the curriculum, their pedagogy, and how they assess their courses and/or programs. The issue was a lack of consistent documentation and no system to provide feedback about these changes. Therefore, the SAA proposed modifications to the structure and process for using assessment results:

1) Establish a meeting between GE coordinators to discuss course reports and provide recommendations based on assessment results;
2) Use current divisional meetings with Discipline Coordinators to discuss discipline assessment reports and track implemented changes and their effectiveness;
3) Use current Division Chair meetings to summarize discussions about discipline assessment and make recommendations based on the results;
4) Use current SGPS Council meetings to review and discuss assessment reports and make recommendations.

The Academic Deans and Faculty Council agreed to these proposals and prioritized closing the loop on the General Education program through the upcoming revisions. In preparation for the GE coordinator meetings, the SAA shared the goals, objectives, and key questions for the discussion (Appendix F and L). GE coordinators met several times in March to analyze student learning outcomes, discuss previously planned improvements and how they have impacted educational effectiveness, and decide on recommendations to forward to the General Faculty Meeting in March for approval. (Appendix L, L1, L4).

Table 6: Recommendations to General Faculty March Meeting

Recommendations	Responsible Party	Timeline for Implementation
Revise student learning outcomes for GE areas and adjust the rubrics based on any changes	GE Coordinators; Division Chairs	May-23
Create an assessment calendar with clear lines of reporting and responsibility, along with redundancy in case people leave or elimination of a position	OEIE	May-23
Create formal contracts for GE coordinators with a list of responsibilities and expectations and stipend	Faculty Council and Office of Academic Deans	Jun-23
Include GE coordinators in the building of the course schedule and disseminate GE course offerings earlier in the registration process	Office of Academic Deans	Sep-23
Rethink the timing and amount of GE assessment and consider random samples for assessment or allow a longer time period to accumulate more evidence about changes enacted	OEIE	Dec-23
Revise adjunct contracts specifically state assessment requirements and expectations	Office of Academic Deans	1-Aug
Add a budget line for a Director of the Center for Teaching and Learning	Office of Academic Deans	Open
CTL work with Professional Development Committee and Faculty Council to facilitate discussions about assessment and its relationship with curriculum and pedagogy	Office of Academic Deans	Open
Create assessment orientation, in particular for the onboarding of new faculty, both part-time and full-time.	Office of UC Academic Deans	Open
Restore capstone assessment and establish a repository for student artifacts.	OEIE	May-24
Provide GE Coordinators with greater institutional data access, e.g., past courses, student data, etc.	Registrar, Office of Academic Deans	Sep-23

It is important to note that assessment evidence was the foundation for the process of revising the GE and creating the new Core Curriculum. At the faculty retreat, the discussion centered around what faculty wanted students to learn while at Rosemont and the core values and skills of a Rosemont education. Faculty decided to focus on the Mission statement of Rosemont College and redesign the learning outcomes. This was seen in the decision to include sustainability as a separate area of the GE requirements. The faculty also wanted to emphasize creative expression and the arts, long-standing values based on the teachings of Cornelia Connelly, and included foreign language as part of Global Cultural Awareness rather than as a separate category due to the reduction of course offerings. Moreover, as Faculty Council reviewed peer competitors, they noticed that foreign languages were often not included as part of GE requirements. Assessment data also highlighted the need for clearly articulating student learning outcomes and challenges of curricular alignment between the GE learning outcomes and the course learning outcomes.

The course and coordinator reports in the Critical Thinking/Problem-Solving category was emblematic of this situation, where two different rubrics were being used in a non-systematic way. Moreover, there was confusion and lack of clarity about the Humanities, Social Sciences, and Natural Sciences areas of the GE.

To close the loop on discipline assessment, the Division chairs and the SAA held March meetings with discipline coordinators and faculty in their division. (Appendix R, R1, R2, R3, R4) The Division Chairs then met to analyze and summarize findings, producing a report for the April 2023 General Faculty Meeting (Appendix S). The Division Chairs and SAA shared the report ahead of the meeting and delivered a presentation. (Appendix L1) The faculty discussed and made recommendations for Faculty Council to forward to the appropriate responsible parties. (Appendix T, T1, T2, T3, T4)

Recognizing the significant overlaps between the recommendations emerging for General Education and Discipline assessment, the SAA and the Office of Educational and Institutional Effectiveness created an excel document that included both sets of recommendations along with responsible parties. This spreadsheet is designed to track the progress for each of these recommendations. (Appendix U-UC)

Each of the recommendations provides an example for using assessment data to improve educational effectiveness. For instance, assessment of the GE program highlighted concerns about goals and objectives and whether some courses in the GE were appropriately aligned and provided robust evidence of student learning. The Faculty Council charged GE Coordinators to review and revise learning outcomes based on the new areas for the Core Curriculum. GE Coordinators met with faculty who taught courses in their respective areas, gathering proposals and feedback on the revised outcomes. The GE coordinators presented these new learning outcomes at the April 2023 General Faculty Meeting where they were approved. (Appendix L1), (Appendix M)

The Faculty Council then charged the Curriculum Committee with reviewing all courses for the new Core Curriculum to make sure the learning outcomes are aligned and there is systematic assessment of these learning outcomes. The Curriculum Committee created a new course proposal form that specified the assessment requirement for these courses. (Appendix N) It is important to note the inclusion of this table in the course proposal form.

During summer 2023, GE coordinators are working on analytical rubrics for the Core Curriculum learning outcomes to present to the general faculty in September for approval.

Another example is the creation of an academic assessment calendar with clear lines of reporting and responsibility that includes plans for closing the loop. Once again, both GE and discipline assessment recommended an academic assessment calendar and Faculty Council, SAA, and the Director of Educational and Institutional Effectiveness worked together to establish a reporting structure and timeline that addressed previous gaps and challenges. (Appendix P)

Other examples include requesting a budget line for a Director for the Center for Teaching and Learning in the upcoming fiscal year. Both GE and discipline assessment recommended additional professional development for assessment. In the meantime, the SAA provided training for completing the required forms for assessment reporting during general faculty meetings and met with individual faculty to assist them in assessment activities.

In addition, faculty also recommended restoring capstone assessment. In the past, each discipline assessed their capstone project not just on the discipline goals, but also on at least two GE objectives. For example, the History capstone would assess information literacy and written communication, using the same outcomes and rubrics as the GE area. This provided additional information on GE learning outcomes by assessing student learning in the senior year before graduation. GE and discipline coordinators could both use this evidence to make decisions about curriculum and pedagogy.

Finally, the SAA analyzed the reports, meeting minutes, and interviews to give an overview of how academic program are using assessment results to make decisions. (Appendix Q) Seventy-five percent of academic programs have documented use of assessment results to improve educational effectiveness. The most common change based on assessment results was to curriculum, for example adding a prerequisite or adjusting the course sequencing.

Section 2.3: The institution should provide further evidence of periodic assessment of the effectiveness of assessment processes utilized by the institution for the improvement of educational effectiveness

Supported by the Director, EIE, the SAA used the data from the 2021-22 AY, including program reviews and annual discipline reports, assessment plans, and GE coordinator reports. The SAA created rubric that was adopted from previous MSCHE self-study rubrics. (Appendix W) The SAA applied the rubric to the five main areas for academic assessment. As outlined in the rubric, a zero was used to identify issues for this recommendation. It is important to note that capstone assessment was paused by the administration in 2019 for further evaluation so there is no current evidence collected at the capstone level. However, as part of this assessment cycle and review, the faculty have recommended restarting capstone assessment and it is included here for future tracking and inclusion (see section 2 about capstone assessment).

Moreover, as Rosemont developed and implemented a new assessment structure and process, four guiding questions informed any additions or changes: 1) Does this addition/change focus on and advance the Mission of Rosemont College? 2) Does this addition/change provide evidence of student learning that is able to be used in meaningful ways? 3) Does this addition/change help make assessment clearer and more useful for faculty and other stakeholders? 4) Is this addition/change sustainable for the foreseeable future

STANDARD VI: PLANNING, RESOURCES, AND INSTITUTIONAL IMPROVEMENT

The institution's planning processes, resources, and structures are aligned with each other and are sufficient to fulfill its mission and goals, to continuously assess and improve its programs and services, and to respond effectively to opportunities and challenges.

Upon completion of the Self-Study peer review, Rosemont College received the following commendations from the visiting team regarding Standard VI:

1. The recent facilities assessment provides the College with a detailed, prioritized listing of capital renewal projects which will enable the College to make informed decisions on the allocation of future capital renewal funds.
2. The institution's recently developed collaborative budget process should result in increased buy-in by the campus community of the College budget along with better understanding of the College's fiscal challenges.
3. Under new leadership, the College has recently done well with donors, large gifts, and should be commended for maintaining an active and giving alumni base.

In the letter from Dr. Heather Perfetti, dated November 21, 2022, notifying Rosemont of the warning non-compliance action taken by the Commission, the College was informed that the required monitoring report must demonstrate evidence of having achieved sustainable actions regarding the following Standard VI requirements:

The institution must demonstrate evidence that it has achieved and can sustain on-going compliance with Standard VI and Requirement of Affiliation 10, including but not limited to documenting clearly-stated, aligned, and coherent institutional and unit objectives, with evidence of the implementation of a systematic, organized and sustained assessment process demonstrating that institutional and unit stakeholders have considered and used assessment results in planning, budgeting, and the improvement of institutional and unit effectiveness.

Given the complexity of the language of this action, the college has chosen to break each section of this requirement out into three areas:

- Documentation of clearly stated, aligned, and coherent institutional and unit objectives
- Evidence of the implementation of a systematic, organized, and sustained assessment process
- Demonstration that institutional and unit stakeholders have considered and used assessment results in planning, budgeting, and the improvement of institutional and unit effectiveness

Documentation of Clearly Stated, Aligned, and Coherent Institutional and Unit Objectives

Rosemont College will demonstrate compliance by discussing the development and implementation of a strategic plan, the creation of an operational plan to achieve institutional and unit objectives, and the communication of this process.

During the writing of the self-study, the College was operating without a strategic plan for two (2) years. The original five-year plan launched in 2013 had been extended to 2020 to complete specific larger initiatives, and to await the arrival of a new President. The intention was that a new strategic planning process would begin in early 2020. The arrival of the pandemic stalled the initiative. Covid shifted the College to focus on the immediate concerns of continuity planning and community support, postponing the strategic planning process. During this time Rosemont College appointed a new President, Jayson Boyers. Along with the Presidential position, all new members of the Senior Leadership team were hired shifting the strategic planning process back yet again.

In early fall, 2022, with the leadership of the Provost and the Director, EIE, Rosemont College embarked upon a strategic planning process. The objective of the process was to create a strategic plan that would foster a cohesive vision for the college. To achieve this, a collaborative process was established that invited input from the entire college community. This would allow for the strategic plan to reflect the Rosemont community's priorities and aspirations. The goal was to complete a strategic plan with key strategic priorities, to present to the Board of Trustees (BOT) by early January 2023.

Throughout October and November, community input was gathered to inform Rosemont's strategic vision. The entire campus community was actively engaged in the strategic planning process to ensure diverse perspectives and broad representation. The perspectives of the Rosemont Community were based on three questions: What are you proud of? What do you believe are Rosemont's primary challenges? and What do you hope for the future of Rosemont College? The following approaches were utilized to gather input:

- **Anonymous Online Survey**: (Appendix X) A comprehensive online survey was distributed to faculty, staff, students, alumni, board members, and friends of the college to capture insights and opinions on several key aspects of Rosemont College.
- **Focus Groups**: (Appendix Y) Small group meetings were conducted with faculty and staff to gather insights and delve deeper into the themes identified in the survey. Participants were presented with the high-level themes from the survey responses – academic programs, finances, employee experience, and student support – asked to rank their top five themes for each question. This process allowed for in-depth discussions and the identification of key areas of focus.
- **Tabling Sessions**: (Appendix Z) To ensure adequate and meaningful student input, tabling sessions were conducted outside the dining hall. Students were provided with a list of themes from the survey and asked to choose their top five priorities. This interactive approach empowered students to help shape the strategic plan.

By engaging the Rosemont community, a comprehensive understanding of their perspectives, priorities, and aspirations were identified and gathered. These insights served as the foundation for developing strategic priorities and initiatives to align with the College's mission and vision. It was determined the strategic plan should serve as a roadmap, defining and guiding the college's true identity. The community was clear about its preference for how to move forward: recognize the shifting landscape of higher education and situate Rosemont in a way that allows the college to live its mission of "meeting the wants of the age."

To proceed with the strategic planning process, a Core Planning Team was formed, consisting of 12 campus members, in addition to the Provost and Director, EIE. The Core Planning Team was divided into four groups, with each group focusing on a specific priority: Financial Vitality, Student Experience, Employee Satisfaction, and Infrastructure. These groups were asked to further develop their groups, adding members from throughout the Rosemont Community, including students, and convene to synthesize feedback from the surveys, focus groups, and tabling sessions conducted by the Director, EIE. This allowed each group to identify strategic goals and objectives for their respective area. The entire Core Planning Team met in early December 2022, approved the strategic objectives from each workgroup, and began to develop and approve tactics to support each of the following priorities:

- Rosemont College will be a leader in providing a transformational **Student Experience** for all students. Access to a quality higher education experience significantly influences students' ability to attain professional success and achieve Rosemont's mission to develop open and critical minds, make reasoned moral decisions, and evidence a desire to serve others in our global society. We provide opportunities through a holistic student experience that meets students where they are and invites them into safe social, spiritual, psychological, and intellectual exploration.
- The College's success rests on its ability to create a stable foundation upon which to manifest our mission. Operating from a place of **Financial Vitality** should allow Rosemont us to fully achieve the College's Mission and Values.
- **Operational and Physical Plant Excellence** is focused on ensuring a functioning, secure, welcoming environment for all through long-term planning.
- **Faculty and Staff Engagement** comes when employees understand how their work contributes to the overarching mission of the institution. They feel recognized for their role in living that mission each day. There is a shared understanding that the well-being of the college's employees directly relates to the success of each student and the College. When employees feel the College is invested in their well-being, that the College maintains open channels of communication, they can better dedicate themselves to the student experience.

Rosemont College' leadership reviewed the draft of the strategic plan in mid-December and a rough draft was shared with the Rosemont Community before Winter Break. In late January, the draft was shared with the Board of Trustees and unanimously approved, then the **"Be Bold: Rosemont 2026"** plan was shared with the college community. In February, the President hosted Town Hall meetings to celebrate the College's strategic direction and foster campus community involvement in the plan's theme of "Be Bold." (Appendix A)

Throughout March, college leadership sought to operationalize the strategic plan by prioritizing goals and establishing timelines for implementation. (Appendix AA) They developed tactics to translate the plan's priorities into actionable initiatives, assigning these tactics to individual units and identified any items that would impact the budget. As a means of supporting the plan's implementation, the Core Planning Team transitioned into the Strategic Plan Implementation Committee or Bold Implementation Committee (BIC). This Committee consists of community members who provide guidance, advice, and support to the individuals responsible for achieving specific goals outlined in the strategic plan.

To enable Rosemont to assess its success in achieving the "Be Bold" plan, key performance indicators (KPI) were developed by the VP team in early May. These indicators were designed to measure progress and determine the level of achievement for each of the plan's four priorities. They will be shared through a dashboard on the iWay, the college's intranet site to create transparency in each unit's activities and progress toward objectives.

At this point, each member of the college knows the priorities and tactics assigned to their areas. The OEIE, along with the BIC, have prioritized the creation of a culture of understanding the role of assessment in a high functioning environment, both philosophically and operationally. While assessment culture is still nascent, these tactics have been made a central part of each unit's assessment process, which becomes an integral part of institutional assessment.

Evidence of the Implementation of a Systematic, Organized, and Sustained Assessment Process

Through the work of the Director, EIE, there has been a renewed focus on building a systematic, organized, and sustained assessment process at the institutional, divisional, and unit levels. The Provost and Director, EIE began by identifying the key Academic Support and Administrative Units across the institution. This provided clarity about which areas would be responsible for specific operational tactics. They then worked with the VPs to identify divisional mission and goals, (Appendix DD5) as well as key functions, metrics, and contact people (Assessment Coordinators) for each of the VPs' units. (Appendix BB) Mission statements were developed or refined, and goals were established for each unit, ensuring alignment with the strategic priorities. This process offered opportunities for each unit to refocus and provide language that would allow for assessment. This evaluation was undertaken simultaneously with the development of the strategic plan.

The Institutional Effectiveness Assessment Plan was developed to guide staff in their assessment efforts. (Appendix B) Institutional Effectiveness Maps (IE Map) (Appendix CC) were created as a foundational tool for assessment planning. Each IE Map is tailored to each unit and outlines specific objectives, metrics, targets, and contact people responsible for completing and submitting the Unit Assessment Reports (UAR). Importantly, IE Maps demonstrate how individual units support institutional effectiveness by aligning the unit objectives with their division goals, the College's Mission and Values, and the Strategic Plan, as well as Middle States Standards for Accreditation and Requirements of Affiliation.

To ensure the assessment process is sustained, well-coordinated, and clearly communicated, an Assessment Cycle (Appendix K) was developed. The cycle includes both academic and institutional effectiveness assessment timelines. The comprehensive schedule is designed to foster sustained assessment practices and allow staff to evaluate their progress, obtain timely feedback, impact the budget, and make necessary adjustments to their goals and objectives to ensure continual improvement. The assessment cycle allows faculty and staff to become more active participants in the assessment process and make data-informed decisions that can foster continual improvement.

The Assessment Cycle (Appendix K) is easily accessible to all employees through two platforms: Canvas, the College's Learning Management System, and the College's intranet, iWay. This approach allows the college to leverage an existing platform's features and functionality, such as the assignment tool, to create a structured process for submitting UARs. Further, it promotes a culture of transparency, as anyone on campus can view each unit's UARs.

To ensure a culture of assessment is thriving, professional development opportunities in assessment practices must be provided to all members of the campus community. During the past year, the Provost and Director, EIE conducted several trainings, leadership retreats, work sessions, small groups sessions, and one on one support sessions to encourage members of the community to engage with the assessment processes by setting goals, determining methods of assessment and evaluating progress, while also providing guidance for assessment practices. Additional training in assessment in decision making, data collection, data storage, and data analysis, among other topics, is scheduled throughout the Summer and into the 2023-2024 academic year. A standardized Unit Assessment Report (UAR) template (Appendix DD) was developed to assist each unit in assessing their progress towards achieving their unit goals/objectives. The template was designed to facilitate the systematic collection, analysis, and interpretation of essential elements, including objectives, statements of success, acceptable levels of achievement for each unit objective, and measurable metrics. Units outlined their results by summarizing the data collected from the designated metrics, provided analysis and recommendations for future actions.

To establish a systematic assessment process, the Provost and Director, EIE requested that all Assessment Coordinators produce a mid-year unit assessment report. This process was initiated in March 2023, with the first UAR deadline set for mid-April. The mid-year reports focused on efforts from Fall 2022 and incorporated the use of the UAR template. (Appendix DD1) Annual reports are scheduled for completion in August 2023 and would include progress in achieving objectives throughout AY 2022-23. (Appendix DD2, DD3) This timeline slightly varies from our established assessment cycle due to the changes in the Senior Leadership team, as previously mentioned. The established assessment cycle should be on track by the end of the Fall 2023 term.

To ensure an objective, multi-layered response structure, an Institutional Assessment Committee (IAC) was established. (Appendix EE) The purpose of the IAC is to provide guidance to members of the Rosemont College Community in best practices, established processes and the assessment cycle. The IAC consists of the Registrar, Executive Director of the Library and Learning Commons, the Director for Student Engagement, the Provost, and Director, EIE

After each assessment cycle, this committee reviews Unit Assessment Reports and assessment processes. The Committee employs a rubric (Appendix FF) that considers comprehensiveness of the report, description of assessment methods, and interpretation of the data. It is during this time that the IAC determines the effectiveness of the assessment process and adjusts to the process for the upcoming annual assessment cycle.

During the Spring 2023 term, the IAC met with Assessment Coordinators to gain insight into the report process. In doing so, they learned that the language used in the UAR template did not effectively engage individuals in meaningful reflection on the data. To address this issue, the

IAC developed a new template (Appendix D4) with direct questions to prompt a deeper level of analysis and ensure all the necessary elements were clearly addressed. The Director, EIE conducted individual meetings with each of the Assessment Coordinators to deliver feedback on their initial reports and to discuss the updates made to the report template. Each Assessment Coordinator also met with their division leader to review feedback.

The IAC held an all-day retreat to explore the creation and implementation of unit dashboards using PowerBI. The goal was visualization of unit-specific data, facilitating the transformation of information into actionable insights. During the retreat, the IAC identified the absence of a centralized repository for units' collected data. They developed a survey (Appendix GG) to gather information about the types of data collected and used across campus, as well as details regarding their storage and accessibility. The survey has been provided to all staff and will assist the IAC to identify areas for improvement leading to the establishment of a more cohesive and efficient data management framework.

Rosemont College dedicated the 2022-23 academic year to establishing a robust framework for assessment throughout the institution. In addition to the previously mentioned efforts, Rosemont undertook several key initiatives. These included the development of a Continuous Improvement and Evaluation Plan (Appendix KK), the formulation of a new Information Technology Strategic Plan (Appendix E), a multi-year budget plan (Appendix C), and the revision of the Board of Trustees Annual Self-Evaluation Survey (Appendix HH).

Committed to fostering continuous improvement, efficient resource allocation, and institutional renewal, Rosemont College has implemented a periodic evaluation process for planning, resource allocation, institutional renewal processes, and resource availability. This comprehensive evaluation will take place every three years, with the initial assessment scheduled to commence in the autumn of 2023.

Moreover, Rosemont College crafted a new strategic plan for its Information Technology department, ensuring an updated and forward-thinking approach to technological advancements. During the spring semester of 2023, the Board of Trustees conducted a thorough review of their by-laws. As a result, two new committees—the Governance Committee and the Strategic Plan Committee—were established, while the Committee on Trustees was dissolved. The newly formed Strategic Plan Committee is tasked with overseeing the implementation of the college's new strategic plan, "Be Bold: Rosemont 2026," while the Governance Committee focuses on conducting comprehensive, consistent, and impactful annual assessments of individual trustees and the overall effectiveness of the Board. These assessments are carried out in accordance with the by-laws, ensuring their relevance, alignment with priorities, and dedication to longevity and vitality.

In June 2023, the updated self-evaluation surveys were distributed to all Board members, completed, and subsequently collected for analysis. The results of this evaluation are expected to be presented in a report by late July, providing valuable insights to the Board Chair and the rest of the Board.

Demonstration that Institutional and Unit Stakeholders Have Considered and Used Assessment Results in Planning, Budgeting, and the Improvement of Institutional and Unit Effectiveness

During the 2022-2023 academic year, Rosemont College began to prioritize the utilization of assessment results to inform decision-making, resource allocation, and improvement efforts. The strategic plan implementation committee (BIC), comprised of various stakeholders, actively engage with assessment results to ensure their integration into planning, budgeting, and improvement initiatives. The Assessment Committee and division leaders play key roles in reviewing the Unit Assessment Reports and providing feedback both for the process and their progress. It is during the feedback phase that items are considered for resource allocation and budget consideration. For instance, the campus has used assessment findings to shape strategies for allocating funding for faculty salary increases, updating and relocation of campus spaces, and a more efficient use of energy in campus facilities.

Examples of how assessment has informed decision-making, planning, and resource allocation, during the 2022-2023 academic year follows:

Faculty Salaries (Appendix II, II1, II2)
The consideration and utilization of assessment results by institutional and unit stakeholders are evident in the case of faculty salaries at Rosemont College. The UC Faculty Salary Subcommittee conducted extensive research on the state of faculty salaries and workload at the college, focusing on various key areas. These areas included aligning salary levels with the institution's mission, the need to retain faculty and foster a community of learners, the administrative and service workload faced by faculty in a small college setting, the need to communicate concerns to the Board of Trustees (BOT), and the lack of adjunct rate increases since before 2010.

To illustrate the salary disparities, the subcommittee prepared a comprehensive presentation comparing Rosemont's historical salary trends with those of Southeastern Pennsylvania Consortium of Higher Education (SEPCHE) partnering institutions and the national average (Appendix II3). A model was constructed to showcase the necessary steps to reach average salary levels. Comparison schools were also selected to highlight the salary rates in relation to Rosemont College.

The study revealed a significant gap between Rosemont's faculty salaries and those of competitor institutions with similar size and mission. It emphasized the consequences of poorly paid faculty, such as constant turnover, which ultimately leads to higher student turnover. Rosemont's retention rate was lower compared to the comparison schools. To improve retention and increase revenue, efforts were needed to bridge this gap and bring faculty salaries in line with the industry average.

A survey conducted among full-time faculty at Rosemont further supported the urgent need for improved compensation. The survey results showed that a significant portion (84.6%) of faculty members had actively searched for new job opportunities during the previous year (21/22). Without a substantial improvement in compensation, 79.6% of faculty indicated that they would be unable to continue their tenure at the college in the future. This high turnover rate among faculty members would compromise the college's ability to provide the expected stability and attention to students throughout their four-year academic journey.

In January 2023, the BOT approved a plan to increase faculty salaries, prioritizing this initiative within the 2023/2024 budget. As the first step of the plan, all full-time faculty would receive an annual increase of $3,500 for the 2023/2024 academic year.
Additionally, the number of adjunct contracts was increased by $300 per contracted course. Furthermore, in May 2023, a trustee established an Endowed Salary Fund to provide ongoing annual support for faculty salaries at the college.

Campus/Student Spaces
The utilization of assessment results is a cornerstone of effective planning, budgeting, and institutional improvement. Rosemont College understands the value of assessment in Rosemont College has leveraged assessment findings to drive meaningful improvements in planning, budgeting, and institutional effectiveness.

- **Alumnae Hall Renovation:** (Appendix JJ5, JJ6, JJ7, JJ8)

The renovation plans for Alumnae Hall, driven by the assessment results obtained in the 2021 Aramark assessment of the campus buildings, serve as a prime example of how institutional and unit stakeholders have considered and utilized assessment findings in their planning, budgeting, and efforts to improve institutional and unit effectiveness. The assessment identified Alumnae Hall as a targeted location for renovations, estimating a required budget of $1.5 million for completion. This presented an opportune moment to pursue funding through the Redevelopment Assistance Capital Program (RACP), a Commonwealth grant program administered by the Office of the Budget, specifically designed to support the acquisition and construction of regional improvement projects.

To kickstart the process, securing RACP funding was identified as the initial step. The grant's monetary value closely aligned with the identified scope of needs in Alumnae Hall, as determined by the Aramark assessment. Subsequent meetings were held with Dale Corporation, a construction company providing construction and management services and Milligan Consulting, the Commonwealth's designated broker for this project, to ensure coordination and collaboration. An architect was also engaged to assess the building and, once Dale and Milligan reach an agreement on the project's readiness, they will collaborate to update the proposed costs and present alternative options for the College to consider.

By aligning the assessment results with the funding opportunity provided by the RACP, the institutional and unit stakeholders involved in the planning and budgeting processes have showcased their commitment to utilizing assessment findings to drive meaningful improvements. This approach ensures that Alumnae Hall's renovations are strategically aligned with the identified needs, while also taking advantage of external funding sources to alleviate financial burdens. The engagement with Dale Corporation, Milligan Consulting, and the architect demonstrates a thorough evaluation and collaboration process, ensuring that the project is well-prepared, cost-effective, and offers the College a range of viable alternatives to choose from.

- **Saxbys Coffee Shop (Appendix JJ, JJ1, JJ2, JJ3, JJ4)**

The decision to incorporate a Saxbys coffee shop into the renovated space of Alumnae Hall exemplifies the comprehensive involvement of institutional and unit stakeholders, who considered and utilized assessment results in their planning, budgeting, and efforts to enhance institutional and unit effectiveness. Saxbys, a renowned coffee and social impact company with a focus on experiential learning, was selected as a strategic partner, enabling students to assume the role of "student CEOs" and gain firsthand experience in managing a thriving business.

The process leading to the inclusion of Saxbys commenced with a series of surveys conducted among students. They were given the opportunity to voice their opinions on areas that could be renovated to foster socializing and engagement on campus. Additionally, a strategic planning survey encouraged respondents to think creatively about ways to enhance the overall Rosemont experience. The consistent feedback received from students emphasized the desire for a coffee shop and the opportunity to develop leadership skills.

Simultaneously, students from our business programs initiated an independent endeavor to bring a student-run Saxbys outlet to campus. Recognizing the alignment of their aspirations with the student feedback collected, Rosemont College reached out to Saxbys to explore a potential partnership. Saxbys representatives visited the campus multiple times to evaluate suitable locations and eventually identified the former college snack bar, "The Grind," situated on the ground level of Alumnae Hall, as the ideal site for the coffee shop. This decision offered an additional advantage, as the cost of incorporating Saxbys could be included within the overall Alumnae Hall renovation project.

To ensure the initiative's financial viability, the college undertook a meticulous due diligence process and secured a line of credit in preparation for the project's launch. This proactive approach allowed Rosemont College to effectively plan and budget for the inclusion of Saxbys within Alumnae Hall, highlighting the institution's commitment to leveraging assessment results and engaging stakeholders in making informed decisions.

- **Enhancing Library Spaces**

The initiatives undertaken by the Library to create safe, welcoming, and diverse spaces for students exemplify how institutional and unit stakeholders have considered and utilized assessment results in their planning, budgeting, and efforts to enhance institutional and unit effectiveness. Responding to student feedback and survey responses, the Library implemented several changes, including the establishment of a prayer room, the creation of a student lounge, and the transformation of an unused room into a Finance and Media Lab.

The decision to create a prayer room was a direct response to the requests made by Muslim students, as identified through surveys. Similarly, the establishment of a student lounge was driven by students expressing their desire for a designated "hang out" space. These initiatives resulted in a significant increase in the utilization of these areas, demonstrating the positive impact of considering student input in space planning.

Building upon these successful changes, the Library conducted another survey and tracked occupancy to identify additional opportunities for improvement. As a result, a list of naming opportunities was compiled, leading to a generous $10,000 gift that enabled the naming of the director's office. This contribution not only recognizes the importance of the Library's leadership but also highlights the impact of assessment-driven initiatives in garnering support from external stakeholders.

Furthermore, leveraging the assessment findings, plans were developed to seek funding for two additional projects. The revitalization of the sunken garden aims to create an appealing outdoor space for students, while the establishment of a permanent home for the Cultural Heritage Gallery will showcase and celebrate the diverse cultural heritage of the institution. By identifying these opportunities and proactively seeking funding, the Library demonstrates its commitment to continuously improving and enhancing the student experience.

Energy Usage

The consideration and utilization of assessment results by institutional and unit stakeholders are evident in the case of energy usage at Rosemont College. As part of the Aramark facilities review, concerns were raised about the condition of the boilers on campus. To validate these concerns, the college engaged H.T. Lyons, a mechanical contracting, engineering, maintenance, and energy services firm to conduct a comprehensive evaluation of the boiler rooms in all college buildings. The evaluation aimed to determine the remaining lifespan of the boilers and assess potential replacement costs, revealing that most boilers required repair or replacement.

In response to these findings, Rosemont College approached Metrus Energy, a purpose-driven company specializing in energy-efficiency financing solutions. Metrus Energy offers unique projects in which boilers and lighting, if necessary, can be replaced and financed based on the anticipated future savings resulting from reduced energy consumption. Their approach allows colleges and universities to improve energy efficiency, address deferred maintenance, and accelerate sustainability goals while preserving capital and debt capacity for core operations.

Metrus Energy is currently evaluating Rosemont College's energy usage and assessing the condition of mechanical room equipment. They are preparing recommendations for the next steps to be taken. The company has planned a facilities audit during the summer of 2023, during which they will determine the best course of action to maximize cost savings for the college.

CONCLUSION

Rosemont College has made significant progress in meeting the requirements of both Standard V: Educational Effectiveness Assessment and Standard VI: Planning, Resources, and Institutional Improvement and Requirement of Affiliation 10. The institution has demonstrated a strong commitment to assessment processes, strategic planning, and the utilization of assessment results to drive continuous improvement.

Under Standard V, the college has implemented a systematic and organized assessment process, utilizing various methods to gather data on student learning outcomes and program effectiveness. The creation and application of the Assessing Assessment Rubric have ensured the periodic assessment of the effectiveness of assessment processes. Additionally, the College has addressed challenges and recommended capstone assessment, showcasing its commitment to ongoing improvement.

Regarding Standard VI and Requirement of Affiliation 10, Rosemont College has aligned its planning processes, resources, and structures with its mission and goals. The strategic planning process, involving the entire college community, has led to the development of clearly stated strategic priorities which has enabled the alignment of institutional and unit objectives. The Institutional Effectiveness Map and the Master Assessment Calendar have provided tools for sustained assessment and coordinated planning efforts.

The examples provided in faculty salaries, renovation of campus/student spaces, and energy usage illustrate how assessment results have informed decision-making, planning, and resource allocation throughout the 2022-2023 academic year. These initiatives showcase the institution's commitment to addressing identified needs, enhancing effectiveness, and engaging stakeholders. Rosemont College seeks to foster a culture of continuous engagement by providing targeted training programs, utilizing assessment results in planning and budgeting, and actively involving faculty units and stakeholders in utilizing assessment data for improvement efforts.

The College is seeking to foster a culture of continuing engagement by educating the community via targeted training programs and utilizing assessment results in planning budgeting, and the improvement of institutional and unit effectiveness. Faculty units are actively utilizing assessment results to identify areas for enhancement and implementation of strategies to improve institutional and unit effectiveness. Stakeholders, including the Strategic Plan Implementation Committee have engaged with assessment data to inform the decision-making process. All these processes have contributed to a foundation whereby assessment data serves as a catalyst for positive change and continuous growth.

Rosemont College has identified several areas to further strengthen its assessment practices and institutional improvement efforts. These include:

1. Enhancing professional development: The college will continue to provide targeted training and support to faculty and staff, utilizing assessment data to drive improvement efforts. This will foster a culture of continuous improvement and empower individuals to actively engage in data-informed decision-making.

2. Refining assessment processes: Rosemont College will refine its assessment processes based on feedback from the Institutional Assessment Committee and assessment coordinators. This will ensure that Unit Assessment Reports provide comprehensive analyses of assessment data and promote effective decision-making and planning.
3. Strengthening data management: The college will establish a centralized repository for units' collected data and develop a cohesive data management framework. This will facilitate better access to data, enhance data analysis capabilities, and support evidence-based decision-making at all levels.
4. Promoting transparency and accountability: Rosemont College will continue to promote a culture of transparency by making Unit Assessment Reports accessible to the entire campus community. The college will also leverage technology platforms, such as Canvas and the College's intranet, to facilitate structured submission of reports and create transparency in each unit's activities and progress toward objectives.

By taking these steps, Rosemont College is ensuring ongoing compliance with accreditation standards and striving for continuous improvement. The college's commitment to assessment, planning, and utilization of assessment results will enable the College to respond effectively to emerging opportunities and challenges, while providing a high-quality educational experience to its students and stakeholders.

APPENDIX

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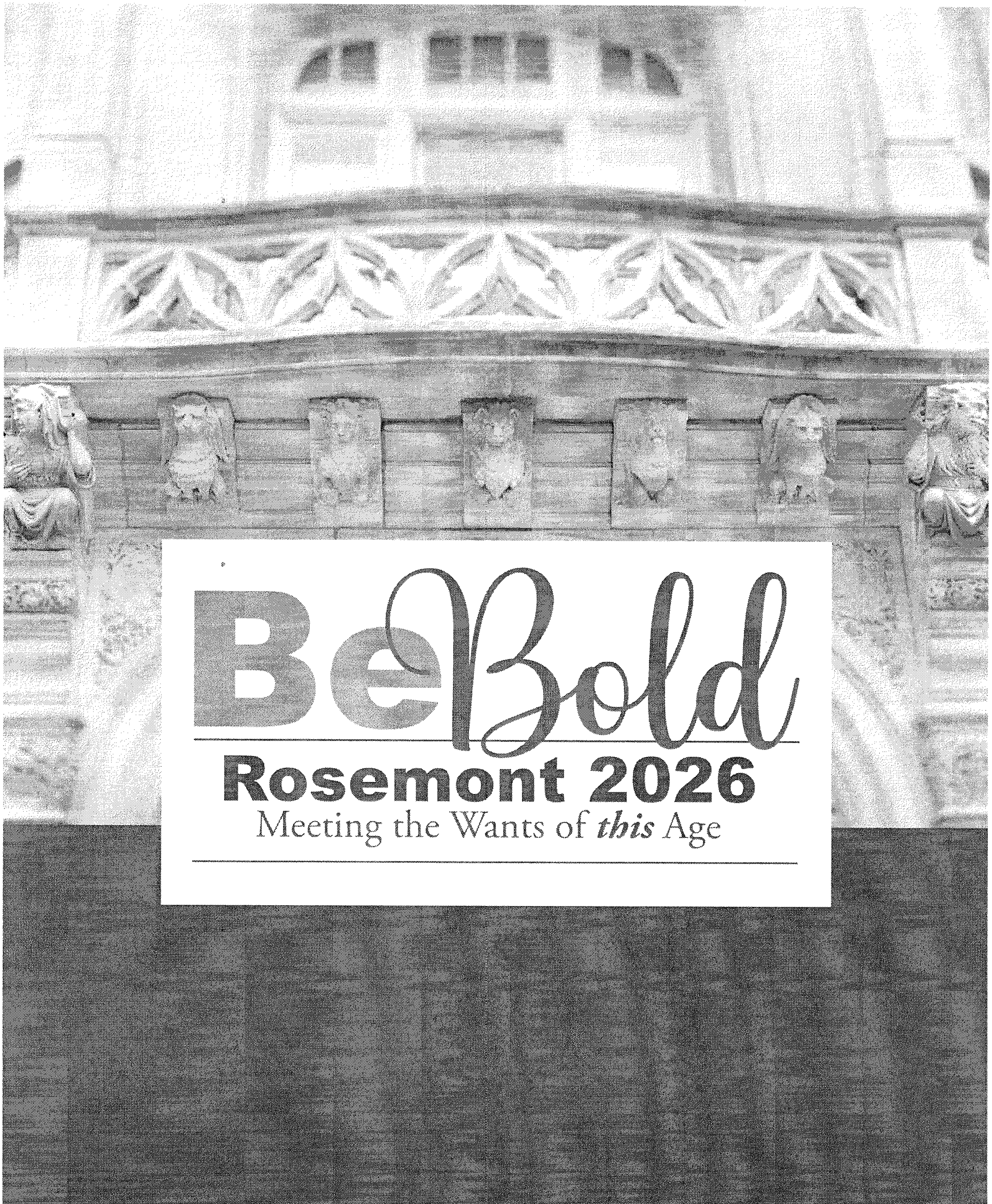


Be Bold

Rosemont 2026

Meeting the Wants of *this* Age

ROSEMONT
COLLEGE

Dear Members of the Rosemont Community,

With much excitement, I am happy to share our strategic plan – **Be Bold: Rosemont 2026**. Rosemont College has a storied history of providing access to education for over 100 years. Cornelia Connelly's vision to "meet the wants of the age" continues to guide us today. At the same time, as a small, private, liberal arts institution, we must recognize the opportunity to evolve to meet the wants of a new age. Our strategic planning approach has been a collaborative and continuous process that will guide the future direction of Rosemont College so that we can continue to thrive for another 100 years.

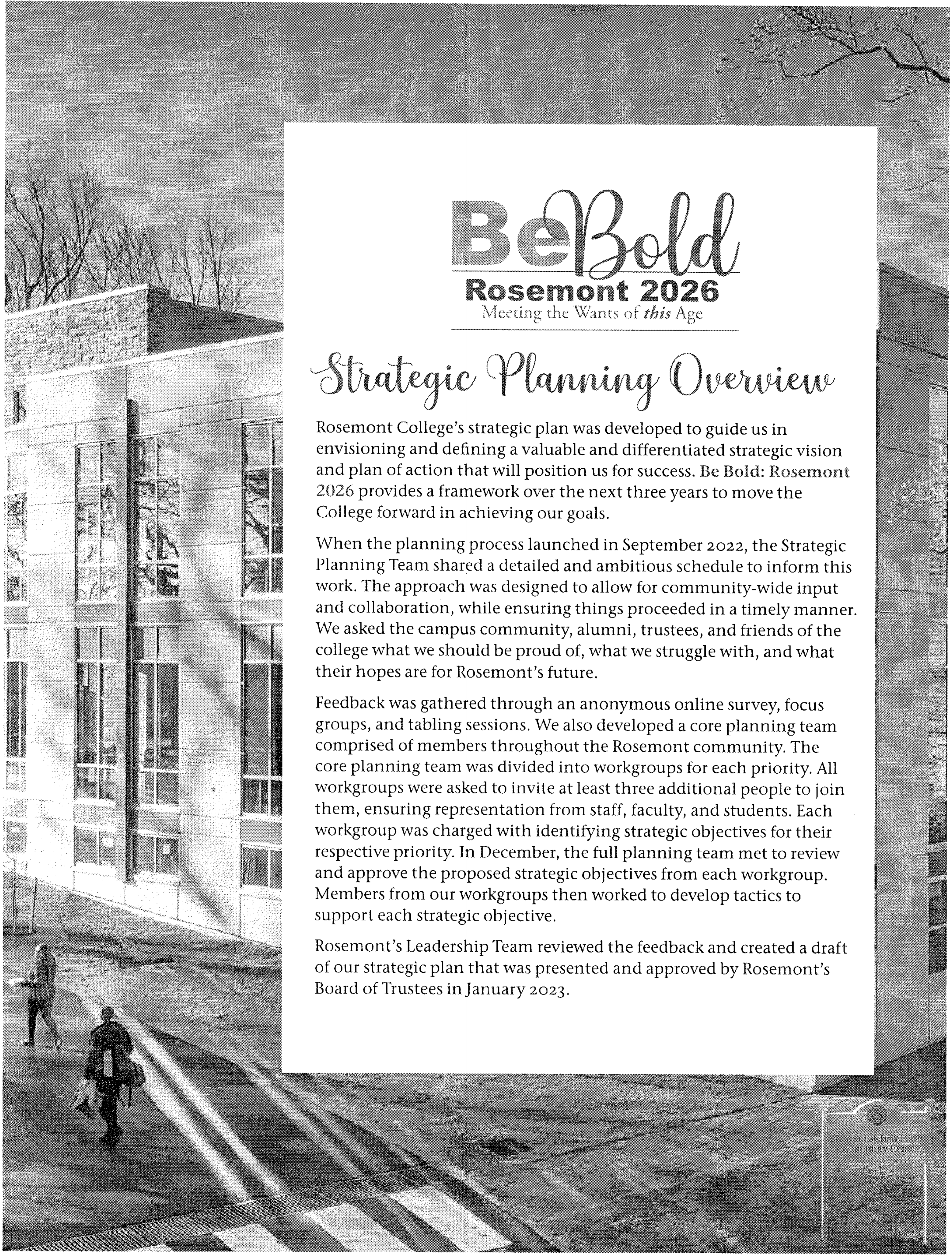
Be Bold: Rosemont 2026 was developed using feedback gathered from members throughout our administrative, faculty, staff, student, and alumni communities. All of the feedback has been instrumental in guiding us through this process, and I thank everyone for their contributions. I am proud to see the result of so many dedicated individuals who care about Rosemont's future success. Most especially, I want to thank our Core Planning Team and Strategic Planning Team for their leadership throughout the process.

Be Bold: Rosemont 2026 will enable us to focus on key priorities over the next three years and enhance how we serve our community. I am confident this plan provides a solid foundation for the future of Rosemont College. As we move forward, our intention is to remain transparent as we work together to implement **Be Bold: Rosemont 2026**. Thank you all for living our mission and helping us to achieve our goals every day. It is an honor to serve this community and to partner with you.

Thank you,

Jim Cawley

Jim Cawley
President, Rosemont College



Be Bold
Rosemont 2026
Meeting the Wants of *this* Age

Strategic Planning Overview

Rosemont College's strategic plan was developed to guide us in envisioning and defining a valuable and differentiated strategic vision and plan of action that will position us for success. Be Bold: Rosemont 2026 provides a framework over the next three years to move the College forward in achieving our goals.

When the planning process launched in September 2022, the Strategic Planning Team shared a detailed and ambitious schedule to inform this work. The approach was designed to allow for community-wide input and collaboration, while ensuring things proceeded in a timely manner. We asked the campus community, alumni, trustees, and friends of the college what we should be proud of, what we struggle with, and what their hopes are for Rosemont's future.

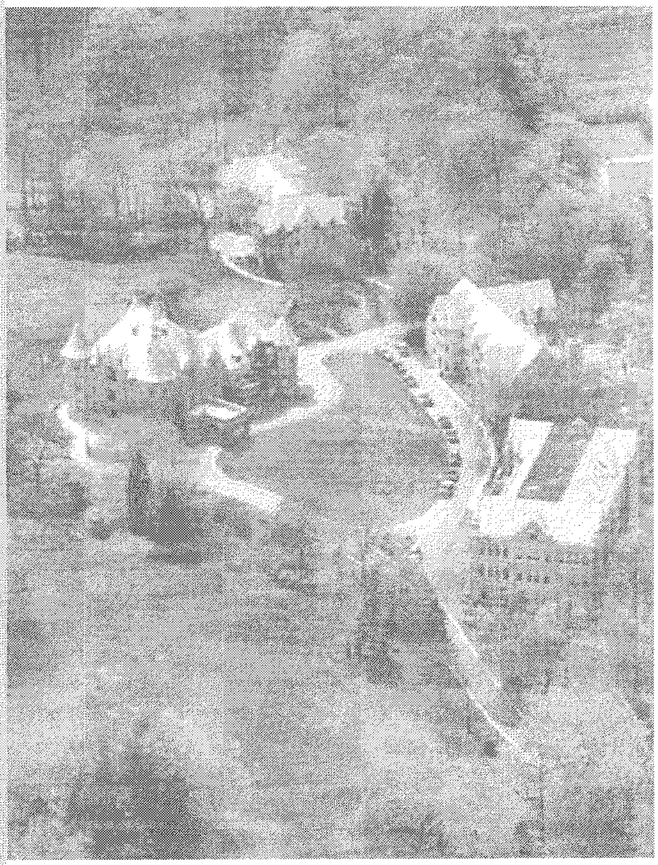
Feedback was gathered through an anonymous online survey, focus groups, and tabling sessions. We also developed a core planning team comprised of members throughout the Rosemont community. The core planning team was divided into workgroups for each priority. All workgroups were asked to invite at least three additional people to join them, ensuring representation from staff, faculty, and students. Each workgroup was charged with identifying strategic objectives for their respective priority. In December, the full planning team met to review and approve the proposed strategic objectives from each workgroup. Members from our workgroups then worked to develop tactics to support each strategic objective.

Rosemont's Leadership Team reviewed the feedback and created a draft of our strategic plan that was presented and approved by Rosemont's Board of Trustees in January 2023.

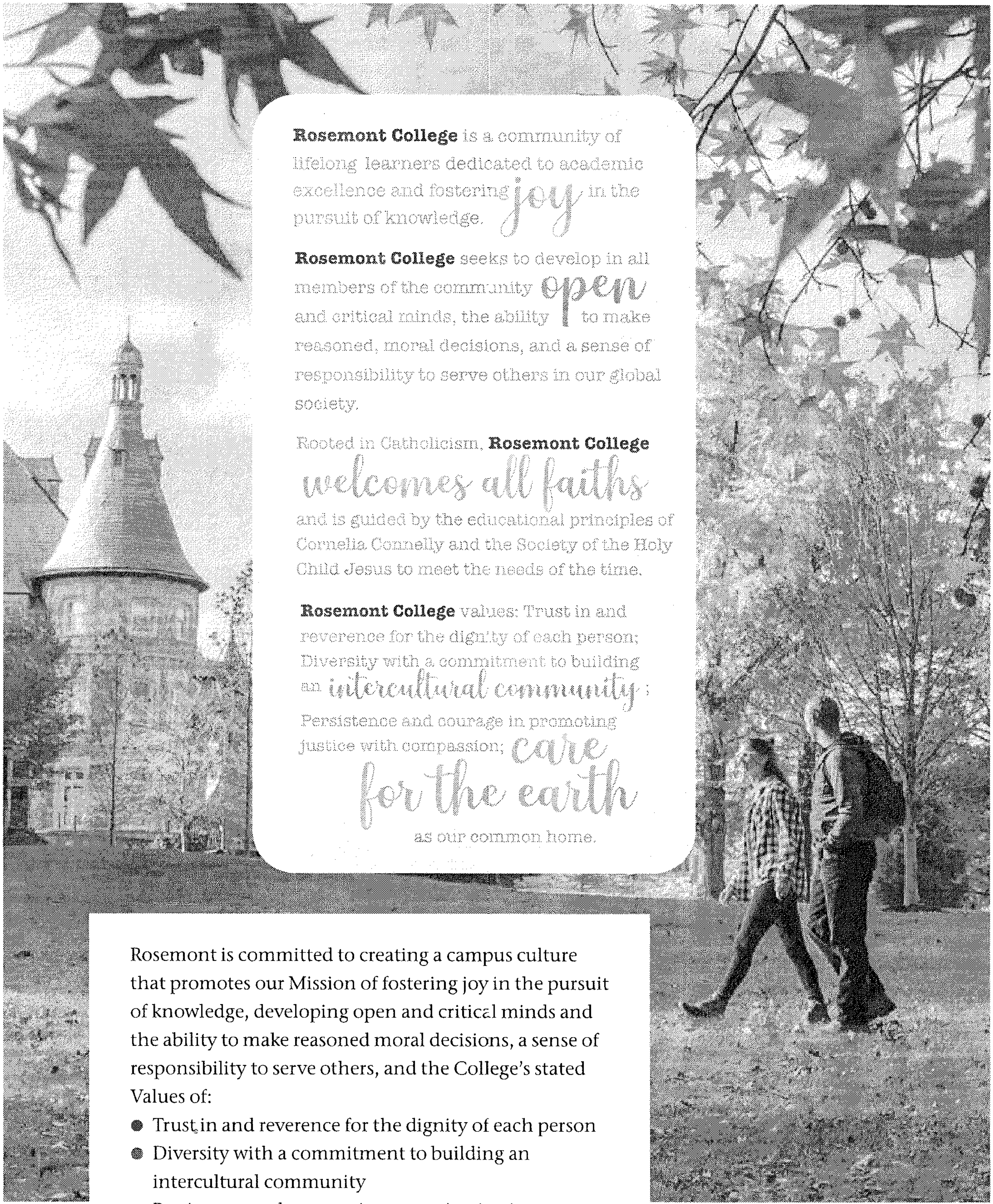
A Legacy of Boldness

In 1846, Cornelia Connelly was asked by Pope Gregory XVI to found a new congregation of religious sisters to serve the educational needs of the rising Catholic population in Victorian England. She gave herself to this request with courage, creativity, and an assertiveness that caused some to refer to her as "bold." She was boldly meeting the wants of the age as an innovator in her approach to education, with a vision that continues to inspire an international network of schools today.

Rosemont College is one of the beneficiaries and stewards of this bold legacy. Founded in 1921 by the Society of the Holy Child Jesus to educate Catholic women, the college has been meeting the wants of the age for several generations. In the first part of the twentieth century, providing women with a Catholic college education was an unmet need of the day. As that century progressed, meeting the wants of the age took many new forms. This included Rosemont's Educational Advancement Program (REAP, 1970) for older women wanting to begin or complete their bachelor's degree, and the establishment of the School of Continuing Studies (1997) for women and men interested in earning a graduate degree on a part-time basis, continuing today as the School of Graduate and Professional Studies (SGPS). As the 20th century dawned, the first coeducational undergraduate class was admitted, and the SGPS received accreditation for fully online degree programs (2009).



> Actions not Words
>
> – Cornelia Connelly



Rosemont College is a community of lifelong learners dedicated to academic excellence and fostering *joy* in the pursuit of knowledge.

Rosemont College seeks to develop in all members of the community *open* and critical minds, the ability to make reasoned, moral decisions, and a sense of responsibility to serve others in our global society.

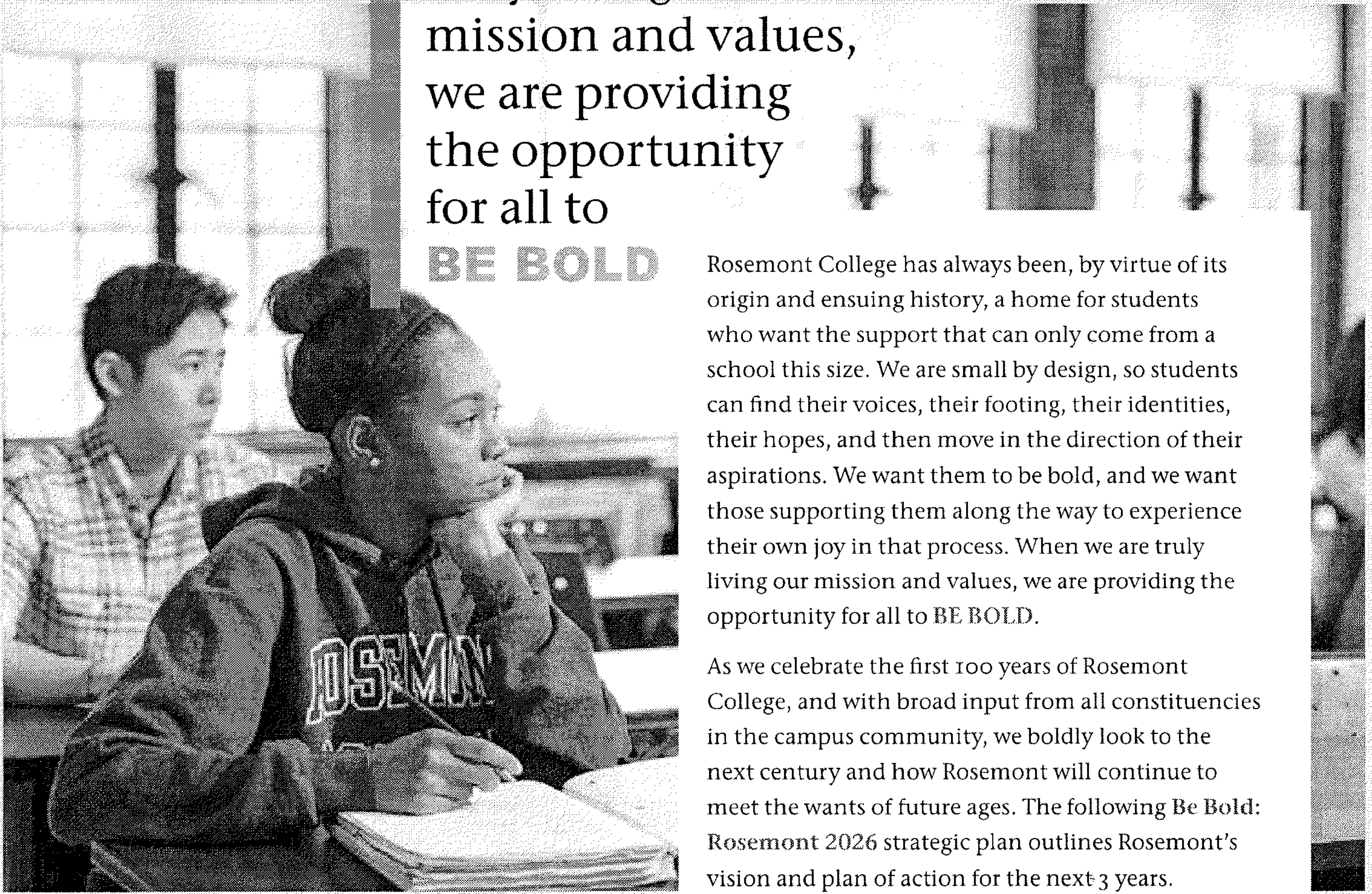
Rooted in Catholicism, **Rosemont College** *welcomes all faiths* and is guided by the educational principles of Cornelia Connelly and the Society of the Holy Child Jesus to meet the needs of the time.

Rosemont College values: Trust in and reverence for the dignity of each person; Diversity with a commitment to building an *intercultural community*; Persistence and courage in promoting justice with compassion; *care for the earth* as our common home.

Rosemont is committed to creating a campus culture that promotes our Mission of fostering joy in the pursuit of knowledge, developing open and critical minds and the ability to make reasoned moral decisions, a sense of responsibility to serve others, and the College's stated Values of:

- Trust in and reverence for the dignity of each person
- Diversity with a commitment to building an intercultural community
- Persistence and courage in promoting justice with compassion
- Care for the earth as our common home

When we are truly living our mission and values, we are providing the opportunity for all to BE BOLD

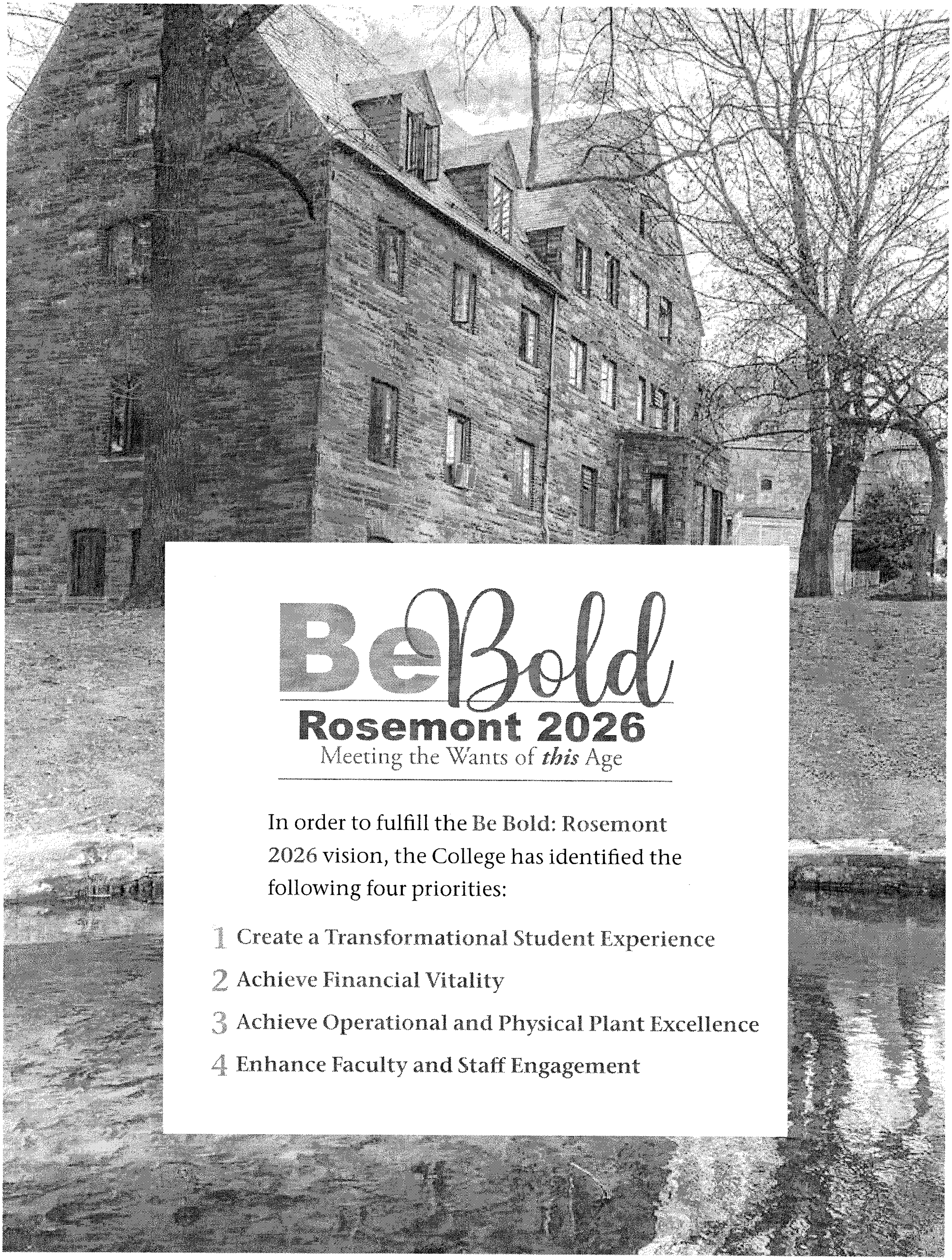


Rosemont College has always been, by virtue of its origin and ensuing history, a home for students who want the support that can only come from a school this size. We are small by design, so students can find their voices, their footing, their identities, their hopes, and then move in the direction of their aspirations. We want them to be bold, and we want those supporting them along the way to experience their own joy in that process. When we are truly living our mission and values, we are providing the opportunity for all to BE BOLD.

As we celebrate the first 100 years of Rosemont College, and with broad input from all constituencies in the campus community, we boldly look to the next century and how Rosemont will continue to meet the wants of future ages. The following Be Bold: Rosemont 2026 strategic plan outlines Rosemont's vision and plan of action for the next 3 years.

Vision Statement

Be recognized as a national leader in providing each student with the educational experience they need to thrive personally and professionally, and to become contributing members of society.



Be Bold
Rosemont 2026
Meeting the Wants of *this* Age

In order to fulfill the Be Bold: Rosemont 2026 vision, the College has identified the following four priorities:

1. Create a Transformational Student Experience
2. Achieve Financial Vitality
3. Achieve Operational and Physical Plant Excellence
4. Enhance Faculty and Staff Engagement

Strategic Priority 1 Be Bold

Create a Transformational Student Experience

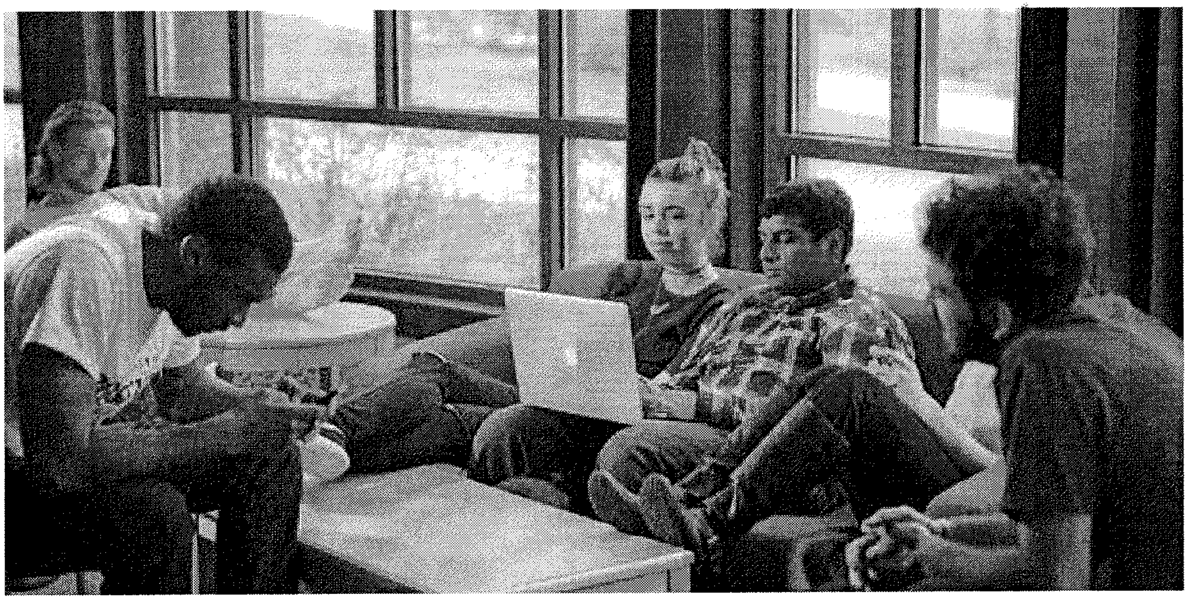
Rosemont College will be a leader in providing a transformational Student Experience for all students. Access to a quality higher education experience significantly influences students' ability to achieve professional success and achieve Rosemont's mission to develop "open and critical minds, the ability to make reasoned moral decisions, and a sense of responsibility to serve others in our global society." We provide opportunity through a holistic student experience that meets students where they are and invites them into safe social, spiritual, psychological, and intellectual exploration.

Goal 1 **Provide innovative and high-quality academic and student support services that enhance the college experience, increase retention and completion, and foster joy in the pursuit of knowledge.**

Goal 2 **Create a living and learning environment where all student populations can flourish and succeed.**

Goal 3 **Develop and implement proactive, holistic support for all students that begins at the moment of arrival to increase retention and completion.**

Goal 4 **Invest in a responsive academic portfolio and pedagogy that meets the wants of the age.**



Strategic Priority 2 Be Bold

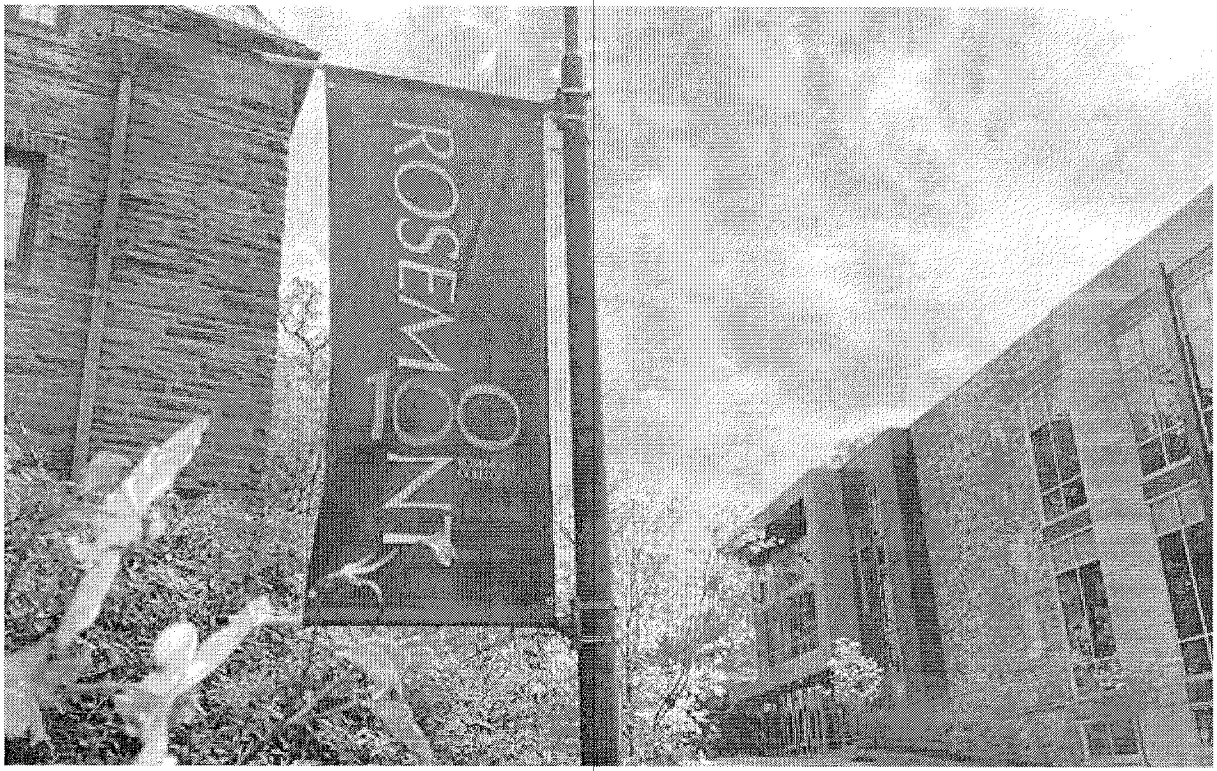
Achieve Financial Vitality

The College's success rests on its ability to create a stable foundation upon which to manifest our mission. Operating from a place of Financial Vitality allows us to fully realize the College's Mission and Values.

Goal 1 Anticipate, prepare for, and adapt to changing demographics, and physical, economic, and social environments, and disruptions to meet the evolving wants of the age.

Goal 2 Identify new, and bolster existing, revenue streams to sustain and grow the College and its endowment while reducing institutional debt.

Goal 3 Develop institution-wide capacity benchmarks, laying the foundation for investments in eco-friendly infrastructure that lives the Rosemont Values, increases revenue, and reduces expenditures.



Strategic Priority 3 Be Bold

Achieve Operational and Physical Plant Excellence

Operational and Physical Plant Excellence is focused on ensuring a functioning, secure, welcoming environment for all through long-term planning.

Goal 1 Create a comprehensive, long-term campus plan to invest in and improve our physical and operational infrastructure.

Goal 2 Optimize the use and usability of campus infrastructure—physical, technical, and processes—to deliver best practices in organizational principles and use experience design.

Goal 3 Develop increased accountability through regular and rigorous assessment of academic programs, administrative offices, and business processes.

Strategic Priority 4 Be Bold

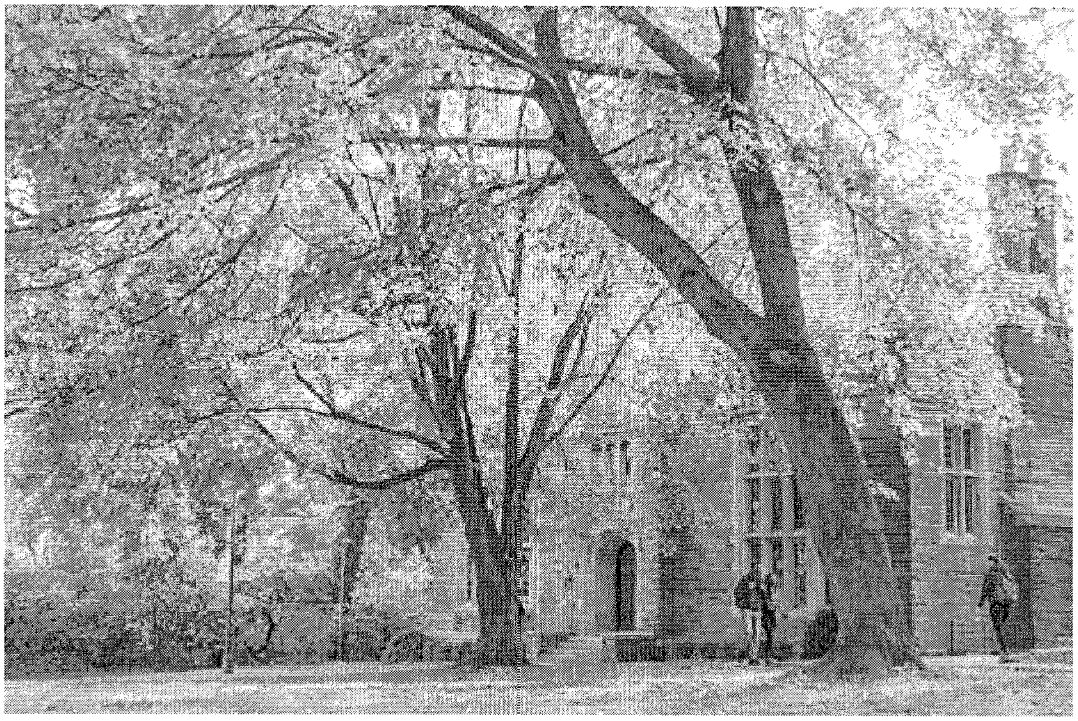
Enhance Faculty and Staff Engagement

Faculty and Staff Engagement comes when employees understand how their work contributes to the overarching mission of the institution. They feel recognized for their role in living that mission each day. There is a shared understanding that the well-being of the college's employees directly relates to the success of each student and the College. When employees feel the College is invested in their well-being, that the College maintains open channels of communication, they can better dedicate themselves to the student experience.

Goal 1 **Recognizing that our people are our most valuable assets, prioritize providing resources to promote employee satisfaction, engagement, and well-being.**

Goal 2 **Develop and implement plans to achieve the College's stated Value of diversity with a commitment to build an intercultural community.**

Goal 3 Foster "a community of lifelong learners" by identifying and providing formal and informal learning opportunities for faculty and staff to cultivate curiosity, expand their knowledge, and enrich their lives.



Conclusion

Be Bold: Rosemont 2026 has roots in concepts that make sense now in our history. If a strategic plan is to be attainable, it must be understood, measurable, easy to talk about and to follow. This is a dynamic plan that will be assessed regularly and adjusted accordingly. Success will require buy-in from the entire Rosemont College community.

Bold is doing something profoundly different from what we have done before. As we stand in this moment, the boldest thing we can do is to embody fully the promise we make to students to help them unlock their potential and find academic, professional, and personal success. This investment in our students is the most fitting commitment we can make at this time to Cornelia Connelly's legacy and Rosemont's founding spirit. **Be Bold!**

APPENDIX
A1

Be Bold Implementation Committee

Mika Nash, Co-Chair
James Yarrish, Co-Chair
Daneisha Allen
Susan Digironimo
Juliann Ewing
Karen Geiger
Katie Gushka
Paulette Hutchinson
Emil Kolick
Adam Lusk
Maureen Malone
Brice Peterson
Lasheree Snyder
Barbara Walsh

As Rosemont begins implementation of the strategic plan, units and cross-functional groups across the college have developed action plans that align with our institutional goals and objectives and established specific outcomes and meaningful metrics to assess our success.

The Be Bold Implementation Committee will periodically review unit level action plans, monitor progress toward goals and objectives, and provide guidance and advice around resource prioritization to accomplish goals. The committee includes representation from each division.

Workgroups

Student Experience	**Financial Vitality**	**Operational Excellence**	**Faculty/Staff Engagement**
Karen Geiger	Juliann Ewing	Katie Gushka	Daneisha Allen
Paulette Hutchinson	Adam Lusk	Emil Kolick	Susan Digironimo
Lasheree Snyder	Maureen Malone	Brice Peterson	Barbara Walsh

APPENDIX
AA

						POC	RANK	UNIT	UNIT OBJECTIVE	MSCHE	M	V	Start	End	Q Report 1	Q Report 2	Q Report 3	Q Report 4	Q Report 5	Q Report 6	Q Report 7	Q Report 8	Q Report 9	Q Report 10	Q Report 11	Q Report 12	Q Report 13
	1				Rosemont College will be a leader in providing a transformational Student Experience for all students. Access to a quality higher education experience significantly influences students' ability to achieve professional success and achieve Rosemont's mission to develop "open and critical minds, the ability to make reasoned moral decisions, and a sense of responsibility to serve others in our global society." We provide opportunity through a holistic student experience that meets students where they are and invites them into safe social, spiritual, psychological, and intellectual exploration.																						
		A			Provide innovative and high-quality academic and student support services that enhance the college experience, increase retention and completion, and foster joy in the pursuit of knowledge.																						
1	1	A	i		**Conduct a comprehensive effectiveness assessment of the current student experience, and provide regular reports to the Board on those efforts.**	James	1			4	X	1	7/1/2023														
	1	A	i	a	Conduct a comprehensive review of Career Services (including data, identifying areas of improvement, and recommendations).			Career Services	1	4	x		7/1/2023														
	1	A	i	b	Conduct a comprehensive effectiveness assessment of the current student experience, and provide regular reports to the Board on those efforts.			Institutional Effectiveness	1	1,4	x		7/1/2023														
	1	A	i	c	Conduct a comprehensive review of the SASC (including data, identifying areas of improvement, and recommendations).			SASC	1	3,4	x	1,2,3	7/1/2023														
	1	A	i	d	Conduct a comprehensive review of Leadership and Engagement (including data, identifying areas of improvement, and recommendations)			Leadership	1	4	x	x	7/1/2023														
	1	A	i	e	Conduct a comprehensive review of Residential Life (including data, identifying areas of improvement, and recommendations).			Residential Life	1	4	x	x	7/1/2023														
	1	A	i	f	Evaluate current athletic portfolio for capacity, sustainability, and student experience			Athletics	1	5	x	1,2	7/1/2023														
2	1	A	ii		**Develop a plan for a robust Center for Student Success to include personalized advising, course selection, and tutoring available to all students.**	Karen G	1			3	X	1	7/1/2023														
	1	A	ii	a	Develop and implement outreach tactics to increase awareness about professional development opportunities for students, alumni, faculty, and staff with the Career Services.			Career Services	3	4	x		7/1/2023														
	1	A	ii	b	Conduct a comprehensive review of the SASC (including data, identifying areas of improvement, and recommendations).			SASC	1	3,4	x	1,2,3	7/1/2023														
	1	A	ii	c	Assist underprepared, prepared and high-achieving students in developing the skills necessary to achieve their academic goals			SASC	2	3,4	x	1,2,3	7/1/2023														
	1	A	ii	d	Provide excellent customer service and support to students, faculty, and staff who use SASC services and programs			SASC	4	3,4	x	1,2,3	7/1/2023														
	1	A	ii	e	Play a defining role in articulating measures to improve retention, persistence, and completion			SASC	5	3,4	x	1,2,3	7/1/2023														
	1	A	ii	f	Conduct a comprehensive review of Leadership and Engagement (including data, identifying areas of improvement, and recommendations).			Leadership	1	4	x	x	7/1/2023														
	1	A	ii	g	Partner with campus and community groups to enrich the student leadership experience			Leadership	5	4	x	x	7/1/2023														
3	1	A	iii		**Develop and implement a graduation commitment program to partner with students to support on-time graduation.**	Paulette/ Maureen	4			3	X	1	7/1/2025														
	1	A	iii	a	Provide leadership and guidance to academic programs, graduate programs, division chairs, program directors, Faculty Council and SGPS Council.			Academic Deans	1	3,4	x	x															
4	1	A	iv		**Utilize technology to enhance student-facing supports and engagement opportunities to increase student success.**	Liam	1			3	X	1	7/1/2023														
	1	A	iv	a	Identify and make recommendations on ways to utilize technology to enhance student-facing supports and engagement opportunities to increase student success.			eLearning	1	3	x	1	7/1/2023														
	1	A	iv	b	Provide technical and operational user support for Canvas via information sessions/trainings			eLearning	4	4	x	1	7/1/2023														
	1	A	iv	c	Support academic excellence in the classroom and beyond through comprehensive information literacy instruction, close collaboration with teaching faculty, and robust access to information and technology resources necessary for academic achievement.			Library	2	3,4	x	1	7/1/2023														
	1	A	iv	d	Develop collections and services to support the intellectual growth of our students and the teaching and research capacity of our faculty.			Library	3	3,4	x	1	7/1/2023														
	1	A	iv	e	Establish Registrar's Office as a hub for Students, Faculty, Staff, and Alumni. Providing information in accordance with best practices and policies in higher education and ensuring the integrity of data, student records, and the curriculum			Registrar	1	4	x	2	7/1/2023														
	1	A	iv	f	Engage in data tracking, assessment, strategic planning & reporting to remain on the cutting edge of trends and information relevant to academic support.			SASC	3	3,4	x	1,2,3	7/1/2023														
	1	A	iv	g	Provide excellent customer service and support to students, faculty, and staff who use SASC services and programs			SASC	4	3,4	x	1,2,3	7/1/2023														
	1	A	iv	h	Assist in the overall development of students to ensure their readiness for success in a global society			Leadership	3	4	x	4	7/1/2023														
	1	A	iv	i	Partner with campus and community groups to enrich the student leadership experience			Leadership	5	4	x	x	7/1/2023														
	1	A	iv	j	Promote campus resources and support services to improve student success and retention			Residential Life	3	4	x		7/1/2023														
5	1	A	v		**Expand employment rates after graduation and communicate these rates to external audiences.**	Karen G/ Daneshi	4			2	X		7/1/2025														
	1	A	v	a	Expand engagement opportunities and refine existing opportunities for students and alumni that support career development.			Career Services	2	2	x																
	1	A	v	b	Unify Colleges by creating an academic cycle that allows for collaboration in policies, offerings, and communication, providing continually more information to students, faculty and staff			Registrar	2	4	x	2															
	1	A	v	c	Aid departments and programs in the development and periodic evaluation of student learning goals and objectives within the context of the degree granting program (associates, bachelors and masters programs).			Academic Deans	3	3,5	x																
6	1	A	vi		**Integrate services between departments to more fully support students, increasing awareness of the role of student-facing departments and referral processes.**	Maureen	2			4	X	1,2	7/1/2024														
	1	A	vi	a	Develop and implement outreach tactics to increase awareness about professional development opportunities for students, alumni, faculty, and staff with the Career Services			Career Services	3	4	x																
	1	A	vi	b	Provide technical and operational user support for Canvas via information sessions/trainings			eLearning	4	4	x	1															
	1	A	vi	c	Assist the SASC in the development and implementation of a holistic approach that streamlines and centralizes student wellness supports.			Counseling Center	1	4	x	1															
	1	A	vi	d	Support academic excellence in the classroom and beyond through comprehensive information literacy instruction, close collaboration with teaching faculty, and robust access to information and technology resources necessary for academic achievement.			Library	2	3,4	x	1															
	1	A	vi	e	Develop collections and services to support the intellectual growth of our students and the teaching and research capacity of our faculty.			Library	3	3,4	x	1															
	1	A	vi	f	Engage in data tracking, assessment, strategic planning & reporting to remain on the cutting edge of trends and information relevant to academic support.			SASC	3	3,4	x	1,2,3															
	1	A	vi	g	Provide excellent customer service and support to students, faculty, and staff who use SASC services and programs			SASC	4	3,4	x	1,2,3															
	1	A	vi	h	Play a defining role in articulating measures to improve retention, persistence, and completion			SASC	5	3,4	x	1,2,3															
	1	A	vi	i	Provide leadership and guidance to academic programs, graduate programs, division chairs, program directors, Faculty Council and SGPS Council.			Academic Deans	1	3,4	x	x															
	1	A	vi	j	Serve students by providing guidance with academic policies and procedures. Coordinates academic based events/celebrations.			Academic Deans	5	3	x	1,2,3															
	1	A	vi	k	Develop a stretigic plan for Athletics which includes growth in programs and sports offerings and prioritize to improve the student-athlete experience and increase recruitment			Athletics	2	6	x	1,2															
	1	A	vi	l	Create a culture conducive for the academic success of students within the athletic department			Athletics	4	4	x	1,2															
7	1	A	vii		**Enhance Interdepartmental communication and collaboration.**	Karen G	3			4	X	1	7/1/2025														
	1	A	vii	a	Develop a system for collecting employment data that helps inform strategy and creates compelling stories			Career Services	4	4	x																
	1	A	vii	b	Provide excellent customer service and support to students, faculty, and staff who use SASC services and programs			SASC	4	3,4	x	1,2,3															
	1	A	vii	c	Play a defining role in articulating measures to improve retention, persistence, and completion			SASC	5	3,4	x	1,2,3															
	1	A	vii	d	Provide leadership and guidance to academic programs, graduate programs, division chairs, program directors, Faculty Council and SGPS Council.			Academic Deans	1	3,4	x	x															
	1	A	vii	e	Serve faculty by supporting professional development opportunities, mentorship and guidance about responsibilities and college policies, and conducts review of faculty work performance. Coordinates academic based events/celebrations.			Academic Deans	4	2,4	x	x															
	1	A	vii	f	Serve students by providing guidance with academic policies and procedures. Coordinates academic based events/celebrations.			Academic Deans	5	3	x	1,2,3															
	1	A	vii	g	Develop a stretigic plan for Athletics which includes growth in programs and sports offerings and prioritize to improve the student-athlete experience and increase recruitment			Athletics	2	6	x	1,2															

						POC	RANK	UNIT	UNIT OBJECTIVE	MSCHE	M	V	Start	End	Q Report 1	Q Report 2	Q Report 3	Q Report 4	Q Report 5	Q Report 6	Q Report 7	Q Report 8	Q Report 9	Q Report 10	Q Report 11	Q Report 12	Q Report 13
	1				Rosemont College will be a leader in providing a transformational Student Experience for all students. Access to a quality higher education experience significantly influences students' ability to achieve professional success and achieve Rosemont's mission to develop "open and critical minds, the ability to make reasoned moral decisions, and a sense of responsibility to serve others in our global society." We provide opportunity through a holistic student experience that meets students where they are and invites them into safe social, spiritual, psychological, and intellectual exploration.																						
		B			Create a living and learning environment where all student populations can flourish and succeed.																						
[illegible]	1	B	i		**Develop and implement plans to support all student populations and their diverse learning needs.**	Karen G/ Adam	1			3	X	1,2	7/1/2023														
	1	B	i	a	*Provide community events designed to engage the Rosemont College community to learn about mental wellness, practice healthy habits, and embrace and value each member of our community*			Counseling Center	5	4	X	1	7/1/2023														
	1	B	i	b	*Support academic excellence in the classroom and beyond through comprehensive information literacy instruction, close collaboration with teaching faculty, and robust access to information and technology resources necessary for academic achievement.*			Library	2	3,4	X	1	7/1/2023														
	1	B	i	c	*Develop collections and services to support the intellectual growth of our students and the teaching and research capacity of our faculty.*			Library	3	3,4	X	X	7/1/2023														
	1	B	i	d	*Conduct a comprehensive review of the SASC (including data, identifying areas of improvement, and recommendations).*			SASC	1	3,4	X	1,2,3	7/1/2023														
	1	B	i	e	*Assist underprepared, prepared and high achieving students in developing the skills necessary to achieve their academic goals*			SASC	2	3,4	X	1,2,3	7/1/2023														
	1	B	i	f	*Conduct a comprehensive review of Leadership and Engagement (including data, identifying areas of improvement, and recommendations).*			Leadership	1	4	X	X	7/1/2023														
	1	B	i	g	*Provide leadership and guidance to academic programs, graduate programs, division chairs, program directors, Faculty Council and SGPS Council*			Academic Deans	1	3,4	X	X	7/1/2023														
	1	B	i	h	*Serve students by providing guidance with academic policies and procedures. Coordinates academic based events/celebrations.*			Academic Deans	5	3	X	1,2,3	7/1/2023														
	1	B	i	i	*Develop a stretigic plan for Athletics which includes growth in programs and sports offerings and prioritze to improve the student-athlete experience and increase recruitment*			Athletics	2	6	X	1,2	7/1/2023														
	1	B	i	j	*Create a culture conducive for the academic success of students within the athletic department.*			Athletics	4	4	X	1,2	7/1/2023														
[illegible]	1	B	ii		**Create unifying gathering spaces for all students, including SGPS and commuter students, to foster a campus-wide community, and culture of inclusion and belonging.**	Karen G/ Steve/ Brice	1			4	X	1,2	7/1/2023														
	1	B	ii	a	*Assist the SASC in the development and implementation of a holistic approach that streamlines and centralizes student wellness supports.*			Counseling Center	1	4	X	1	7/1/2023														
	1	B	ii	b	*Provide community events designed to engage the Rosemont College community to learn about mental wellness, practice healthy habits, and embrace and value each member of our community.*			Counseling Center	5	4	X	1	7/1/2023														
	1	B	ii	c	*Provide safe, welcoming, and varied spaces where students can freely pursue academic research, independent work, and leisure according to their individual needs and aspirations*			Library	1	4	X	X	7/1/2023														
	1	B	ii	d	*Design informative, engaging, and entertaining programming —including exhibits, displays, lectures, and discussions—on topics of interest to the wider Rosemont community in overall support of the College's mission and values.*			Library	4	1,4	X	X	7/1/2023														
	1	B	ii	e	*Conduct a comprehensive review of the SASC (including data, identifying areas of improvement, and recommendations).*			SASC	1	3,4	X	1,2,3	7/1/2023														
	1	B	ii	f	*Assist underprepared, prepared and high-achieving students in developing the skills necessary to achieve their academic goals*			SASC	2	3,4	X	1,2,3	7/1/2023														
	1	B	ii	g	*Conduct a comprehensive review of Leadership and Engagement (including data, identifying areas of improvement, and recommendations).*			Leadership	1	4	X	X	7/1/2023														
	1	B	ii	h	*Create a funding proposal that adequately funds the department to support the mission, and increase awareness of engagement opportunities on campus*			Leadership	2	4	X	X	7/1/2023														
	1	B	ii	i	*Assist in the overall development of students to ensure their readiness for success in a global society*			Leadership	3	4	X	4	7/1/2023														
	1	B	ii	j	*Expand programming options in the residence halls to provide more recreational activities that promote community building amongst residents of different backgrounds or experiences levels within the hallways*			Residential Life	2	4	X	X	7/1/2023														
	1	B	ii	k	*Establish an open and diverse environment that promotes the understanding and acceptance of cultural, ethnic, racial, physical, sexual and religious differences.*			Residential Life	4	4	X	1,2,3	7/1/2023														
[illegible]	1	B	iii		**Focus on the College's stated Value of "persistence and courage in promoting justice with compassion," and stated Mission to develop "a sense of responsibility to serve others in our global society," and build a diverse community of learners by promoting civic engagement that teaches community leadership, civil discourse, and public service through courses, symposia, forums, and guest speakers.**	Sr. Peg	1			1	X	1,2,3	7/1/2023														
	1	B	iii	a	*Design informative, engaging, and entertaining programming --including exhibits, displays, lectures, and discussions—on topics of interest to the wider Rosemont community in overall support of the College's mission and values.*			Library	4	1,4	X	X	7/1/2023														
	1	B	iii	b	*Preserve and promote the College's history, mission, and identity through the work of the Rosemont College Archives by documenting the experiences of Rosemont's students and following best practices for records management, storage, and digitization.*			Library	5	4	X	X	7/1/2023														
	1	B	iii	c	*Create a funding proposal that adequately funds the department to support the mission, and increase awareness of engagement opportunities on campus*			Leadership	2	4	X	X	7/1/2023														
	1	B	iii	d	*Assist in the overall development of students to ensure their readiness for success in a global society*			Leadership	3	4	X	4	7/1/2023														
	1	B	iii	e	*Cultivate a welcoming and respectful climate that is inclusive to all students*			Leadership	4	4	X	1,2,3	7/1/2023														
	1	B	iii	f	*Partner with campus and community groups to enrich the student leadership experience*			Leadership	5	4	X	X	7/1/2023														
	1	B	iii	g	*Deepen an understanding of the Mission of Rosemont College among all members of the community.*			Mission	1	1	X	X	7/1/2023														
	1	B	iii	h	*Enable each member to grow in awareness of the divine spark within them.*			Mission	3	1	X	X	7/1/2023														
	1	B	iii	i	*Develop a stretigic plan for Athletics which includes growth in programs and sports offerings and prioritize to improve the student-athlete experience and increase recruitment.*			Athletics	2	6	X	1,2	7/1/2023														
	1	B	iii	j	*Create a proposal identifying areas for investment (i.e., high-level coaching, community support of all teams, and training, programming, equipment, and facilities for student-athlete success, etc.)*			Athletics	3	4	X	1,2	7/1/2023														
	1	B	iii	k	*Provide leadership and guidance to academic programs, graduate programs, division chairs, program directors, Faculty Council and SGPS Council*			Academic Deans	1	3,4	X	X	7/1/2023														
	1	B	iii	l	*Serve students by providing guidance with academic policies and procedures. Coordinates academic based events/celebrations.*			Academic Deans	5	3	X	1,2,3	7/1/2023														
[illegible]	1	B	iv		**Invest in enterprise software so all student-facing offices have access to critical student information.**	Dan/ Maureen	2			4	X		7/1/2024														
	1	B	iv	a	*Establish Registrar's Office as a hub for Students, Faculty, Staff, and Alumni. Providing information in accordance with best practices and policies in higher education and ensuring the integrity of data, student records, and the curriculum*			Registrar	1	4	X	2															
	1	B	iv	b	*Engage in data tracking, assessment, strategic planning & reporting to remain on the cutting edge of trends and information relevant to academic support*			SASC	3	3,4	X	1,2,3															
	1	B	iv	c	*Deepen an understanding of the Mission of Rosemont College among all members of the community.*			Mission	1	1	X	X															
	1	B	iv	d	*Invest in enterprise software so all student facing offices have access to critical student information.*			IT	2	4	X																
[illegible]	1	B	v		**Invest more substantially in student clubs to represent the mission, and increase awareness of engagement opportunities on campus.**	LaSheree	2			4	X	X	7/1/2024														
	1	B	v	a	*Create a funding proposal that adequately funds the department to support the mission, and increase awareness of engagement opportunities on campus.*			Leadership	2	4	X	X															
	1	B	v	b	*Assist in the overall development of students to ensure their readiness for success in a global society*			Leadership	3	4	X	4															
[illegible]	1	B	vi		**Expand access to support structures for students with basic needs insecurities, such as the Food Pantry and the Professional Clothing Closet.**	Danetsha	1*			4	X	1,3	4/1/2023														
	1	B	vi	a	*Assist the SASC in the development and implementation of a holistic approach that streamlines and centralizes student wellness supports.*			Counseling Center	1	4	X	1	4/1/2023														
	1	B	vi	b	*Provide community events designed to engage the Rosemont College community to learn about mental wellness, practice healthy habits, and embrace and value each member of our community.*			Counseling Center	5	4	X	1	4/1/2023														
	1	B	vi	c	*Enable each member to grow in awareness of the divine spark within them*			Mission	3	1	X	X	4/1/2023														
[illegible]	1	B	vii		**Explore and expand upon relationships with "to and through" high schools to provide a seamless k-16 experience. Utilize high-school outreach and programs to identify prospective students who would benefit and thrive in the small, personalized Rosemont environment.**	John	3			3	X	1,2	7/1/2025														
	1	B	vii	a	*Partner with campus and community groups to enrich the student leadership experience*			Leadership	5	4	X	X															
	1	B	vii	b	*Identify at least one partnership with a HS or CBO (Community Based Organizations) that provides to-thru support.*			Admissions	1	3	X	1,2															
	1	B	vii	c	*Evaluate how students who enrolled because of the College Greenlight partnership retained to determine if the alignment with 'to and through' HS/CBOs impacted retention success.*			Admissions	2	3	X	1,2															
[illegible]	1	B	viii		**Invest in the Athletics Program to include high-level coaching, community support of all teams, and training, programming, equipment, and facilities for student-athlete success.**	Rich	2			4	X	1	7/1/2024														
	1	B	viii	a	*Compliance with internal and external requirements for Financial Reporting*			Office of VPFA	1	4,5	X	1															
	1	B	viii	b	*Evaluate current athletic portfolio for capacity, sustainability, and student experience*			Athletics	1	5	X	1,2															
	1	B	viii	c	*Develop a stretigic plan for Athletics which includes growth in programs and sports offerings and prioritize to improve the student-athlete experience and increase recruitment.*			Athletics	2	6	X	1,3															

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	1				Rosemont College will be a leader in providing a transformational Student Experience for all students. Access to a quality higher education experience significantly influences students' ability to achieve professional success and achieve Rosemont's mission to develop "open and critical minds, the ability to make reasoned moral decisions, and a sense of responsibility to serve others in our global society." We provide opportunity through a holistic student experience that meets students where they are and invites them into safe social, spiritual, psychological, and intellectual exploration.																						
		c			Develop and implement proactive, holistic support for all students that begins at the moment of arrival to increase retention and completion.																						
[illegible]	1	C	i		**Develop and implement support that recognizes and addresses the diverse needs of all our students to better position them for academic success.**	Karen G	1*			4	X	1	4/1/2023														
	1	C	i	a	Provide safe, welcoming, and varied spaces where students can freely pursue academic research, independent work, and leisure according to their individual needs and aspirations.			Library	1	4	X	X	4/1/2023														
	1	C	i	b	Support academic excellence in the classroom and beyond through comprehensive information literacy instruction, close collaboration with teaching faculty, and robust access to information and technology resources necessary for academic achievement.			Library	2	3,4	X	1	4/1/2023														
	1	C	i	c	Develop collections and services to support the intellectual growth of our students and the teaching and research capacity of our faculty.			Library	3	3,4	X	X	4/1/2023														
	1	C	i	d	Establish Registrar's Office as a hub for Students, Faculty, Staff, and Alumni. Providing information in accordance with best practices and policies in higher education and ensuring the integrity of data, student records, and the curriculum			Registrar	1	4	X	2	4/1/2023														
	1	C	i	e	Conduct a comprehensive review of the SASC (including data, identifying areas of improvement, and recommendations).			SASC	1	3,4	X	1,2,3	4/1/2023														
	1	C	i	f	Assist underprepared, prepared and high-achieving students in developing the skills necessary to achieve their academic goals			SASC	2	3,4	X	1,2,3	4/1/2023														
	1	C	i	g	Play a defining role in articulating measures to improve retention, persistence, and completion			SASC	5	3,4	X	1,2,3	4/1/2023														
	1	C	i	h	Conduct a comprehensive review of Leadership and Engagement (including data, identifying areas of improvement, and recommendations).			Leadership	1	4	X	X	4/1/2023														
	1	C	i	i	Create a culture conducive for the academic success of students within the athletic department.			Athletics	4	4	X	1,2	4/1/2023														
	1	C	i	j	Provide leadership and guidance to academic programs, graduate programs, division chairs, program directors, Faculty Council and SGPS Council.			Academic Deans	1	3,4	X	X	4/1/2023														
17	1	C	ii		**Develop and implement a holistic approach that streamlines and centralizes student wellness supports.**	Karen G/ Tom D	2			4	X	1,2	7/1/2024														
	1	C	ii	a	Assist the SASC in the development and implementation of a holistic approach that streamlines and centralizes student wellness supports.			Counseling Center	1	4	X	1															
	1	C	ii	b	Identify a baseline for the Individual counseling services provided			Counseling Center	2	4	X	1															
	1	C	ii	c	Identify a baseline for the Group counseling services provided			Counseling Center	3	4	X	1															
	1	C	ii	d	Identify a baseline for the Drug and alcohol counseling services provided			Counseling Center	4	4	X	1															
	1	C	ii	e	Provide community events designed to engage the Rosemont College community to learn about mental wellness, practice healthy habits, and embrace and value each member of our community.			Counseling Center	5	4	X	1															
	1	C	ii	f	Support academic excellence in the classroom and beyond through comprehensive information literacy instruction, close collaboration with teaching faculty, and robust access to information and technology resources necessary for academic achievement.			Library	2	3,4	X	1															
	1	C	ii	g	Develop collections and services to support the intellectual growth of our students and the teaching and research capacity of our faculty			Library	3	3,4	X	X															
	1	C	ii	h	Design informative, engaging, and entertaining programming—including exhibits, displays, lectures, and discussions—on topics of interest to the wider Rosemont community in overall support of the College's mission and values.			Library	4	1,4	X	X															
	1	C	ii	i	Conduct a comprehensive review of the SASC (including data, identifying areas of improvement, and recommendations).			SASC	1	3,4	X	1,2,3															
	1	C	ii	j	Assist underprepared, prepared and high-achieving students in developing the skills necessary to achieve their academic goals			SASC	2	3,4	X	1,2,3															
	1	C	ii	k	Provide excellent customer service and support to students, faculty, and staff who use SASC services and programs			SASC	4	3,4	X	1,2,3															
	1	C	ii	l	Play a defining role in articulating measures to improve retention, persistence, and completion			SASC	5	3,4	X	1,2,3															
	1	C	ii	m	Conduct a comprehensive review of Leadership and Engagement (including data, identifying areas of improvement, and recommendations).			Leadership	1	4	X	X															
	1	C	ii	n	Create a culture conducive for the academic success of students within the athletic department.			Athletics	4	4	X	1,2															
18	1	C	iii		**Develop and implement first generation college student programming based on nationally benchmarked best practices.**	Karen G	1*			3	X	1	4/1/2023														
	1	C	iii	a	Conduct a comprehensive review of the SASC (including data, identifying areas of improvement, and recommendations).			SASC	1	3,4	X	1,2,3	4/1/2023														
	1	C	iii	b	Assist underprepared, prepared and high-achieving students in developing the skills necessary to achieve their academic goals			SASC	2	3,4	X	1,2,3	4/1/2023														
	1	C	iii	c	Conduct a comprehensive review of Leadership and Engagement (including data, identifying areas of improvement, and recommendations).			Leadership	1	4	X	X	4/1/2023														
	1	C	iii	d	Provide leadership and guidance to academic programs, graduate programs, division chairs, program directors, Faculty Council and SGPS Council.			Academic Deans	1	3,4	X	X	4/1/2023														
[illegible]	1	C	iv		**Create a crossover/bridge program or other first-year seminar for at-risk students tailored to their specific challenges before beginning their first semester.**	Ashley/ Karen G/ John	3			3	X	1	4/1/2025														
	1	C	iv	a	Conduct a comprehensive review of the SASC (including data, identifying areas of improvement, and recommendations).			SASC	1	3,4	X	1,2,3															
	1	C	iv	b	Assist underprepared, prepared and high-achieving students in developing the skills necessary to achieve their academic goals			SASC	2	3,4	X	1,2,3															
	1	C	iv	c	Conduct a comprehensive review of Leadership and Engagement (including data, identifying areas of improvement, and recommendations)			Leadership	1	4	X	X															
	1	C	iv	d	Develop a stretigic plan for Athletics which includes growth in programs and sports offerings and prioritize to improve the student-athlete experience and increase recruitment.			Athletics	2	6	X	1,2															
	1	C	iv	e	Provide leadership and guidance to academic programs, graduate programs, division chairs, program directors, Faculty Council and SGPS Council.			Academic Deans	1	3,4	X	X															
20	1	C	v		**Re-assess First Year College Seminar (FYCS) to provide practical and academic skills for lifelong success (finances, navigating college life, etc.) to first year students.**	Paulette/ Katie	1*			3	X	1	4/1/2023														
	1	C	v	a	Aid departments and programs in the development and periodic evaluation of student learning goals and objectives within the context of the degree granting program (associates, bachelors and masters programs)			Academic Deans	3	3,5	X		4/1/2023														
	1	C	v	b	Provide leadership and guidance to academic programs, graduate programs, division chairs, program directors, Faculty Council and SGPS Council.			Academic Deans	1	3,4	X	X	4/1/2023														
[illegible]	1	C	vi		**Form a student support committee containing at least one representative from each student facing department at Rosemont College to conduct regular assessments of student support efficacy.**	Karen G	1*			4	X	1,3	4/1/2023														
	1	C	vi	a	Assist the SASC in the development and implementation of a holistic approach that streamlines and centralizes student wellness supports.			Counseling Center	1	4	X	1	4/1/2023														
	1	C	vi	b	Play a defining role in articulating measures to improve retention, persistence, and completion			SASC	5	3,4	X	1,2,3	4/1/2023														
	1	C	vi	c	Cultivate a welcoming and respectful climate that is inclusive to all students			Leadership	4	4	X	1,2,3	4/1/2023														
	1	C	vi	d	Aid departments and programs in the development and periodic evaluation of student learning goals and objectives within the context of the degree granting program (associates, bachelors and masters programs).			Academic Deans	3	3,5	X		4/1/2023														
	1	C	vi	e	Serve students by providing guidance with academic policies and procedures. Coordinates academic based events/celebrations.			Academic Deans	5	3	X	1,2,3	4/1/2023														
	1	C	vi	f	Create a culture conducive for the academic success of students within the athletic department.			Athletics	4	4	X	1,2	4/1/2023														

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	1				Rosemont College will be a leader in providing a transformational Student Experience for all students. Access to a quality higher education experience significantly influences students' ability to achieve professional success and achieve Rosemont's mission to develop "open and critical minds, the ability to make reasoned moral decisions, and a sense of responsibility to serve others in our global society." We provide opportunity through a holistic student experience that meets students where they are and invites them into safe social, spiritual, psychological, and intellectual exploration.																						
		D			Invest in a responsive academic portfolio and pedagogy that meets the wants of the age.																						
22	1	D	i		**Complete regular program reviews with the intention of learning from outcomes and evolving programs in response.**	James/ Adam	1*			5	X	1	4/1/2023														
	1	D	i	a	*Complete regular program reviews with the intention of learning from outcomes and evolving programs in response. Provide regular reports to Board.*			*Institutional Effectiveness*	2	1,5	X		4/1/2023														
	1	D	i	b	Aid departments and programs in the development and periodic evaluation of student learning goals and objectives within the context of the degree granting program (associates, bachelors and masters programs).			Academic Deans	3	3,5	X		4/1/2023														
23	1	D	ii		**Conduct regular market analyses (student focus groups, employment assessment, etc.) to ensure ongoing currency and relevance for students.**	Karen O/ Paulette/ Jay	4			5	X	1	7/1/2025														
24	1	D	iii		**Engage in an annual student evaluation to understand learning types, neuro-divergence, and changes in student needs to ensure quality teaching and learning.**	James	4			5	X	1	7/1/2025														
	1	D	iii	a	*Conduct a comprehensive effectiveness assessment of the current student experience, and provide regular reports to the Board on those efforts.*			*Institutional Effectiveness*	1	1,4	X																
25	1	D	iv		**Provide regular reports to the Board on these assessments, reviews, analyses, and evaluations.**	James	2			5	X		7/1/2024														
	1	D	iv	a	*Complete regular program reviews with the intention of learning from outcomes and evolving programs in response. Provide regular reports to Board.*			*Institutional Effectiveness*	2	1,5	X																
26	1	D	v		**Create a standard of inclusion and equity that ensures each class welcomes and makes space for all voices, all experiences, and all learning styles — "decolonizing the syllabus," ensuring representation of texts, and challenging students through a variety of learning methodologies.**	Adam/ JoAnne	2			3	X	1,2	7/1/2024														
	1	D	v	a	*Design informative, engaging, and entertaining programming—including exhibits, displays, lectures, and discussions—on topics of interest to the wider Rosemont community in overall support of the College's mission and values.*			*Library*	4	1,4	X	X															
	1	D	v	b	*Create a funding proposal that adequately funds the department to support the mission, and increase awareness of engagement opportunities on campus.*			*Leadership*	2	4	X	X															
	1	D	v	c	*Provide leadership and guidance to academic programs, graduate programs, division chairs, program directors, Faculty Council and SGPS Council.*			*Academic Deans*	1	3,4	X	X															

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	2				The College's success rests on its ability to create a stable foundation upon which to manifest our mission. Operating from a place of Financial Vitality allows us to fully realize the College's Mission and Values.																						
		A			Anticipate, prepare for, and adapt to changing demographics, and physical, economic, and social environments, and disruptions to meet the evolving wants of the age.																						
27	**2**	**A**	**i**		**Develop a multi-year budgeting process that considers the changing needs of the college and the higher education environment and addresses long-term debt and deferred maintenance.**	**Bill/ Chuck**	**1***			6	X	1	4/1/2023														
	2	A	i	a	*Effectively manage resources to support the successful operations and outcomes of the academic enterprise.*			*Academic Deans*	2	6	X		4/1/2023														
28	**2**	**A**	**ii**		**Create and implement a system for engaging the campus community in the budget processes.**	**Bill/ Chuck**	**2**			6	X	1,2															
29	**2**	**A**	**iii**		**Ensure regular, consistent assessment is taking place.**	**James**	**1**			6	X		7/1/2023														
	2	A	iii	a	*Ensure regular, consistent assessment is taking place.*			*Institutional Effectiveness*	3	6	X		7/1/2023														
	2	A	iii	c	*Aid departments and programs in the development and periodic evaluation of student learning goals and objectives within the context of the degree granting program (associates, bachelors and masters programs).*			*Academic Deans*	3	3,5	X		7/1/2023														
30	**2**	**A**	**iv**		**Enlarge upon the efficiencies between SGPS and the Undergraduate College (UC) to reduce redundancy and maximize resources.**	**Paulette/ Jay**	**1***			6	X		4/1/2023														
	2	A	iv	a	*Unify Colleges by creating an academic cycle that allows for collaboration in policies, offerings, and communication, providing continually more information to students, faculty and staff*			*Registrar*	2	6	X	2	4/1/2023														
	2	A	iv	b	*Effectively manage resources to support the successful operations and outcomes of the academic enterprise.*			*Academic Deans*	2	6	X		4/1/2023														
31	**2**	**A**	**v**		**Establish a projected schedule to optimize academic offerings between the schools.**	**Paulette/ Jay/ Maureen**	**1**			6	X		7/1/2023														
	2	A	v	a	*Unify Colleges by creating an academic cycle that allows for collaboration in policies, offerings, and communication, providing continually more information to students, faculty and staff*			*Registrar*	2	6	X	2	7/1/2023														
	2	A	v	b	*Effectively manage resources to support the successful operations and outcomes of the academic enterprise.*			*Academic Deans*	2	6	X		7/1/2023														
32	**2**	**A**	**vi**		**Assess our operational structure to ensure that it creates efficiencies and supports the growth of the college.**	**Cabinet**	**2**			6	X		7/1/2024														
	2	A	vi	a	*Unify Colleges by creating an academic cycle that allows for collaboration in policies, offerings, and communication, providing continually more information to students, faculty and staff*			*Registrar*	2	6	X	2															
	2	A	vi	b	*Conduct a comprehensive review of Institutional Advancement (including data, identifying areas of improvement, and recommendations).*			*Advancement*	1	6	X	X															
	2	A	vi	c	*Create a strategic plan for Institutional Advancement that includes philanthropy that relies on best practices and industry standards and focuses on institutional growth.*			*Advancement*	2	6	X	X															
	2	A	vi	d	*Assess and create an organizational structure that is in alignment with the goals of the strategic plan and establish planning and oversight committees comprised of students, faculty, and staff on institution-wide priorities identified in this strategic plan.*			*President's Office*	1	6,7	X	1,3															
33	**2**	**A**	**vii**		**Create continuity plans within departments and standardized operating procedures to ensure consistency of services.**	**Andrea**	**2**			6	X	1	7/1/2024														
	2	A	vii	a	*Maintain HR policies and procedures for the College, updating and adding policies as needed. Policies should be aligned with industry standards/ best practices.*			*HR*	1	2,6	X	1,3															
34	**2**	**A**	**viii**		**Create a visionary plan for Institutional Advancement that includes philanthropy that relies on best practices and industry standards and focuses on Institutional growth.**	**Karen O**	**1***			6	X	X	4/1/2023														
	2	A	viii	a	*Conduct a comprehensive review of Institutional Advancement (including data, identifying areas of improvement, and recommendations).*			*Advancement*	1	6	X	X	4/1/2023														
	2	A	viii	b	*Create a strategic plan for Institutional Advancement that includes philanthropy that relies on best practices and industry standards and focuses on institutional growth.*			*Advancement*	2	6	X	X	4/1/2023														

						POC	RANK	UNIT	UNIT OBJECTIVE	MSCHE	M	V	Start	End	Q Report 1	Q Report 2	Q Report 3	Q Report 4	Q Report 5	Q Report 6	Q Report 7	Q Report 8	Q Report 9	Q Report 10	Q Report 11	Q Report 12	Q Report 13
	2				The College's success rests on its ability to create a stable foundation upon which to manifest our mission. Operating from a place of Financial Vitality allows us to fully realize the College's Mission and Values.																						
		B			Identify new, and bolster existing revenue streams to sustain and grow the College and its endowment while reducing institutional debt.																						
35	2	B	i		**Create targeted enrollment projections by school and program to increase revenue.**	Karen O	2			6	X		7/1/2024														
	2	B	i	a	*Provide leadership and guidance to academic programs, graduate programs, division chairs, program directors, Faculty Council and SGPS Council.*			*Academic Deans*	1	3,4	X	X															
	2	B	i	b	*Production of comprehensive data, with analysis, for distribution to Senior Administration for decision making purposes to include information to refine operations*			*Registrars*	3	6	X	2															
36	2	B	ii		**Expand retention and persistence activities to improve continuing numbers year over year.**	Paulette/ Jay/Karen G/ John	1			3	X	X	7/1/2023														
	2	B	ii	a	*Effectively manage resources to support the successful operations and outcomes of the academic enterprise.*			*Academic Deans*	2	6	X		7/1/2023														
	2	B	ii	b	*Promote campus resources and support services to improve student success and retention*			*Residential Life*	3	4	X		7/1/2023														
	2	B	ii	c	*Create a funding proposal that adequately funds the department to support the mission, and increase awareness of engagement opportunities on campus.*			*Leadership*	2	4	X	X	7/1/2023														
	2	B	ii	d	*Play a defining role in articulating measures to improve retention, persistence, and completion*			*SASC*	5	3,5	X	1,2,3	7/1/2023														
37	2	B	iii		**Create a structure to identify and pursue federal, state, and private grant opportunities.**	Karen O	2			6	X		7/1/2024														
	2	B	iii	a	*Conduct a comprehensive review of Institutional Advancement (including data, identifying areas of improvement, and recommendations).*			*Advancement*	1	6	X	X															
	2	B	iii	b	*Create a strategic plan for Institutional Advancement that includes philanthropy that relies on best practices and industry standards and focuses on institutional growth.*			*Advancement*	2	6	X	X															
38	2	B	iv		**Develop fundraising goals with plans to reduce long-term debt, increase the endowment, and reduce reliance on these funds for operating budget**	Karen O	2			6	X	X	7/1/2024														
	2	B	iv	a	*Conduct a comprehensive review of Institutional Advancement (including data, identifying areas of improvement, and recommendations).*			*Advancement*	1	6	X	X															
39	2	B	v		**Expand the event and rental division to create new revenue streams. Develop plans for revenue-generating spaces; update photos, rental costs (compare to peer institutions), policies, and webpage. Assess the possibility of offering more event planning services in conjunction with rentals for added revenue.**	Karen O/ Bill	2			6	X		7/1/2024														
	2	B	v	a	*Provide exceptional customer service with AV Requests and Rentals*			*eLearning*	5	6	X	1															
	2	B	v	b	*Develop plans for revenue-generating spaces; update photos, rental costs (compare to peer institutions), policies, and webpage. Assess the possibility of offering more event planning services in conjunction with rentals for added revenue.*			*Business Services*	1	6	X																
40	2	B	vi		**Engage in asset management to explore leveraging underutilized land and/or buildings.**	Jim	1*			6	X		4/1/2023														
	2	B	vi	a	*Create a strategic plan for Institutional Advancement that includes philanthropy that relies on best practices and industry standards and focuses on institutional growth.*			*Advancement*	2	6	X	X	4/1/2023														
	2	B	vi	b	*Explore academic and business partnerships and consortium opportunities for growth.*			*President's Office*	2	6	X		4/1/2023														
41	2	B	vii		**Develop corporate partnerships to ensure the College realizes the benefits of those relationships.**	Cabinet	1*			6	X		4/1/2023														
	2	B	vii	a	*Create a proposal on expanding bookstore offerings and creating an online spirit shop that could generate additional revenue, increase brand awareness, and make it easier for alumni, students, families, etc. to purchase branded merchandise.*			*Business Services*	4	6	X		4/1/2023														
	2	B	vii	b	*Explore academic and business partnerships and consortium opportunities for growth.*			*President's Office*	2	6	X		4/1/2023														
42	2	B	viii		**Explore academic and business partnerships and consortium opportunities for growth.**	Cabinet	1*			6	X		4/1/2023														
	2	B	viii	a	*Conduct a comprehensive review of Institutional Advancement (including data, identifying areas of improvement, and recommendations).*			*Advancement*	1	6	X	X	4/1/2023														
	2	B	viii	b	*Create a strategic plan for Institutional Advancement that includes philanthropy that relies on best practices and industry standards and focuses on institutional growth.*			*Advancement*	2	6	X	X	4/1/2023														
	2	B	viii	c	*Explore academic and business partnerships and consortium opportunities for growth.*			*President's Office*	2	6	X		4/1/2023														
43	2	B	ix		**Evaluate current academic and athletic portfolio for capacity and sustainability**	Rich	3			5	X		7/1/2025														
44	2	B	x		**Build clear, marketable pathways to graduate programs and careers**	Danelsha/ Jay/Paulette	1*			5	X		4/1/2023														
	2	B	x	a	*Develop and implement outreach tactics to increase awareness about professional development opportunities for students, alumni, faculty, and staff with the Career Services.*			*Career Service*	3	4	X		4/1/2023														
	2	B	x	b	*Provide leadership and guidance to academic programs, graduate programs, division chairs, program directors, Faculty Council and SGPS Council.*			*Academic Deans*	1	3,4	X	X	4/1/2023														
45	2	B	xi		**Scale recruitment from community colleges, public and archdiocesan high schools (dual enrollment, block transfer, early college, etc.) and use alumni/ae to help expand recruitment outside the tri-state area.**	Karen O/ Julie	2			2	X		7/1/2024														
	2	B	xi	a	*Expand engagement opportunities and refine existing opportunities for students and alumni that support career development.*			*Career Service*	2	2	X																
	2	B	xi	b	*Effectively manage resources to support the successful operations and outcomes of the academic enterprise.*			*Academic Deans*	2	6	X																
	2	B	xi	c	*Extend block transfer program to all Community Colleges & other associate degree granting institutions.*			*Admissions*	3	2	X																
	2	B	xi	d	*Develop a database of Catholic High Schools and send introductory email with materials outlining Catholic HS discount.*			*Admissions*	4	2	X																
46	2	B	xii		**Develop a model to assess Momentum and other discount plans to identify opportunities to optimize through new/enhanced partnerships, and terminating partnerships that are not yielding**	Karen O/Tim/ Jay	1			6	X		7/1/2023														
	2	B	xii	a	*Develop a multi-year budgeting process that considers the changing needs of the college and the higher education environment and addresses long-term debt and deferred maintenance.*			*Controller's Office*	1	6	X	1,3	7/1/2023														
47	2	B	xiii		**Assess the Financial Aid model to optimize student enrollment**	Karen O	2			6	X		7/1/2024														
	2	B	xiii	a	*Assess the Financial Aid model to optimize student enrollment*			*Financial Aid*	1	6	X																
	2	B	xiii	b	*Manage/Maintain external Agreements*			*Office of VPFA*	4	6	X																
48	2	B	lv		**Review all MOUs and articulation agreements to assess effectiveness**	Karen O	2			6	X		7/1/2024														

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	2				The College's success rests on its ability to create a stable foundation upon which to manifest our mission. Operating from a place of Financial Vitality allows us to fully realize the College's Mission and Values.																						
		C			Develop institution-wide capacity benchmarks, laying the foundation for investments in eco-friendly infrastructure that lives the Rosemont Values, increases revenue, and reduces expenditures.																						
49	**2**	**C**	**i**		**Develop tiered benchmarks for capacity related to student enrollment (i.e., numbers of classrooms, beds, faculty, Wi-Fi capacity, etc. needed based on the total number of enrolled students.)**	**Karen O/ Bill**	**1**			**6**	**X**		7/1/2023														
	2	C	i	a	*Develop a detailed budget for academic, administrative, and athletic portfolios.*			*Office of VPFA*	*2*	*6*	*X*		7/1/2023														
	2	B	i	b	*Production of comprehensive data, with analysis, for distribution to Senior Administration for decision making purposes to include information to refine operations*			*Registrars*	*3*	*6*	*X*	*2*	7/1/2023														
	2	B	ii	a	*Effectively manage resources to support the successful operations and outcomes of the academic enterprise.*			*Academic Deans*	*2*	*6*	*X*		7/1/2023														
	2	B	ii	b	*Promote campus resources and support services to improve student success and retention*			*Residential Life*	*3*	*4*	*X*		7/1/2023														
	2	B	ii	c	*Create a funding proposal that adequately funds the department to support the mission, and increase awareness of engagement opportunities on campus.*			*Leadership*	*2*	*4*	*X*	*X*	7/1/2023														
	2	B	ii	d	*Play a defining role in articulating measures to improve retention, persistence, and completion*			*SASC*	*5*	*3,5*	*X*	*1,2,3*	7/1/2023														
50	**2**	**C**	**ii**		**Charge each unit on campus with the development and implementation of a sustainability plan for their area, including measurable goals and mechanisms for accountability.**	**TBD**	**4**			**6**	**X**	**1,4**	7/1/2025														
51	**2**	**C**	**iii**		**Investigate and implement sustainability investments like replacing windows, greenhouse, building of community garden, composting, re-wilding initiative, stormwater management, water barrels, apiaries/bat houses, etc. to live the commitment to *Laudato Si*.**	**Bill/Jim/ Sr Peg**	**3**			**6**	**X**	**4**	7/1/2025														
	2	C	iii	a	*Develop plans for long-term deferred maintenance.*			*Facilities*	*2*	*6*	*X*	*1,3,4*															
	2	C	iii	b	*Develop plans for capital improvements of both short term and long-term projects.*			*Facilities*	*4*	*6*	*X*	*1*															
52	**2**	**C**	**iv**		**Implement reuse and recycling initiatives across campus to reduce expenses and student debt.**	**Steve**	**2**			**6**	**X**	**1,4**	7/1/2024														
53	**2**	**C**	**v**		**Assess costs of carbon-neutral energy sources (solar, geothermal, etc.) and set a target date for net-zero emissions campus-wide with a plan for how to get there.**	**Bill/Jim/ Sr Peg**	**4**			**6**	**X**	**3,4**	7/1/2025														
	2	C	v	a	*Develop plans for capital improvements of both short term and long-term projects.*			*Facilities*	*4*	*6*	*X*	*1*															
54	**2**	**C**	**vi**		**Develop a comprehensive plan for parking on campus to ease automotive emissions and promote the use of alternative transportation methods, with mindfulness of how increased enrollment will put a strain on our existing parking capacity.**	**Bill/Campus Safety**	**4**			**6**	**X**	**4**	7/1/2025														
	2	C	vi	a	*Develop plans for capital improvements of both short term and long-term projects.*			*Facilities*	*4*	*6*	*X*	*1*															

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	3				Operational and Physical Plant Excellence is focused on ensuring a functioning, secure, welcoming environment for all through long-term planning.																						
		A			Create a comprehensive, long-term campus plan to invest in and improve our physical and operational infrastructure.																						
55	**3**	**A**	**i**		**Develop and implement a long-term campus plan**	**Jim**	**1***			**6**	**X**		4/1/2023														
	3	*A*	*i*	*a*	*Develop plans for capital improvements of both short term and long-term projects.*			*Facilities*	*4*	*6*	*X*	*1*	4/1/2023														
	3	*A*	*i*	*b*	*Evaluate current athletic portfolio for capacity and sustainability*			*Athletics*	*1*	*5*	*X*	*1,2*	4/1/2023														
	3	*A*	*i*	*c*	*Develop and implement a long-term campus plan*			*President's Office*	*3*	*6*	*X*		4/1/2023														
56	**3**	**A**	**ii**		**Develop and implement a phased response to the campus assessment to respond to deferred maintenance.**	**TBD**	**1***			**6**	**X**		4/1/2023														
	3	*A*	*ii*	*a*	*Develop and implement a phased response to the campus assessment to respond to deferred maintenance.*			*Facilities*	*1*	*6*	*X*		4/1/2023														
	3	*A*	*ii*	*b*	*Develop and implement a long-term campus plan*			*President's Office*	*3*	*6*	*X*		4/1/2023														
57	**3**	**A**	**iii**		**Conduct a safety and security audit and implement training(s) for safety app, emergency action plans, and policies. Assess and revise access policies for each building.**	**Ilir**	**1***			**6**	**X**	**1,3**	4/1/2023														
	3	*A*	*iii*	*a*	*Update Crisis Management Communication Plan*			*Public Safety*	*2*	*6*	*X*		4/1/2023														
58	**3**	**A**	**iv**		**Assess water and air quality throughout campus and create a plan to respond to issues.**	**TBD**	**3**			**6**	**X**	**1,3,4**	7/1/2025														
	3	A	iv	a	*Develop plans for long-term deferred maintenance.*			*Facilities*	*2*	*6*	*X*	*1,3,4*															

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	3				Operational and Physical Plant Excellence is focused on ensuring a functioning, secure, welcoming environment for all through long-term planning.																						
		B			Optimize the use and usability of campus infrastructure—physical, technical, and processes—to deliver best practices in organizational principles and use experience design.																						
59	**3**	**B**	**i**		**Create a space committee responsible for assessing the use of campus spaces and making recommendations for current and future use.**	**Bill/ Brice**	**2**			**6**	**X**		7/1/2024														
60	**3**	**B**	**ii**		**Evaluate and enact low-cost, low-effort aesthetic improvements to key spaces with high utility to improve campus pride and student and employee satisfaction.**	**Brice/ Steve**	**2**			**6**	**X**	**1**	7/1/2024														
	3	*B*	*ii*	*a*	*Develop plans for capital improvements of both short term and long-term projects.*			*Facilities*	4	*6*	*X*	*1*															
61	**3**	**B**	**iii**		**Develop and implement a comprehensive Information Technology (IT) plan, including technology replacement and maintenance schedules, assessment of technology needs on campus, planned and potential improvements to network infrastructure, usage, optimization, integration, interoperability, etc. Invest in software, hardware, and training that make work more efficient.**	**Dan/Liam**	**1***			**6**	**X**		4/1/2023														
	3	*B*	*iii*	*a*	*Assist IT in the development and implementation of a comprehensive Information Technology (IT) plan, including technology replacement and maintenance schedules, assessment of technology needs on campus, planned and potential improvements to network infrastructure, usage, optimization, integration, interoperability, etc. Invest in software, hardware, and training that make work more efficient.*			*eLearning*	*2*	*6*	*X*	*1*	4/1/2023														
	3	*B*	*iii*	*b*	*Maintain an academic technology inventory -including maintenance schedule and updating/refreshing/replacement schedule*			*eLearning*	*3*	*6*	*X*	*1*	4/1/2023														
	3	*B*	*iii*	*c*	*Provide exceptional customer service with AV Requests and Rentals*			*eLearning*	*5*	*6*	*X*	*1*	4/1/2023														
	3	*B*	*iii*	*d*	*Engage in data tracking, assessment, strategic planning & reporting to remain on the cutting edge of trends and information relevant to academic support.*			*SASC*	*3*	*3,4*	*X*	*1,2,3*	4/1/2023														
	3	*B*	*iii*	*e*	*Develop and implement a comprehensive Information Technology (IT) plan, including the assessment of technology needs on campus, planned and potential improvements to network infrastructure, usage, optimization, integration, interoperability, etc.*			*IT*	*1*	*6*	*X*		4/1/2023														
62	**3**	**B**	**iv**		**Evaluate the location of various unit offices across campus based on physical space needed, staffing, proximity to student-facing operations and other units, and accessibility.**	**Cabinet**	**2**			**6**	**X**	**1**	7/1/2024														
63	**3**	**B**	**v**		**Develop new campus maps, signs, and wayfinding; focus on cohesive, coherent design and consistency with brand identity.**	**Susan D/ Steve**	**3**			**6**	**X**	**1**	7/1/2025														
	3	*B*	*v*	*a*	*Develop plans for capital improvements of both short term and long-term projects.*			*Facilities*	4	*6*	*X*	*1*															
64	**3**	**B**	**vi**		**Assess and optimize our after-hours and weekend services for students, such as dining options, maintenance availability, lounges, social activities, etc.**	**Bill/ Chuck**	**2**			**6**	**X**	**1,2,3**	7/1/2024														
	3	*B*	*vi*	*a*	*Provide oversight for Dining Contract and Facilities*			*Business Services*	*1*	*6*	*X*																
	3	*B*	*vi*	*b*	*Management of retail operation.*			*Business Services*	*2*	*6*	*X*																
	3	*B*	*vi*	*c*	*Management of external contract with Aramark while maintaining full maintenance and custodial services.*			*Facilities*	*1*	*6*	*X*																
65	**3**	**B**	**vii**		**Establish building captain positions with oversight of building-specific maintenance, events, access policies, etc.**	**Bill/ Brice**	**2**			**6**	**X**		7/1/2024														

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	3				Operational and Physical Plant Excellence is focused on ensuring a functioning, secure, welcoming environment for all through long-term planning.																						
		C			Develop increased accountability through regular and rigorous assessment of academic programs, administrative offices, and business processes.																						
66	**3**	**C**	**i**		**Develop and implement new assessment procedures and assess assessment tools that currently exist.**	**James**	**1***			**6**	**X**		4/1/2023														
	3	*C*	*i*	*a*	*Develop and implement new assessment procedures and assess assessment tools that currently exist. Regulary report on these efforts.*			*Institutional Effectiveness*	*4*	*1,6*	*X*		4/1/2023														
	3	*C*	*i*	*b*	*Conduct a comprehensive review of Career Services (including data, identifying areas of improvement, and recommendations).*			*Career Services*	*1*	*4*	*X*		4/1/2023														
	3	*C*	*i*	*c*	*Conduct a comprehensive effectiveness assessment of the current student experience, and provide regular reports to the Board on those efforts.*			*Institutional Effectiveness*	*1*	*1,4*	*X*		4/1/2023														
	3	*C*	*i*	*d*	*Conduct a comprehensive review of the SASC (including data, identifying areas of improvement, and recommendations).*			*SASC*	*1*	*3,4*	*X*	*1,2,3*	4/1/2023														
	3	*C*	*i*	*e*	*Conduct a comprehensive review of Leadership and Engagement (including data, identifying areas of improvement, and recommendations).*			*Leadership*	*1*	*4*	*X*	*X*	4/1/2023														
	3	*C*	*i*	*f*	*Conduct a comprehensive review of Residential Life (including data, identifying areas of improvement, and recommendations).*			*Residential Life*	*1*	*4*	*X*	*X*	4/1/2023														
	3	*C*	*i*	*g*	*Evaluate current athletic portfolio for capacity, sustainability, and student experience*			*Athletics*	*1*	*5*	*X*	*1,2*	4/1/2023														
	3	*C*	*i*	*h*	*Conduct a comprehensive review of Institutional Advancement (including data, identifying areas of improvement, and recommendations).*			*Advancement*	*1*	*6*	*X*	*X*	4/1/2023														
	3	*C*	*i*	*i*	*Assess and create an organizational structure that is in alignment with the goals of the strategic plan and establish planning and oversight committees comprised of students, faculty, and staff on institution-wide priorities identified in this strategic plan.*			*President's Office*	*1*	*6,7*	*X*	*1,3*	4/1/2023														
67	**3**	**C**	**ii**		**Develop and implement communication plans to engage the campus community on the implementation of the strategic plan, development of a superior student experience, and financial viability.**	**Karen O/ Katie**	**2**			**5**	**X**	**1,2**	7/1/2024														
	3	*C*	*ii*	*a*	*Production of comprehensive data, with analysis, for distribution to Senior Administration for decision making purposes to include information to refine operations*			*Registrar*	*3*	*6*	*X*	*2*															
	3	*C*	*ii*	*b*	*Develop an approach for the Strategic Planning process that supports the development of a plan within 3 months, and that allows for multiple points of community engagement/input*			*Marketing*	*1*	*5*	*X*	*1,3*															
	3	*C*	*ii*	*c*	*Develop a communication plan that informs and engages key stakeholders throughout the process.*			*Marketing*	*2*	*5*	*X*	*1,3*															
68	**3**	**C**	**iii**		**Develop and implement plans to keep all College stakeholders (students, faculty, staff, alumni, donors, community members) engaged and invested in the College's success.**	**Karen O/ Katie**	**2**			**1**	**X**	**2**	7/1/2024														
	3	*C*	*iii*	*a*	*Enhance and enrich the Rosemont experience through interaction with alumni.*			*Advancement*	*4*	*1*	*X*	*X*															
	3	*C*	*iii*	*b*	*Communicate current, meaningful information about Rosemont College to alumni and friends on a regular basis.*			*Advancement*	*5*	*1*	*X*	*X*															
	3	*C*	*iii*	*c*	*Define opportunities to enhance effectiveness of institutional communications, ensuring the new approach allows opportunity to track/report on engagement.*			*Marketing*	*3*	*1*	*X*	*1,3*															
	3	*C*	*iii*	*d*	*Develop ways in which to increase community morale and engagement.*			*Marketing*	*4*	*1*	*X*	*1,3*															
69	**3**	**C**	**iv**		**Form an assessment committee that will work on assessing the needed areas throughout the academic year and produce an annual assessment report.**	**James**	**1***			**1**	**X**		4/1/2023														
	3	*C*	*iv*	*a*	*Develop and implement new assessment procedures and assess assessment tools that currently exist. Regulary report on these efforts.*			*Institutional Effectiveness*	*4*	*1,6*	*X*		4/1/2023														
	3	*C*	*iv*	*b*	*Form an assessment committee that will work on assessing the needed areas throughout the academic year and produce an annual assessment report.*			*Institutional Effectiveness*	*5*	*1*	*X*		4/1/2023														
70	**3**	**C**	**v**		**Increase the transparency of assessment results and processes. Regularly report on accountability efforts.**	**James**	**1**			**6**	**X**	**1,2,3**	7/1/2023														
	3	*C*	*v*	*a*	*Conduct a comprehensive effectiveness assessment of the current student experience, and provide regular reports to the Board on those efforts.*			*Institutional Effectiveness*	*1*	*1,4*	*X*		7/1/2023														
	3	*C*	*v*	*b*	*Complete regular program reviews with the intention of learning from outcomes and evolving programs in response. Provide regular reports to Board.*			*Institutional Effectiveness*	*2*	*1,5*	*X*		7/1/2023														
	3	*C*	*v*	*c*	*Develop and implement new assessment procedures and assess assessment tools that currently exist. Regulary report on these efforts.*			*Institutional Effectiveness*	*4*	*1,6*	*X*		7/1/2023														
	3	*C*	*v*	*d*	*Form an assessment committee that will work on assessing the needed areas throughout the academic year and produce an annual assessment report.*			*Institutional Effectiveness*	*5*	*1*	*X*		7/1/2023														
	3	*C*	*v*	*e*	*Develop a communication plan that informs and engages key stakeholders throughout the process.*			*Marketing*	*2*	*5*	*X*	*1,3*	7/1/2023														
71	**3**	**C**	**vi**		**Develop a schedule for revision of college policies, plans, handbooks, etc., and ensure these documents are kept up to date.**	**Maureen**	**1**			**6**	**X**		7/1/2023														
	3	*C*	*vi*	*a*	*Production of comprehensive data, with analysis, for distribution to Senior Administration for decision making purposes to include information to refine operations*			*Registrar*	*3*	*6*	*X*	*2*	7/1/2023														
71	**3**	**C**	**vii**		**Create a culture of philanthropy to ensure full participation in annual support of the College, including students, faculty, staff, leadership, and the Board.**	**Karen O**	**1**			**1**	**X**	**2**	7/1/2023														
	3	*C*	*vii*	*a*	*Cultivate a culture of philanthropy to ensure full participation in annual support of the College, including students, faculty, staff, leadership, and the Board.*			*Advancement*	*3*	*6*	*X*		7/1/2023														
73	**3**	**C**	**viii**		**Assess reporting structures, organizational hierarchy, and governing bodies against best practices and industry models.**	**Cabinet**	**2**			**6**	**X**		7/1/2024	--											--		
	3	*C*	*viii*	*a*	*Assess and create an organizational structure that is in alignment with the goals of the strategic plan and establish planning and oversight committees comprised of students, faculty, and staff on institution-wide priorities identified in this strategic plan.*			*President's Office*	*1*	*6,7*	*X*	*1,3*															
74	**3**	**C**	**ix**		**Establish planning and oversight committees comprised of students, faculty, and staff on institution-wide priorities identified in this strategic plan.**	**Cabinet**	**1***			**6**	**X**	**1,3**	4/1/2023														
	3	*C*	*ix*	*a*	*Assess and create an organizational structure that is in alignment with the goals of the strategic plan and establish planning and oversight committees comprised of students, faculty, and staff on institution-wide priorities identified in this strategic plan.*			*President's Office*	*1*	*6,7*	*X*	*1,3*	4/1/2023														

						POC	RANK	UNIT	UNIT OBJECTIVE	MSCHE	M	V	Start	End	Q Report 1	Q Report 2	Q Report 3	Q Report 4	Q Report 5	Q Report 6	Q Report 7	Q Report 8	Q Report 9	Q Report 10	Q Report 11	Q Report 12	Q Report 13
	4				Faculty and Staff Engagement comes when employees understand how their work contributes to the overarching mission of the institution. They feel recognized for their role in living that mission each day. There is a shared understanding that the well-being of the college's employees directly relates to the success of each student and the College. When employees feel the College is invested in their well-being, that the College maintains open channels of communication, they can better dedicate themselves to the student experience.																						
		A			Recognizing that our people are our most valuable assets, prioritize providing resources to promote employee satisfaction, engagement, and well-being.																						
75	**4**	**A**	**i**		**Develop and implement a plan for wage and merit increases tied to achievable goals and market data that support the college's mission.**	**Bill/ Jim**	**1***			**6**	**X**	**1,3**	4/1/2023														
	4	*A*	*i*	*a*	*Building a mission driven culture among coaches and department staff to improve employee productivity and satisfaction.*			*Athletics*	*5*	*4*	*X*	*1,2*	4/1/2023														
76	**4**	**A**	**ii**		**Assess and create an organizational structure that is in alignment with the goals of the strategic plan.**	**Cabinet**	**1***			**7**	**X**		4/1/2023														
	4	*A*	*ii*	*a*	*Assess and create an organizational structure that is in alignment with the goals of the strategic plan and establish planning and oversight committees comprised of students, faculty, and staff on institution-wide priorities identified in this strategic plan.*			*President's Office*	*1*	*6,7*	*X*	*1,3*	4/1/2023														
	4	*A*	*ii*	*b*	*Building a mission driven culture among coaches and department staff to improve employee productivity and satisfaction.*			*Athletics*	*5*	*4*	*X*	*1,2*	4/1/2023														
77	**4**	**A**	**iii**		**Develop programs and forums (ex. Town Halls, State of the College Address) to communicate and engage with the campus community.**	**Cabinet**	**1***			**1**	**X**	**X**	4/1/2023														
	4	*A*	*iii*	*a*	*Design informative, engaging, and entertaining programming—including exhibits, displays, lectures, and discussions—on topics of interest to the wider Rosemont community in overall support of the College's mission and values.*			*Library*	*4*	*1,4*	*X*	*X*	4/1/2023														
	4	*A*	*iii*	*b*	*Cultivate a culture of philanthropy to ensure full participation in annual support of the College, including students, faculty, staff, leadership, and the Board.*			*Advancement*	*3*	*6*	*X*		4/1/2023														
	4	*A*	*iii*	*c*	*Enhance and enrich the Rosemont experience through interaction with alumni.*			*Advancement*	*4*	*1*	*X*	*X*	4/1/2023														
	4	*A*	*iii*	*d*	*Communicate current, meaningful information about Rosemont College to alumni and friends on a regular basis.*			*Advancement*	*5*	*1*	*X*	*X*	4/1/2023														
	4	*A*	*iii*	*e*	*Develop programs and forums to communicate and engage with the campus community and identify additional benefits aimed at increasing employee engagement*			*President's Office*	*4*	*1,4,6*	*X*	*X*	4/1/2023														
	4	*A*	*iii*	*f*	*Develop ways in which to increase community morale and engagement.*			*Marketing*	*4*	*1*	*X*	*1,3*	4/1/2023														
78	**4**	**A**	**iv**		**Establish recruitment, hiring, and onboarding processes aligned with industry standards and best practices.**	**Andrea**	**2**			**2**	**X**	**1,2,3**	7/1/2024														
	4	*A*	*iv*	*a*	*Maintain HR policies and procedures for the College, updating and adding policies as needed. Policies should be aligned with industry standards/best practices.*			*HR*	*1*	*2,6*	*X*	*1,3*															
	4	*A*	*iv*	*b*	*Manage the recruitment process for hirng well-qualified candidates.*			*HR*	*2*	*1*	*X*																
	4	*A*	*iv*	*c*	*Improve on-boarding and employee orientation*			*HR*	*3*	*1*	*X*																
79	**4**	**A**	**v**		**Create additional benefits for faculty and staff that do not add to the expense.**	**Jim**	**1***			**6**	**X**	**1,3**	4/1/2023														
	4	*A*	*v*	*a*	*Develop ways in which to increase community morale and engagement.*			*Marketing*	*4*	*1*	*X*	*1,3*	4/1/2023														
	4	*A*	*v*	*b*	*Develop programs and forums to communicate and engage with the campus community and identify additional benefits aimed at increasing employee engagement*			*President's Office*	*4*	*1,4,6*	*X*	*X*	4/1/2023														
80	**4**	**A**	**vi**		**Create day-to-day documentation of responsibilities/expectations for each position offered on campus to assist in the training and acclimation of new employees.**	**Andrea**	**2**			**2**	**X**	**1,3**	7/1/2024														
	4	*A*	*vi*	*a*	*Provide excellent customer service and support to students, faculty, and staff who use SASC services and programs*			*SASC*	*4*	*3,4*	*X*	*1,2,3*															
	4	*A*	*vi*	*b*	*Serve faculty by supporting professional development opportunities, mentorship and guidance about responsibilities and college policies, and conducts review of faculty work performance. Coordinates academic based events/celebrations.*			*Adademic Deans*	*4*	*2,4*	*X*	*X*															
	4	*A*	*vi*	*c*	*Maintain HR policies and procedures for the College, updating and adding policies as needed. Policies should be aligned with industry standards/ best practices.*			*HR*	*1*	*2,6*	*X*	*1,3*															
	4	*A*	*vi*	*d*	*Implement a new performance appraisal process which includes collaborating with employees in creating their own targets and goals.*			*HR*	*4*	*2,6*	*X*	*1,3*															
81	**4**	**A**	**vii**		**Involve employees in creating their own targets and goals.**	**Andrea**	**2**			**6**	**X**	**1**	7/1/2024														
	4	*A*	*vii*	*a*	*Implement a new performance appraisal process which includes collaborating with employees in creating their own targets and goals.*			*HR*	*2*	*2,6*	*X*	*1,3*															
	4	*A*	*vii*	*b*	*Building a mission driven culture among coaches and department staff to improve employee productivity and satisfaction.*			*Athletics*	*5*	*4*	*X*	*1,2*															
82	**4**	**A**	**ix**		**Celebrate employee success through monetary gifts (employee of the month), public acknowledgments, and employee appreciation days.**	**Jim**	**3**			**1**	**X**	**1,3**	7/1/2025														
83	**4**	**A**	**x**		**Improve day-to-day work-life balance through designated walking times, wellness fairs, new office chairs, employee gathering spaces, and a student-run coffee bar for the campus community to enjoy.**	**Cabinet**	**3**			**1**	**X**	**1,2,3**	7/1/2025														

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	4				Faculty and Staff Engagement comes when employees understand how their work contributes to the overarching mission of the institution. They feel recognized for their role in living that mission each day. There is a shared understanding that the well-being of the college's employees directly relates to the success of each student and the College. When employees feel the College is invested in their well-being, that the College maintains open channels of communication, they can better dedicate themselves to the student experience.																						
		B			Develop and implement plans to achieve the College's stated Value of diversity with a commitment to build an intercultural community.																						
84	4	B	i		**Create student and staff leadership opportunities related to diversity and belonging.**	**Jim**	**1**			**2**	**X**	**1,2**	7/1/2023														
	4	B	i	a	*Create student and staff leadership opportunities related to diversity and belonging.*			*President's Office*	*5*	*2*	*X*	*1,2*	7/1/2023														
85	4	B	ii		**Enhance and invest in programming and staffing for holistic wellness, focused on the College's Mission and stated Values of promoting justice with compassion, ministry to others and a culture of diversity, with a commitment to building an intercultural community, trust and reverence for the dignity of each person, and care for the Earth as our common home.**	**Sr. Peg**	**2**			**1**	**X**	**X**	7/1/2024														
	4	B	ii	a	*Provide community events designed to engage the Rosemont College community to learn about mental wellness, practice healthy habits, and embrace and value each member of our community.*			*Counseling Center*	*5*	*4*	*X*	*1*															
	4	B	ii	b	*Deepen an understanding of the Mission of Rosemont College among all members of the community.*			*Mission*	*1*	*1*	*X*	*X*															
	4	B	ii	c	*Focus the community on one of the Mission statement goals for that particular year by providing a variety of activities and events.*			*Mission*	*2*	*1*	*X*																
	4	B	ii	d	*Make Catholic Social Teaching a touch stone for activities on campus.*			*Mission*	*4*	*1*	*X*	*X*															
	4	B	ii	e	*Building a mission driven culture among coaches and department staff to improve employee productivity and satisfaction.*			*Athletics*	*5*	*4*	*X*	*1,2*															
86	4	B	iii		**Create dedicated places for marginalized populations.**	**Karen G**	**2**			**4**	**X**	**1,2,3**	7/1/2024														
	4	B	iii	a	*Provide safe, welcoming, and varied spaces where students can freely pursue academic research, independent work, and leisure according to their individual needs and aspirations.*			*Library*	*1*	*4*	*X*	*1,3,4*															
87	4	B	iv		**Seek to create a representative pool of candidates, to build an increasingly diverse faculty and staff representative of our student body.**	**Andrea**	**1**			**2**	**X**	**2,3**	7/1/2023														
	4	B	iv	a	*Maintain HR policies and procedures for the College, updating and adding policies as needed. Policies should be aligned with industry standards/ best practices.*			*HR*	*1*	*2,6*	*X*	*1,3*	7/1/2023														
88	4	B	v		**Institute employee committees to improve campus culture: hiring committees, welcoming committee, diversity and belonging committee, beautification committee, fun committee.**	**Cabinet**	**1***			**1**	**X**	**X**	4/1/2023														
89	4	B	vi		**Build stronger relationships between students and staff through increased participation in student events, games, programming, mentoring, advising, etc.**	**Jim**	**1**			**4**	**X**	**2**	7/1/2023														
	4	B	vi	a	*Design informative, engaging, and entertaining programming—including exhibits, displays, lectures, and discussions—on topics of interest to the wider Rosemont community in overall support of the College's mission and values.*			*Library*	*4*	*1,4*	*X*	*X*	7/1/2023														
	4	B	vi	b	*Enable each member to grow in awareness of the divine spark within them.*			*Mission*	*3*	*1*	*X*	*X*	7/1/2023														
	4	B	vi	c	*Develop programs and forums to communicate and engage with the campus community and identify additional benefits aimed at increasing employee engagement*			*President's Office*	*4*	*1,4,6*	*X*	*X*	7/1/2023														
	4	B	vi	d	*Create a culture conducive for the academic success of students within the athletic department.*			*Athletics*	*4*	*4*	*X*	*1,2*	7/1/2023														
	4	B	vi	e	*Building a mission driven culture among coaches and department staff to improve employee productivity and satisfaction.*			*Athletics*	*5*	*4*	*X*	*1,2*	7/1/2023														

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	4				Faculty and Staff Engagement comes when employees understand how their work contributes to the overarching mission of the institution. They feel recognized for their role in living that mission each day. There is a shared understanding that the well-being of the college's employees directly relates to the success of each student and the College. When employees feel the College is invested in their well-being, that the College maintains open channels of communication, they can better dedicate themselves to the student experience.																						
		C			Foster "a community lifelong learners" by identifying and providing formal and informal learning opportunities for faculty and staff to cultivate curiosity, expand their knowledge, and enrich their lives.																						
90	4	C	i		**Create opportunities for employees to learn new skills from one another and subject matter experts in their fields and make this a part of annual goals.**	Andrea/ Susan D	2			2	X	1,2	7/1/2024														
	4	C	i	a	*Provide technical and operational user support for Canvas via information sessions/trainings*			*eLearning*	*4*	*4*	*X*	*1*															
	4	C	i	b	*Preserve and promote the College's history, mission, and identity through the work of the Rosemont College Archives by documenting the experiences of Rosemont's students and following best practices for records management, storage, and digitization.*			*Library*	*5*	*4*	*X*	*X*															
	4	C	i	c	*Provide leadership and guidance to academic programs, graduate programs, division chairs, program directors, Faculty Council and SGPS Council.*			*Academic Deans*	*1*	*3,4*	*X*	*X*															
	4	C	i	d	*Serve faculty by supporting professional development opportunities, mentorship and guidance about responsibilities and college policies, and conducts review of faculty work performance. Coordinates academic based events/celebrations.*			*Academic Deans*	*4*	*2,4*	*X*	*X*															
91	4	C	ii		**Strengthen Human Resources department to supports employees' needs and professional growth.**	Andrea	3			6	X	1,3	7/1/2025														
92	4	C	iii		**Remove barriers for Degrees. Allow for more than one degree and take away employee time stipulation for degrees.**	Jim	1*			3	X	1,3	4/1/2023														

APPENDIX
B

Institutional Effectiveness Assessment Plan

At Rosemont College, the Institutional Effectiveness Assessment Plan plays a crucial role in supporting continuous improvement and ensuring that the institution is aligned with its mission and strategic goals. The plan consists of two phases: academic support and administrative unit assessment, and divisional assessment.

1. Academic Support and Administrative Units Assessment:
    - Units develop or update their assessment plans with guidance from the Office of Educational and Institutional Effectiveness. These plans are created using the Institutional Effectiveness Map (IE Map) and should align with the division goals, college's mission, values, and accreditation standards.
    - Units assess their progress by gathering and analyzing relevant data, and they document their findings in a Mid-Point Unit Assessment Report.
    - The Institutional Assessment Committee reviews the Mid-Point Unit Assessment Reports, providing feedback based on standardized rubrics. Regular meetings and workshops are held to encourage collaboration and sharing of best practices.
    - Units meet with their supervisors and division leaders to review the reports and committee feedback, and they also develop resource allocation requests.
    - Units continue their assessment by completing an Annual Unit Assessment Report, gathering and interpreting relevant data.
    - The Institutional Assessment Committee reviews the Annual Unit Assessment Reports, providing feedback based on standardized rubrics.
    - Units meet with their supervisors and division leaders to review the reports and committee feedback, either reaffirming existing objectives or developing new ones. This marks the start of a new assessment cycle, ensuring continuous improvement.
2. Divisional Assessment:
    - Divisional leaders compile the results from each unit's Annual Unit Assessment Reports as well as the resource allocation requests from the Mid-Point Unit Assessment Reports.
    - The collected data is analyzed to evaluate decision-making, resource allocation, and success in achieving their divisional goals and supporting strategic priorities.
    - Divisional Assessment Reports are submitted to the President, Director of Educational and Institutional Effectiveness.
    - Division leaders meet with the President to review the reports and either reaffirm existing goals or developing new ones. This marks the start of a new assessment cycle, ensuring continuous improvement.

This plan ensures that Academic Support and Administrative Units undergo a thorough assessment process that includes the development of assessment plans, regular data analysis, committee feedback, and review meetings. It provides a framework for continuous improvement and alignment with the college's mission and goals. The Divisional Assessment reports are valuable tools for guiding decision-making, resource allocation, and continuous improvement efforts at both the division and college levels.

Overall, the Institutional Effectiveness Assessment Plan ensures a systematic and coordinated approach to assess institutional effectiveness, foster continuous improvement, and maintain alignment with the college's mission and strategic goals.

In terms of the schedule, here are the key milestones:

Early August:	Division Leaders work with the President to set Divisional Goals.
Late August:	Development or updating of an Assessment Plan for Academic Support and Administrative Units.
January:	Completion of Mid-Point Unit Assessment Report, followed by Assessment Committee Review and Feedback. Units also meet with Division Leaders.
February:	Division Leaders submit resource allocation requests to the budget process.
June:	Completion of Annual Unit Assessment Report, followed by Assessment Committee Review and Feedback. Units meet with Division Leaders.
July:	Division Leaders complete Divisional Assessment Reports.

APPENDIX
BB

Division:	**Institutional Advancement, Marketing, and Admissions**
Department/Unit:	**Institutional Advancement**
Contact Person:	Karen O'Donnell, Vice President of Institutional Advancement
Mission:	The mission of Institutional Advancement is to shape the future of Rosemont College by cultivating meaningful relationships, enhancing the image of the college, promoting educational opportunities, and securing financial and in-kind resources to support our students and programs.
Key Functions:	• Secure philanthropic support for the College. • Foundation/Endowment/Restricted Funds Management and Stewardship • Secure support for scholarships and institutional priorities. • Cultivate meaningful connections with students, alumni, friends, and the greater community. • Build a pipeline of planned gifts. • Cultivate a strong Culture of Philanthropy • Develop Comprehensive Corporate Relations Plan • To identify and cultivate partnerships with alumni and enhance the impact of the College alumni community. • Evaluate the needs, expectations, and attitudes of various alumni groups, and segment them into appropriate groups for better engagement. • To identify mutually beneficial engagement opportunities for alumni and the College. • Create a community that encourages participation, philanthropy, and engagement to further the mission, values, and prospects of the college. • Foster a culture of alumni engagement. • Oversight and management of Alumni Board • Plan and execute effective Reunion and Golden Anniversary events • Increase participation, attendance and gifts received from Reunion Weekend
Metrics:	• Dollars Raised • Meetings secured • Ask/gift ratio • Donors retained YOY • LYBUNT/SYBUNT conversions • Participation rates and percentage increase YOY in offered alumni events and activities • Participation/Gift rate • New donors generated • Open/click rates for e-communications • Event ROI
Assessment Period:	Annually

Division:	**Institutional Advancement, Marketing, and Admissions**
Department/Unit:	**Marketing & Communications**
Contact Person:	Katie DuBoff, Director of Communications
Mission:	The mission of the Marketing & Communications Department is to bring to life what it is like to be a member of the Rosemont community in a differentiated, engaging, and compelling way to capture the interest of prospective students and families and so that employees, faculty, alumni, and friends are proud to be connected to, and remain invested in, the college's success.
Key Functions:	• Uniquely position Rosemont in the market through the development and management of a differentiated and compelling brand voice and look & feel. • Support brand and business success through management of owned marketing and communication channels—corporate website, microsites, social media, email, etc. • Support new revenue generation by developing strategies, campaigns, and materials to engage prospective students and donors. • Build positive brand perception by amplifying student, faculty, and other success stories. • Develop communication plans to engage college stakeholders with key institutional initiatives. • Issue/Crisis Communications • Empower internal and external partners through development of self-service materials and systems. • Measure, analyze, and optimize marketing and communications investments and efforts to maximize ROI.
Metrics:	• Owned channel metrics: website, microsite, email, text, and social media traffic and engagement. • Paid media metrics: impressions, opens, clicks, conversions. • Earned media metrics: press inquiries, article mentions, sentiment/tone, etc. • Student enrollment metrics: lead generation, inquiry conversion, cost-per-student, etc. • Donor/Alumni engagement metrics: ??
2023-2024 Goals	• Develop a new institutional website that will allow for better maintenance, measurement, and optimization. • Develop new compelling storytelling media—Spark 'videos' to be used on website, in email, on social, etc. • Establish a social media strategy & content plan that ensures optimization of brand building through these channels. • Support execution of Admission communication plan to ensure comm flow, travel, etc. materials are optimized.
Assessment Period:	Annually

Division:	**Institutional Advancement, Marketing, and Admissions**
Department/Unit:	**Admissions**
Contact Person:	John Solewin, Director of Admission
Mission:	Our mission is to recruit, admit, and enroll students who are the best fit for Rosemont College. We achieve annual enrollment goals by keeping the individual student as our focus. We delight in serving as the front door to Rosemont College and setting the tone for the superior student experience awaiting them.
Key Functions:	• Support new student enrollment success by optimizing all points of admissions funnel: inquiry generation, inquiry cultivation, application completion, application review, admissions decision, deposit/intent to enroll submission, and transition to enroll. ○ Identify opportunities to optimize enrollment success through continuous monitoring and analyzation of industry, market, and funnel data. ○ Increase awareness and understanding of Rosemont's offerings by attending college fairs, visiting high schools/community colleges, establishing partnerships, etc. ○ Increase awareness and understanding of Rosemont's offerings by hosting virtual and on-campus prospective and admitted student events. ○ Serve as trusted advisor to prospective students and families throughout the college search process. ○ Serve as trusted partner to those supporting students in the college search process—high school counselors/educators, Community High School transfer advisors, CBO college advisors, corporate partner learning leaders, etc. • Support student persistence/retention success by establishing criteria for admission that align with program academic requirements—collaborating with academic partners to ensure alignment.
Metrics:	• Prospective student funnel KPIs (point in time and YOY analysis): Inquiries, applications, % inquiry to app, admits, % app to admit, deposit/intent to enroll, % admit to deposit/intent to enroll, enrolled/processed, % intent to enroll • Prospective student type KPIs (point in time and YOY analysis): Residential/Commuter, Male/Female, Student Athlete/Non-Student Athlete, First-Year/Transfer, Partner and/or Discount related, etc. • Campus Visit/Event Registration, attendance, attendee survey results • Off-Campus V sit/Event registration, attendance, visits, etc. • Annual Clearinghouse Data to access competitive landscape & student choice reasoning. • Partnership/MOU ROI metrics
Assessment Period:	Annually

Division:	**Finance and Administration**
Department/Unit:	**Human Resources**
Contact Person:	Andrea Byron, Director of Human Resources
Mission:	The Office of Human Resources of Rosemont College serves as a resource for all employees of the College by providing service oriented, efficient, ethical, and respectful assistance, guidance and advocacy with regards to terms of employment, benefits, wage and salary administration, and employee relations while fostering a positive, productive and equitable work environment consistent with the mission and strategic goals of the College.
Key Functions:	• Recruit and hire high-quality employees • Onboard and train new team members • Address benefit needs • Mediate relationships between employees • Verify the company is complying with legal requirements • Maintain a safe and comfortable work environment • Educate employees on company policies
Metrics:	• Employee Information (Demographic information: race, ethnicity, gender, marital status, highest level of education and age brackets, EEOC categories • Total number of open positions • Total number of current position postings • Length of postings • Average time from RTH to hire • Employee turnover • Average length of service for exiting employees • Reason for employee separation • On-boarding Information • Professional Development • Annual reviews • Disciplinary issues
Assessment Period:	Annually

Division:	**Finance and Administration**
Department/Unit:	**Controller's Office**
Contact Person:	Charles Steinmetz, Controller
Mission:	The Controller's Office is responsible for the development and implementation of fiscal policies, accounting procedures, effective monitoring of transactions and financial reporting. The office prepares all official financial reports and provides leadership and expertise on business practices and regulatory issues.
Key Functions:	• Reconciliations of the College's cash, bank, asset and liability accounts; • Accounting for investments and contributions; • Serves as the liaison between the College and external auditors; • Oversees Payroll operations, the College Bursar, Accounts Payable and the College's General Ledger transactions.
Metrics:	• Management of cash flows • Preparation of financial reports • Timeliness of transactions • Successful Audit Outcomes
Assessment Period:	Annually

Division:	**Finance and Administration**
Department/Unit:	**Business Service Operations**
Contact Person:	William Wilkinson
Mission:	The business service area of the VPFA portfolio is responsible for oversight of internal and external activities/agreements for student facing services including dining, retail operations, and facility rentals.
Key Functions:	• Provide dining service options for students including the dining facility and the Raven's Nest including meal plans, retail sales, and special accommodations as needed. • Provide retail services for employees. • Provide catering services for events and team meals. • Manage retail sales for Rosemont themed gear, school supplies, and dry goods for residential students. • Manage rentals for the Community Center, theater and athletic fields for the external community overseeing contracts and special conditions as needed.
Metrics:	• Meal plan sales and participation rates. • Customer services including planning and overall satisfaction rates (Dining Committee). • Retail sales by commodity. • Rental income.
Assessment Period:	Annually

Division:	**Finance and Administration**
Department/Unit:	**Facilities**
Contact Person:	William Wilkinson (Rosemont) Steve Halasa (Aramark)
Mission:	To advance the College's mission by providing efficient, safe environments for learning, residence life, social interaction, and athletic experiences. Spaces should be well maintained and aesthetically pleasing.
Key Functions:	• Oversight of Campus infrastructure including building integrity, mechanical rooms and building operating systems. • Housekeeping services for classrooms, offices, common spaces, and restrooms throughout the Campus. • Maintenance of grounds, taking into consideration seasonal changes. • Managing general maintenance through the work order system. • Supporting major campus projects as appropriate.
Metrics:	• Regular inspections • Periodic testing of infrastructure systems. • Cleanliness. • Student satisfaction including work order completion
Assessment Period:	Annually

Division:	**Finance and Administration**
Department/Unit:	**Information Desk & Mailroom**
Contact Person:	Charles Steinmetz, Controller
Mission:	To provide direct service to members of the Campus community with information, administrative support, and timely mail handling, distribution, and processing.
Key Functions:	• Student services including photocopying and document management. • Serve as point of contact for external inquiries. • Daily delivery and pick up of all US Postal Service and Inter-Office mail. • Preparation and coordination of all outgoing mail/packages.
Metrics:	• Number of customer/client visits and inquiries to the office. • Number of documents produced/copied. • Daily mail services
Assessment Period:	Annually

Division:	**Finance and Administration**
Department/Unit:	**Office of the VPFA**
Contact Person:	William Wilkinson, VPFA
Mission:	To provide service and overall financial stewardship while applying appropriate fiduciary standards in managing the College's assets while supporting Rosemont's mission and commitment to its' students and their educational experience.
Key Functions:	• Oversight of key financial offices • Coordination of housekeeping and maintenance provider • Management of Campus projects • Negotiating and managing key business contracts.
Metrics:	• Financial stability; balanced budget • Debt management • Financial aid distributions • Staffing levels • Resource management
Assessment Period:	Annually

Division:	**Finance and Administration**
Department/Unit:	**Financial Aid**
Contact Person:	William Wilkinson, Vice President for Finance & Administration
Mission:	The Office of Financial Aid assists and supports all Rosemont students with the financial aid process, thus increasing opportunities for their access to higher education. Helping students and their families seek, obtain, and make the best use of all financial resources will serve to assist all students in becoming successful graduates.
Key Functions:	• Providing all levels of client services, including helping students apply for and receive student loans, grants, scholarships, and other types of financial aid as appropriate. • Awarding Rosemont grants and third-party funding. • Properly communicating information on all forms of financial aid. • Documenting and communicating specific terms, rules and guidelines.
Metrics:	• Timeliness of student award packaging • Customer service (problem resolution) • Communications • Award structure • Breakdown of aid i.e., loans, grants, and scholarships (Federal, State, or Private internal/external). • Work Study and GA's (funding amount and totals used) • Household income • Number of undergraduates with unmet need, and average amount of unmet need • How students are covering unmet need • The average net tuition revenue (NTR) generated by enrollees and segmented by freshmen, transfers and total undergraduate. • Default rates on both Perkins and Stafford loans.
Assessment Period:	Annually

Division:	**Finance and Administration**
Department/Unit:	**Information Technology**
Contact Person:	Dan Mason, Director Information Technology
Mission:	The Rosemont College Department of Information Technology supports the College's mission statement by integrating technology throughout the institution. This vision recognizes the importance of information services and technology as a means to enhance Rosemont's commitment to excellence and joy in the pursuit of knowledge, and dedication to educating women and men and to develop the strengths and abilities they require to respond to the needs and challenges of the times
Key Functions:	• Customer service • Align the technology vision with academic, fiscal, and strategic plans by integrating institutional processes with the appropriate technologies • Connecting the College with the outside world i.e., Email management, web server management, phone systems, and computers. • Install, configure, and maintain physical/virtual server infrastructure and the shared storage area network to support it. • Preventing security breaches (If they occur, breaches are detected and dealt with as soon as possible) • Manages security updates and patch management for infrastructure components
Metrics:	• Hardware Inventory and action (refresh, updating, maintenance, etc.) • Software assessment and refresh • Integration/enterprise activities • Network uptime • Number of successful cyber attacks • Data security • Customer Service (issue types, numbers, customer -i.e., student, faculty, staff, etc., time to resolve) • Service Contract Oversight (bidding, length, assessment of quality, warranties, etc.) • Account creation/termination • Server growth rate • E2Campus
Assessment Period:	Annually

Division:	**Finance and Administration**
Department/Unit:	**Public Safety**
Contact Person:	William Wilkinson, Vice President for Finance & Administration
Mission:	Public Safety is committed to maintaining a living and learning environment that is safe and respectful for all members of the Rosemont community.
Key Functions:	• To provide routine patrols and safety checks throughout the Rosemont Campus. • To provide emergency and routine medical assistance whenever needed. • To provide general services and assistance to College personnel, students, visitors and guests. • To prevent, detect, and investigate criminal and non-criminal incidents. • To enforce parking/traffic rules and regulations • To provide security services for events at the College.
Metrics:	• Staffing • Professional development • Customer Service (types/number of incidents i.e., fire alarms, lockouts, theft, etc.) • Response time • Parking tickets • Security and fire safety report • E2campus notifications • Clery report
Assessment Period:	Annually

Division:	**Mission and Ministry**
Department/Unit:	**Mission and Ministry**
Contact Person:	Sr. Margaret Doyle, Vice President for Mission
Mission:	The office of Mission and Ministry exists to support all members of the campus community in their living the mission of the College in their particular areas of work.
Key Functions:	• Deepen an understanding of the Mission among all members of the community • Provide opportunities for all members to live the Mission • Focus the community on one of the Mission statement goals each year • Enable each member to grow in awareness of the divine spark in each person
Metrics:	• Types and number of activities • Number of participants • Anonymous surveys about the effectiveness of each activity • Soft data collected through casual conversations with individuals or groups
Assessment Period:	Annually

Division:	**Office of the President**
Department/Unit:	**President's Office**
Contact Person:	Jim Cawley, President
Mission:	The mission of the President's Office is to advance Rosemont's strategic direction in order to achieve the College's vision and fulfill its mission. The division is responsible for engaging the campus, community, and key external groups in the promotion of the College and its initiatives.
Key Functions:	• Meet or exceed all Middle States accreditation standards and eligibility requirements. • Keep the Board informed about current College projects and initiatives. • To promote the College mission, values, and strategic priorities. • Adopt a Financial Viability Plan (FVP) and align FVP strategies with 2026 Be Bold Strategic Plan and resource allocations. • Develop mutually beneficial collaborative partnerships with other educational institutions, businesses, governments, and community organizations. • Seeking financial support from alumni, corporate donors, and other friends of the College.
Assessment Period:	Annually

Division:	**Office of the President**
Department/Unit:	**Athletics**
Contact Person:	Richard Casey, Director of Athletics
Mission:	We are committed to empowering our student-athletes to achieve their full potential of academic success, community engagement, and athletic excellence sustained through accountability, consistency, leadership and pride.
Key Functions:	• Providing proper instruction and direction maximizing the athletic experience for each student-athlete. Clearly outlining the regulations and expectations of every student athlete and working with them to meet those expectations, including academic and mental health services. • To provide trained and competent coaches in all sports • Maintain a safe environment for student athletes by having up to date facilities and having a full-time qualified training staff. • Assuring compliance with title IX and regulations outlined by the NCAA Division 3. • Assuring each team is properly resources in order to properly compete in their respective conference.
Metrics:	• Number of teams • Number of student athletes • Recruiting by coach • Number of students on warning/probation • GPA by team • Service by team • Up to date SI • Timely game day operations • Compliance reporting • Diversity by team
Assessment Period:	Annually

Division:	**Office of the President**
Department/Unit:	**Institutional Effectiveness**
Contact Person:	Jams Yarrish, Director of Educational and Institutional Effectiveness
Mission:	The mission of the Office of Educational and Institutional Effectiveness is to provide leadership support for strengthening a culture of evidence and improvement that serves as a catalyst for improving student learning and enhancing institutional effectiveness at Rosemont College.
Key Functions:	• Promoting Continuous Quality Improvement • Developing and implementing an assessment calendar • Supporting assessment • Assessing the assessment • Ensure that employees and other stakeholders are working toward common goals (strategic plan)
Metrics:	• Assessment of individual unit's assessment • Customer Service • Professional Development and training • Support for units
Assessment Period:	Annually

Division:	**Office of the President**
Department/Unit:	**eLearning**
Contact Person:	Liam Fennell, Coordinator of eLearning
Mission:	The mission of eLearning is to enrich Rosemont's academic ecosystem, enable innovative pedagogy and information sharing through effective use of technology, and enhance the student experience.
Key Functions:	• Providing instructional and presentation technology for classrooms, labs, and seminar and conference spaces • Providing technical, operational and user support for Canvas • Media services • Providing audio/video support
Metrics:	• Academic technology inventory -including maintenance schedule and updating/refreshing/replacement schedule • Customer Service • Professional Development (types/number of information sessions/trainings offered, number of participants) • Events (types/number, where request originated)
Assessment Period:	Annually

Division:	**Office of the President**
Department/Unit:	**Counseling Center**
Contact Person:	Tom DeGeorge, Assistant Professor of Counseling
Mission:	The Counseling Center is dedicated to providing counseling services that are supportive and inclusive of each student's unique identities. Rosemont College Counseling Center serves as a place for all students to feel safe and respected. We are committed to advocating for the rights of everyone in the Rosemont College community, including students of all multicultural and faith backgrounds, students who identify as LGBTQIA+, and students living with physical and cognitive differences. Rosemont College Counseling Center focuses on student health from a holistic perspective with the goal of improving wellness in all dimensions of a student's life. Counselors support students to enhance functioning in social, emotional, interpersonal, and relational contexts. All counseling services utilize evidence-based counseling techniques and are tailored to the needs of each student. At the Counseling Center, we believe that the student is the expert on themself. Counselors collaborate with students to discuss the counseling process and to identify areas for growth. Through counseling, students may achieve enhanced awareness, self-efficacy, communication, problem solving, adaptive coping, and interpersonal skills.
Key Functions:	• Services are designed to support each student in becoming the best version of themself, reaching individual goals, and improving quality of life • Individual/Group Counseling • Drug and Alcohol Counseling • Community Events
Metrics:	• Number of clinicians (FT/PT) • Number of students seen • Nature of student concern by theme • Average length of time students participate in treatment • Interaction with SSE and Public Safety • Number of external referrals
Assessment Period:	Annually

Division:	**Office of the President**
Department/Unit:	**Library and Learning Commons**
Contact Person:	Brice Peterson, Executive Director Library and Learning Commons
Mission:	The Library responds effectively and innovatively to fast-paced changes at the College, within the higher education environment, and in the greater information science field. Through both its physical presence as well as its online resources, Kistler Library is the heart of Rosemont's campus: a center for teaching and learning; a place to create, investigate, collaborate, discover, and grow; and a home for our entire community of lifelong learners.
Key Functions:	• Support academic excellence in the classroom and beyond through comprehensive information literacy instruction, close collaboration with teaching faculty, and robust access to information and technology resources necessary for academic achievement. • Provide safe, welcoming, and varied spaces where students can freely pursue academic research, independent work, and leisure according to their individual needs and aspirations. • Foster equity, inclusion, and belonging in our community by partnering with affinity groups to develop responsive educational programs, exhibits, and collections which uplift diverse and underrepresented identities. • Develop collections and services to support the intellectual growth of our students and the teaching and research capacity of our faculty. • Increase the accessibility and attainability of higher education by supporting reduction in overall course costs and providing critical academic support to improve student success, persistence, and retention. • Preserve and promote the College's history, mission, and identity through the work of the Rosemont College Archives by documenting the experiences of Rosemont's students and following best practices for records management, storage, and digitization.
Metrics:	• Space surveys; occupancy data • Direct assessment of students following information literacy instruction sessions (in-person and via Canvas modules); reference statistics and interaction surveys • Collection usage statistics and relative cost per use; surveys of faculty and students to identify research needs; updated collection policies & plans • Programming schedule; number of attendees served; surveys of attendees • Linear feet of archives; temperature and humidity readings; number of deposits; number and usage statistics of digital exhibits; direct assessment of staff following Archives information sessions
Assessment Period:	Annually

Division:	**Office of the President**
Department/Unit:	**Registrar's Office**
Point Person:	Maureen Malone, Registrar
Mission:	The Registrar's Office provides quality services to the entire Rosemont Community, providing customer service equally to all students, faculty, staff, and alumni, while adhering to FERPA and best practices for the management of student records in higher education. We aspire to be a best practices office, recognized for innovation and superior customer service. We will: • Empower community members by enhancing self service access to academic and student information • Broaden our reach at the College by sharing information, knowledge, and collaborating on processes to enhance the experience of students, faculty, and staff • Evaluate and streamline processes to reduce redundancy and improve the customer experience
Key Functions:	• Course Scheduling • Create Publish, and Maintain Academic Calendar • Manage Registration • Oversight of final grade submissions • Scheduling of final examinations • Verify and Confer degree • Complete graduation tasks, including ordering of diplomas • Submit enrollment and graduation reports to National Student Clearing House • Complete enrollment and degree verifications • VA Certifying Official • FERPA oversight and training • Evaluate Transfer Credits • Manage SIS and student portal • Provide data to various departments • Compiles SAP data per semester
Metrics:	• Enrollment Data: College Enrollment numbers, registration data, course, program, majors • Retention, attrition, and graduation rates • Customer service survey • IPEDS • After Action Reports • AACROA Self Assessment Guidelines • Student Term Listing Report • Surveys
Assessment Period:	Annually

Division:	**Office of the President**
Department/Unit:	**Student Academic Success Center**
Contact Person:	Karen Geiger, Dean for Student Success and Engagement
Mission:	The mission of the Student Academic Support Center is to provide quality advising programs and services that support students in achieving their academic and career goals.
Key Functions:	• Academic advising • Tutoring • Writing support • Academic coaching • ADA accommodation facilitation • Assistance with navigating academic policies
Metrics:	• Number of students by advisor • Number of students on ADA accommodations • Number of students on AW, AP and AD • Number of first-generation students • Number of students using tutoring by course • Number of students using academic coaching services • Early alert usage • Customer Service (types of issues, time resolved) • Number of repeat students • Support for at risk
Assessment Period:	Annually

Division:	**Office of the President**
Department/Unit:	**Leadership and Engagement**
Contact Person:	Lasheree Snyder, Director of Student Engagement
Mission:	Leadership and Engagement develops students' capacity to lead and initiate positive social change. Through inclusive programs, we engage students in leadership and co-curricular opportunities that foster the Rosemont experience.
Key Functions:	• Student Government • Student clubs/organizations • Orientation • Activities Council • Events
Metrics:	• Number/type of events • Number of participants • Number of student clubs and memberships • Number of Student organizations
Assessment Period:	Annually

Division:	**Office of the President**
Department/Unit:	**Residential Life**
Contact Person:	Brianna Ricks, Assistant Director of Residential Life
Mission:	Residential Life's mission is to foster an inclusive community which inspires lifelong learning, responsible living and academic success.
Key Functions:	• Residence Life strives to create & foster a positive residential community for all undergraduate students • Residence Life strives to provide an environment that supports the wellness of all students • Residence Life enhances the academic experience by providing educational opportunities outside of the classroom • Residence Life builds a safe and inclusive community for all students • Residence Life fosters civility and positive citizenship by encouraging students to take an active role in the residence halls
Metrics:	• Number of residential students • Occupancy • Singles/doubles/triples • Number of RA's and RD's • Number of Incident Reports and their nature • Programs/Events -types/numbers/participants
Assessment Period:	Annually

Division:	**Office of the President**
Department/Unit:	**Career Services**
Contact Person:	Daneisha Allen, Asst. Dean Student Success & Engagement/Dir Career Services
Mission:	The mission of Career Services is to mentor and coach students and alumni to apply strategies, use tools, and make connections to maneuver through their careers and contribute to their communities.
Key Functions:	We assist in establishing a career plan and develop job-search skills that help students and alumni make successful career transitions. We build relationships with alumni, employers, and graduate schools to optimize internship, job, and career opportunities. We also create strategic partnerships with campus departments to assist students in developing and articulating co-curricular experiences that will help to ensure they are competitive in their future pursuits.
Metrics:	• Events (types, numbers, participants, etc.) • Student/alumni meetings (types, numbers, etc.) • Placement (types, numbers, etc.) • Job fairs (employer info, participation numbers) • Professional development (types, numbers, etc.)
Assessment Period:	Annually

Division:	**Office of the President**
Department/Unit:	**Office of the Academic Deans**
Contact Person:	April Higgins, Academic Operations Manager
Mission:	The Office of the Academic Deans mission is to maintain an environment that supports a culture of lifelong learning and academic success through intentional systems, structures, and organizational practices.
Key Functions:	• Adjunct contracts • Academic honors • faculty course evaluation • Catalog • Student/Faculty support
Metrics:	• Meetings with groups (how often) • Cancel courses or combining of sections (low enrollment) • Integration of services between UC and SGPS • Adjunct/overload contracts • Streamlining of policies/procedures between UC and SGPS • Professional development (who, what, how much) • Participation in trainings (type, how often, participation numbers) • Teaching evaluations • Sabbatical (who, when, why) • Events (i.e., faculty lunch, faculty recognition) • Catalog
Assessment Period:	Annually

APPENDIX

C

Rosemont College
Budget Planning Calendar
For FY 2023-24

- October 2022 Meeting of the Board – Academic Year 2023-24 tuition rate and room and board increases approved = *5% increase for tuition, 3.5% increase for select residence halls.*

- January 2023 Meeting of the Board – Faculty salary increase plan approved.

- March 2023 – Formation of Enrollment Planning Group, assumptions for 2023-24 budget developed.

- April 3, 2023 – Budget Preparation Document sent to all unit heads with a return due date of April 12, 2023.

- April 20, 2023 – Initial FY 2023-24 Budget Draft completed including a multi-year forecast.

- April – May 2023 – Budget Planning group meets, evaluates, and shares budget and supporting documentation. Various actions implemented or included in the budget.

- June 2023 Board Meeting – FY 2023-24 Rosemont College Budget submitted for approval.

Proposed Budget Adjustments for FY 2023-24

Department:
Submitted by:
Date:

(A) Item	(B) Description	(C) Estimated Cost	(D) Required Y/N	(E) Other Information (Part of Strategic Plan?)	(F) Comments
1					
2					
3					
4					
5					
	Total Proposed	$ -			

Please submit any proposals for budget adjusments for FY 2023-24. Describe the change in the description field (B) and add an estimated value in Column (C).
In Column (D) indicate whether a change is "REQUIRED". An example would be an increase in the rate for Jenzabar.
In Column (E) indicate whether the request is part of the Strategic Plan or needed for the Middle States Assessment.
In Column (F) indicate if a new position is involved and whether it is Full or Part Time

Rosemont College
Budget Assumptions
For FY 2023-24

- Enrollment – Rosemont would admit 114 new, first-time students for Fall 2023. Approximately 60 undergraduates would graduate, and attrition would be consistent with prior years. Undergraduate enrollment would increase by approximately 30 students. Graduate and professional enrollment would remain steady for 2023-24.

- The forecasted budgets for future fiscal years assume tuition increases of 5% for FY 24-25 and 3.5% for FY 25-26 and FY 26-27.

- The annual enrollment growth for future years assumes increases of approximately 3% for Fall 2024, 2025, and 2026 (approximately 11 new UGs per year).

- Consistent with prior years, approximately 85% of undergraduates are estimated to live on Campus.

- Assumes a 3.25% growth in Experience Fund giving per year.

- The faculty salary increases are forecasted in accordance with the plan approved in January (per faculty increases of $3,500, percentage pools thereafter). Most other expenses, including staff salaries, increase at 3% per year in the model.

- Line 25 is shown as a gradual increase in overall capacity and would be used to pay down debt, or invest in long-term initiatives.

Budget Forecast
Fiscal Year 2023-24
June 2023

	(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)	(I)	(J)	(K)
1	**REVENUE**	Final Budget 2022-2023	Anticipated Actual 2022-2023	Preliminary Budget 2023-2024	Net Change from 2022-2023	Changes to Balance for 2023-2024	Proposed Budget for 2023-24	% of Budget	Forecasted Budget for 2024-25	Forecasted Budget for 2025-26	Forecasted Budget for 2026-27
2	Tuition and Fees	11,672,616		12,959,488	1,286,872		12,959,488	64.66%	13,750,535	14,471,310	15,233,599
3	Government Grants & Contracts	114,000		114,000	-		114,000	0.57%	114,000	114,000	114,000
4	Gifts and Grants	2,345,000		1,245,000	(1,100,000)		1,245,000	6.21%	1,285,463	1,327,241	1,370,376
5	Other Sources	223,000		344,126	121,126		344,126	1.72%	344,126	344,126	344,126
6	Investment Activity	-		150,994	150,994		150,994	0.75%	150,994	150,994	150,994
7	Auxiliary Enterprises Income	4,410,300		4,381,685	(28,615)		4,381,685	21.86%	4,311,023	4,451,131	4,595,793
8	Endowment Spending Payout	848,131		848,131	-		848,131	4.23%	848,131	848,131	848,131
9	Assets Released from Restrictions	-		-	-		-				
10	**TOTAL REVENUE**	19,613,047	0	20,043,424	430,377	-	20,043,424	100.00%	20,804,272	21,706,933	22,657,019
11	**EXPENDITURES**										
12	Instructional	2,164,646		2,398,257	233,611		2,398,257	11.97%	2,470,205	2,544,311	2,620,640
13	Academic Support	1,908,731		2,081,923	173,192	(361,040)	1,720,883	8.59%	1,772,509	1,825,685	1,880,455
14	Student Services	1,938,396		2,057,507	119,111	(46,400)	2,011,107	10.03%	2,071,440	2,133,583	2,197,591
15	General Administration	1,925,727		2,044,838	119,111	(299,059)	1,745,779	8.71%	1,798,152	1,852,097	1,907,660
16	General Institutional	764,950		764,950	-		764,950	3.82%	787,899	811,535	835,882
17	Student Financial Aid	2,693,361		2,750,598	57,237		2,750,598	13.72%	2,833,116	2,918,109	3,005,653
18	Employee Benefits	2,020,875		2,020,875	-	(148,365)	1,872,510	9.34%	1,928,685	1,986,546	2,046,142
19	Operation and Maintenance of Physical Plant	2,256,153		2,919,371	663,218		2,919,371	14.57%	3,006,952	3,097,161	3,190,076
20	Interest on Indebtedness	557,301		605,551	48,250		605,551	3.02%	623,718	642,429	661,702
21	Depreciation & Amortization Expense	717,332		717,332	-		717,332	3.58%	717,332	717,332	717,332
22	Auxiliary Enterprises	2,783,857		2,783,857	-	(310,000)	2,473,857	12.34%	2,548,073	2,624,515	2,703,250
23	Contingency Funds	-			-	-	63,229	0.32%			
24	**TOTAL EXPENDITURES**	19,731,329	0	21,145,059	1,413,730	(1,164,864)	20,043,424	100.00%	20,558,081	21,153,303	21,766,382
25	**NET INCREASE (DECREASE) AVAILABLE**	(118,282)	0	(1,101,635)	(983,353)	1,164,864	0		246,191	553,630	890,637

Schedule of Tuition & Fees
June 2023

		2022-23 Rates			2023-24 Rates		
		Annual	Semester	Credit Hour	Annual	Semester	Credit Hour
Tuition Rates:							
Undergraduate Tuition		$ 19,890	$ 9,945	$ 330	$ 20,885	$ 10,443	$ 350
Graduate				$ 675			$ 710
Professional Studies				$ 555			$ 585
Momentum Rate (Graduate)				$ 355			$ 375
Momentum Rate (Prof Studies)				$ 260			$ 275
Mandatory Fees:							
Activity Fee (Traditional Undergraduates)		$ 300	$ 150		$ 300	$ 150	
General Fee (Tradional Undergraduates)		$ 700	$ 350			$ 350	
General Fee (SGPS)							
	1-8 credits	$ 210					
	9+ credits	$ 420					
One-time Orientation Fee (Traditional Undergraduates)		$ 285			$ 150		
Room and Board:							
Kaul Residence	Standard	$ 13,130	$ 6,565		$ 13,530	$ 6,765	
	Single	$ 16,130	$ 8,065		$ 16,620	$ 8,310	
Heffernan Residence	Standard	$ 13,130	$ 6,565		$ 13,530	$ 6,765	
	Single	$ 16,130	$ 8,065		$ 16,620	$ 8,310	
Mayfield Residence	Standard	$ 14,500	$ 7,250		$ 14,500	$ 7,250	
	Single	$ 18,000	$ 9,000		$ 18,000	$ 9,000	
Connolly Residence	Standard	$ 13,800	$ 6,900		$ 13,800	$ 6,900	
	Single	$ 17,300	$ 8,650		$ 17,300	$ 8,650	

Rosemont College of the Holy Child Jesus
Statement of Activities
For The Fiscal Years Ending June 30, 2023 and 2022
For The Ten Months Ended April 30, 2023 and 2022

	April 2023	April 2022	YTD April 2023	YTD April 2022
Operating Revenues				
Net tuition and fees	985,554	772,869	7,433,754	7,332,028
Federal government grants	-	126,959	26,866	1,654,727
State government grants	-	-	139,348	130,615
Gifts and grants	202,309	327,705	1,404,852	3,097,124
Auxiliary enterprises	466,584	462,154	4,190,344	3,898,682
Other revenues	23,134	30,928	229,405	884,514
Endowment spending payout	-	-	848,131	919,000
Net assets released from restrictions	-	-	-	-
Total operating revenues	1,677,581	1,720,615	14,272,700	17,916,690
Operating Expenses				
Instructional	211,543	238,881	1,849,128	2,027,528
Academic support	76,597	90,008	851,587	881,476
Student services	133,376	244,757	1,635,492	2,284,086
Institutional support	275,008	402,044	3,232,723	3,969,519
Auxiliary enterprises	313,095	190,745	2,595,524	2,020,803
Operations & Plant	184,681	217,260	1,921,779	1,740,686
Depreciation & Amortization	89,363	103,702	908,507	1,037,020
Interest	69,330	45,930	567,376	473,925
Benefits	148,803	163,689	1,475,509	1,712,413
Total operating expenses	1,501,796	1,697,016	15,037,625	16,147,456
Change in net assets from operating activities	175,785	23,599	(764,925)	1,769,234
Nonoperating Activities				
Investment income, net	152,022	(1,062,012)	1,255,896	(1,369,419)
Endowment spending payout	-	-	(848,131)	(919,000)
Change in valuation of split interest agreement	5,469	15,784	(38,427)	(155,556)
Total nonoperating activities	157,491	(1,046,228)	369,338	(2,443,975)
Change in net assets	333,276	(1,022,629)	(395,587)	(674,741)
Net Assets, Beginning	29,650,181	31,830,536	29,650,181	31,830,536
Net Assets, Ending	29,983,457	30,807,907	29,254,594	31,155,795

Rosemont College of the Holy Child Jesus
Statement of Financial Position
April 30, 2023

	Month Change	Current Balance	Fiscal Year Beginning Balance	YTD Change
ASSETS				
Current Assets				
Cash and cash equivalents	(848,539)	1,260,200	1,615,381	(355,181)
Student receivables, net of Allowance	(197,668)	1,738,944	1,065,474	673,470
Accounts receivable, other	13,746	159,452	97,293	62,159
Grants receivable	-	1,500,000	1,500,000	-
Prepaid Expense	4,572	376,887	343,149	33,738
Total Current Assets	(1,027,889)	5,035,483	4,621,297	414,186
Student Loans Receivable, Net of Allowance	-	116,056	117,286	(1,230)
Restricted Cash	2	12,268	370	11,898
Contributions Receivable	(1,913)	1,037,086	1,103,598	(66,512)
Investments	150,556	15,873,331	15,479,252	394,079
Self-Insurance Program	9,277	180,444	195,000	(14,556)
Land, buildings, and equipment, Net	(88,753)	27,917,443	28,640,951	(723,508)
Beneficial interest in perpetual trust	5,469	727,600	766,027	(38,427)
TOTAL ASSETS	(953,251)	50,899,711	50,923,781	(24,070)
LIABILITIES				
Current Liabilities				
Line of credit	-	3,650,001	1,600,000	2,050,001
Accounts payable	272,721	1,071,290	1,311,652	(240,362)
Accrued expenses	6,685	322,860	852,806	(529,946)
Student deposits and advance payments	(1,518,966)	210,576	645,239	(434,663)
Refundable Advances	-	-	-	-
Total Current Liabilities	(1,239,560)	5,254,727	4,409,697	845,030
Long-Term Debt	(33,734)	15,635,738	15,977,021	(341,283)
Other Liabilities	(12,917)	704,580	833,750	(129,170)
Capital Leases	(316)	2,822	5,883	(3,061)
Refundable Advances From Federal Government For Student Loans	-	47,247	47,247	-
TOTAL LIABILITIES	(1,286,527)	21,645,114	21,273,598	371,516
Unrestricted Net Assets	-	7,565,841	7,565,841	-
Change In Net Assets (From SOA)	333,276	(395,587)	-	(395,587)
Temporarily Restricted Net Assets	-	3,751,042	3,751,042	-
Permanently Restricted Net Assets	-	18,333,301	18,333,301	-
Total Net Assets	333,276	29,254,597	29,650,184	(395,587)
TOTAL LIABILITIES AND NET ASSETS	(953,251)	50,899,711	50,923,781	(24,070)

APPENDIX
CC

Academic Support and Administrative Unit IE Map

Administrative Unit: ____________________ Division: ____________________ Contact Name: ____________________ Academic Year: ____________________ Assessment Period: ____________________

Mission: ____

	Unit Objective	Division Goal	Alignment	Metrics Used	Target (Statement of Success)	Timeline	Achievement of Objective	Next Steps or Actions
1			Strategic Plan ☐ Mission/Values ☐ MSCHE ☐				☐ Not Met ☐ Approaching ☐ Met ☐ Exceeded	
	Unit Objective	Division Goal	Alignment	Metrics Used	Target (Statement of Success)	Timeline	Achievement of Objective	Next Steps or Actions
2			Strategic Plan ☐ Mission/Values ☐ MSCHE ☐				☐ Not Met ☐ Approaching ☐ Met ☐ Exceeded	
	Unit Objective	Division Goal	Alignment	Metrics Used	Target (Statement of Success)	Timeline	Achievement of Objective	Next Steps or Actions
3			Strategic Plan ☐ Mission/Values ☐ MSCHE ☐				☐ Not Met ☐ Approaching ☐ Met ☐ Exceeded	
	Unit Objective	Division Goal	Alignment	Metrics Used	Target (Statement of Success)	Timeline	Achievement of Objective	Next Steps or Actions
4			Strategic Plan ☐ Mission/Values ☐ MSCHE ☐				☐ Not Met ☐ Approaching ☐ Met ☐ Exceeded	
	Unit Objective	Division Goal	Alignment	Metrics Used	Target (Statement of Success)	Timeline	Achievement of Objective	Next Steps or Actions
5			Strategic Plan ☐ Mission/Values ☐ MSCHE ☐				☐ Not Met ☐ Approaching ☐ Met ☐ Exceeded	

Academic Support and Administrative Unit IE MAP

Unit Name: Library and Learning Commons **Division:** Provost **Contact Name:** Brice Peterson **Academic Year:** 22-23 **Assessment Period** Fall 22

Mission: The Library responds effectively and innovatively to fast-paced changes at the College, within the higher education environment, and in the greater information science field. Through both its physical presence as well as its online resources, Kistler Library is the heart of Rosemont's campus: a center for teaching and learning; a place to create, investigate, collaborate, discover, and grow; and a home for our entire community of lifelong learners.

	Unit Objective	Division Goal	Alignment	Metrics Used	Target (Statement of Success)	Timeline	Achievement of Objective	Next Steps or Actions
1	Provide safe, welcoming, and varied spaces where students can freely pursue academic research, independent work, and leisure according to their individual needs and aspirations.	1. Support all students 2. Foster inclusion 4. Take action on strategic goals and initiatives	Strategic Plan 1Bii, 1Ci Mission/Values MX, VX MSCHE MS S4	Space surveys; occupancy data	Through ongoing feedback, students will attest that Library spaces fulfill their needs and make them feel welcome, comfortable, and valued. Use of Library spaces will increase in proportion to FTE.	10-Apr	☐ Not Met ☐ Approaching ☐ Met ☐ Exceeded	
	Unit Objective	Division Goal	Alignment	Metrics Used	Target (Statement of Success)	Timeline	Achievement of Objective	Next Steps or Actions
2	Support academic excellence in the classroom and beyond through comprehensive information literacy instruction, close collaboration with teaching faculty, and robust access to information and technology resources necessary for academic achievement.	1. Support all students 2. Foster inclusion 3. Support faculty and staff 4. Take action on strategic goals and initiatives	Strategic Plan 1Aiv, 1Avi, 1Bi, 1Ci 1Cii Mission/Values MX, V1 MSCHE MS S3, MS S4	Direct assessment of students following information literacy instruction sessions (in-person and via Canvas modules); reference statistics and interaction surveys	Students will demonstrate progressive growth in their understanding of key information literacy concepts and academic research skills from the FYCS through the Capstone experience.	10-Apr	☐ Not Met ☐ Approaching ☐ Met ☐ Exceeded	
	Unit Objective	Division Goal	Alignment	Metrics Used	Target (Statement of Success)	Timeline	Achievement of Objective	Next Steps or Actions
3	Develop collections and services to support the intellectual growth of our students and the teaching and research capacity of our faculty.	1. Support all students 2. Foster inclusion 3. Support faculty and staff 4. Take action on strategic goals and initiatives	Strategic Plan 1Aiv, 1Avi, 1Bi, 1Ci 1Cii Mission/Values MX, VX MSCHE MS S3, MS S4	Collection usage statistics and relative cost per use; surveys of faculty and students to identify research needs; updated collection policies & plans	Electronic and print collections will be routinely evaluated for use and research value according to established policies, and the library budget will strategically address gaps in collections and services through multi-year planning.	10-Apr	☐ Not Met ☐ Approaching ☐ Met ☐ Exceeded	
	Unit Objective	Division Goal	Alignment	Metrics Used	Target (Statement of Success)	Timeline	Achievement of Objective	Next Steps or Actions
4	Design informative, engaging, and entertaining programming—including exhibits, displays, lectures, and discussions—on topics of interest to the wider Rosemont community in overall support of the College's mission and values.	1. Support all students 2. Foster inclusion 3. Support faculty and staff 4. Take action on strategic goals and initiatives	Strategic Plan 1Bii, 1Biii, 1Cii, 1Dv 4Aiii, 4Biii, 4Bvi Mission/Values MX, VX MSCHE MS S1, MS S4	Programming schedule; number of attendees served; surveys of attendees	Librarians will develop and align a programming schedule in collaboration with the Friends of Kistler Library, the Cultural Heritage Gallery, Student Engagement, and various student groups. Attendees will demonstrate growth in understanding and view the Library as a valued resource.	10-Apr	☐ Not Met ☐ Approaching ☐ Met ☐ Exceeded	
	Unit Objective	Division Goal	Alignment	Metrics Used	Target (Statement of Success)	Timeline	Achievement of Objective	Next Steps or Actions
5	Preserve and promote the College's history, mission, and identity through the work of the Rosemont College Archives by documenting the experiences of Rosemont's students and following best practices for records management, storage, and digitization.	1. Support all students 2. Foster inclusion 3. Support faculty and staff 4. Take action on strategic goals and initiatives 5. Build a culture of measurable and sustained assessment	Strategic Plan 1Biii, 4Biii, 4Ci Mission/Values MX, VX MSCHE MS 4	Linear feet of archives; temperature and humidity readings; number of deposits; number and usage statistics of digital exhibits; direct assessment of staff following Archives information sessions	College staff will demonstrate greater understanding of records management best practices and regularly deposit documents in the archives. The Archives will develop digital exhibitions and collections which showcase student life.	10-Apr	☐ Not Met ☐ Approaching ☐ Met ☐ Exceeded	

APPENDIX
CC1

ROSEMONT COLLEGE

Annual Student Support and Administrative Unit Assessment Report

Unit Name:

Contact Name:

Assessment Period: AY 22-23

INSTRUCTIONS:

To save this form as a Word file, follow these steps:

1. Save the form with the name of the Student Support/Administrative Unit, followed by "AUAR" (which stands for Annual Unit Assessment Report), and the assessment period (e.g., AY22 for Academic Year 2022). For example, if the report pertains to Institutional Effectiveness's annual assessment report for Academic Year 2022, save the file as "InstitutionalEffectivenessAUARAY22".

To complete the form, please follow these steps:

1. Enter the Unit Name and Contact Name in the designated box at the top of the form.
2. Copy and paste your Unit Objectives from your IE Map into the spaces provided in Part A.
3. Fill in Part B by answering the six listed questions for each of your Objectives.
4. As this is an annual report, please ensure that your responses encompass both the Fall 2022 and Spring 2023 semesters.

Important Note: Ensure that all required documents are uploaded to Canvas by June 12.

PART A -UNIT OBJECTIVES

1.	
2.	
3.	
4.	
5.	

PART B -OBJECTIVE ASSESSMENT REPORTS	
OBJECTIVE 1	
1. Please provide an explanation of objective 1 in your own words?	
2. What specific actions were taken to work towards achieving objective 1?	
3. How successful have these actions been in meeting objective 1?	
4. What information (data) did you use to answer question 3 and what exactly did the information tell you?	
5. Will any changes be made based on the information (data)? If so, what changes will be made and what impact do you anticipate they will have? If not, why not?	
6. Were there any challenges or unexpected outcomes during the year, and what did you learn from them? How can this learning be used to inform future planning and decision-making?	

OBJECTIVE 2	
1. Please provide an explanation of objective 2 in your own words?	
2. What specific actions were taken to work towards achieving objective 2?	
3. How successful have these actions been in meeting objective 2?	
4. What information (data) did you use to answer question 3 and what exactly did the information tell you?	
5. Will any changes be made based on the information (data)? If so, what changes will be made and what impact do you anticipate they will have? If not, why not?	
6. Were there any challenges or unexpected outcomes during the year, and what did you learn from them? How can this learning be used to inform future planning and decision-making?	

OBJECTIVE 3	
1. Please provide an explanation of objective 3 in your own words?	
2. What specific actions were taken to work towards achieving objective 3?	
3. How successful have these actions been in meeting objective 3?	
4. What information (data) did you use to answer question 3 and what exactly did the information tell you?	
5. Will any changes be made based on the information (data)? If so, what changes will be made and what impact do you anticipate they will have? If not, why not?	
6. Were there any challenges or unexpected outcomes during the year, and what did you learn from them? How can this learning be used to inform future planning and decision-making?	

OBJECTIVE 4	
1. Please provide an explanation of objective 4 in your own words?	
2. What specific actions were taken to work towards achieving objective 4?	
3. How successful have these actions been in meeting objective 4?	
4. What information (data) did you use to answer question 3 and what exactly did the information tell you?	
5. Will any changes be made based on the information (data)? If so, what changes will be made and what impact do you anticipate they will have? If not, why not?	
6. Were there any challenges or unexpected outcomes during the year, and what did you learn from them? How can this learning be used to inform future planning and decision-making?	

OBJECTIVE 5	
1. Please provide an explanation of objective 5 in your own words?	
2. What specific actions were taken to work towards achieving objective 5?	
3. How successful have these actions been in meeting objective 5?	
4. What information (data) did you use to answer question 3 and what exactly did the information tell you?	
5. Will any changes be made based on the information (data)? If so, what changes will be made and what impact do you anticipate they will have? If not, why not?	
6. Were there any challenges or unexpected outcomes during the year, and what did you learn from them? How can this learning be used to inform future planning and decision-making?	

APPENDIX
CC2

ROSEMONT COLLEGE
Annual Student Support and Administrative Unit Assessment Report

Unit Name:

Contact Name:

Assessment Period: AY 22-23

INSTRUCTIONS:

To save this form as a Word file, follow these steps:

1. Save the form with the name of the Student Support/Administrative Unit, followed by "AUAR" (which stands for Annual Unit Assessment Report), and the assessment period (e.g., AY22 for Academic Year 2022). For example, if the report pertains to Institutional Effectiveness's annual assessment report for Academic Year 2022, save the file as "InstitutionalEffectivenessAUARAY22".

To complete the form, please follow these steps:

1. Enter the Unit Name and Contact Name in the designated box at the top of the form.
2. Copy and paste your Unit Objectives from your IE Map into the spaces provided in Part A.
3. Fill in Part B by answering the six listed questions for each of your Objectives.
4. As this is an annual report, please ensure that your responses encompass both the Fall 2022 and Spring 2023 semesters.

Important Note: Ensure that all required documents are uploaded to Canvas by June 12.

PART A -UNIT OBJECTIVES

1.	
2.	
3.	
4.	
5.	

PART B -OBJECTIVE ASSESSMENT REPORTS OBJECTIVE 1	
1. Please provide an explanation of objective 1 in your own words?	
2. What specific actions were taken to work towards achieving objective 1?	
3. How successful have these actions been in meeting objective 1?	
4. What information (data) did you use to answer question 3 and what exactly did the information tell you?	
5. Will any changes be made based on the information (data)? If so, what changes will be made and what impact do you anticipate they will have? If not, why not?	
6. Were there any challenges or unexpected outcomes during the year, and what did you learn from them? How can this learning be used to inform future planning and decision-making?	

OBJECTIVE 2	
1. Please provide an explanation of objective 2 in your own words?	
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4. What information (data) did you use to answer question 3 and what exactly did the information tell you?	
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OBJECTIVE 4	
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OBJECTIVE 5	
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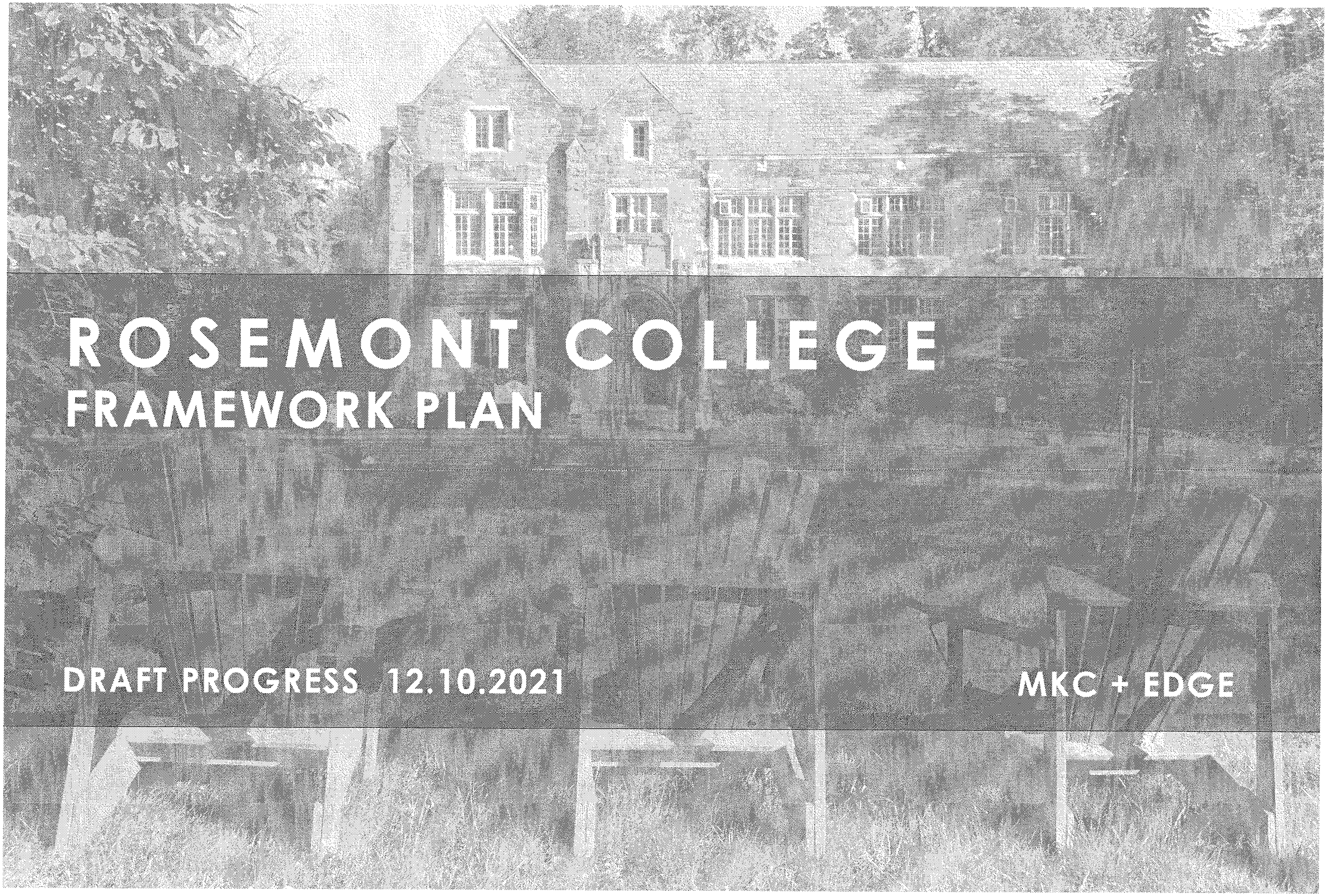
APPENDIX
D



ROSEMONT COLLEGE
FRAMEWORK PLAN

DRAFT PROGRESS 12.10.2021

MKC + EDGE

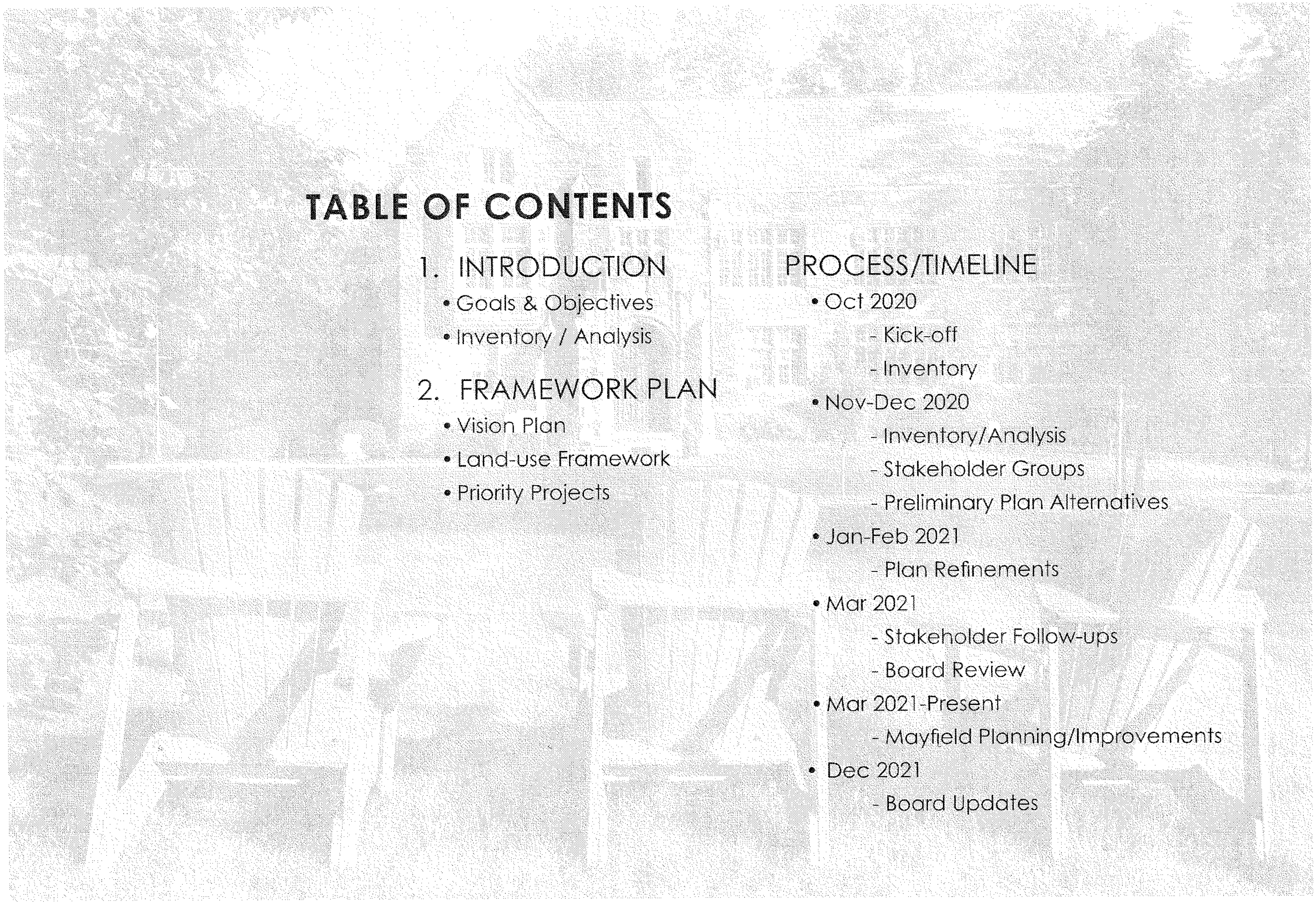


TABLE OF CONTENTS

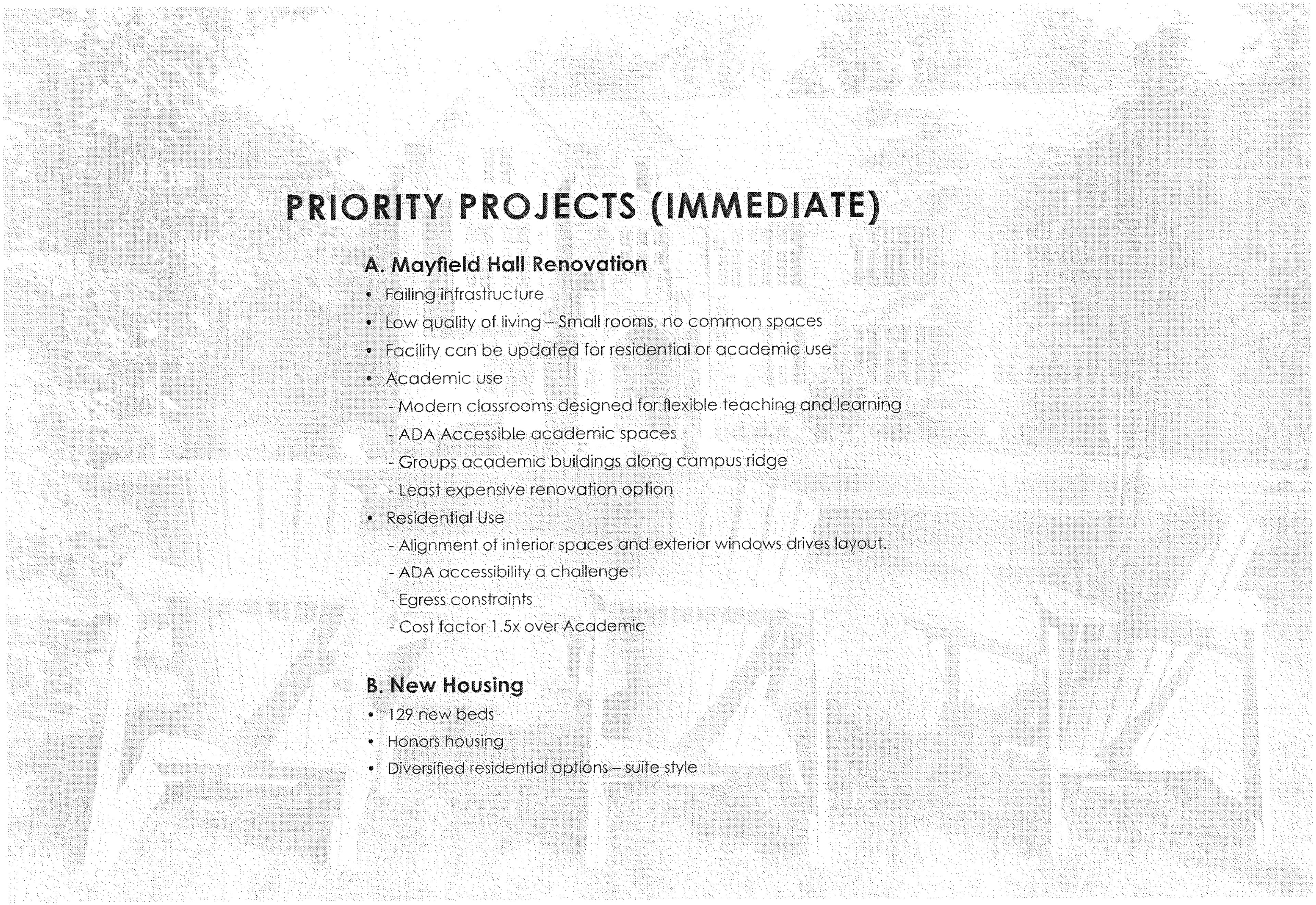
1. INTRODUCTION
   - Goals & Objectives
   - Inventory / Analysis
2. FRAMEWORK PLAN
   - Vision Plan
   - Land-use Framework
   - Priority Projects

PROCESS/TIMELINE

- Oct 2020
  - Kick-off
  - Inventory
- Nov-Dec 2020
  - Inventory/Analysis
  - Stakeholder Groups
  - Preliminary Plan Alternatives
- Jan-Feb 2021
  - Plan Refinements
- Mar 2021
  - Stakeholder Follow-ups
  - Board Review
- Mar 2021-Present
  - Mayfield Planning/Improvements
- Dec 2021
  - Board Updates

GOALS & OBJECTIVES (WORKING)

1. CREATE A LIVING / LEARNING COMMUNITY
   - Housing (Diverse / Accommodate 500 Students)
   - Student Amenities
   - Academic Spaces that Support Student Growth
2. PRESERVE / EMBRACE CAMPUS CHARACTER
3. ENHANCE CAMPUS OPEN SPACE
   - Sustainable Investing (Rosegrow, Regional Efforts)
   - Better Definition
   - Pedestrian Circulation
4. ATHLETIC FACILITIES
   - Evaluate Existing vs. Future
   - Accessibility
   - Support



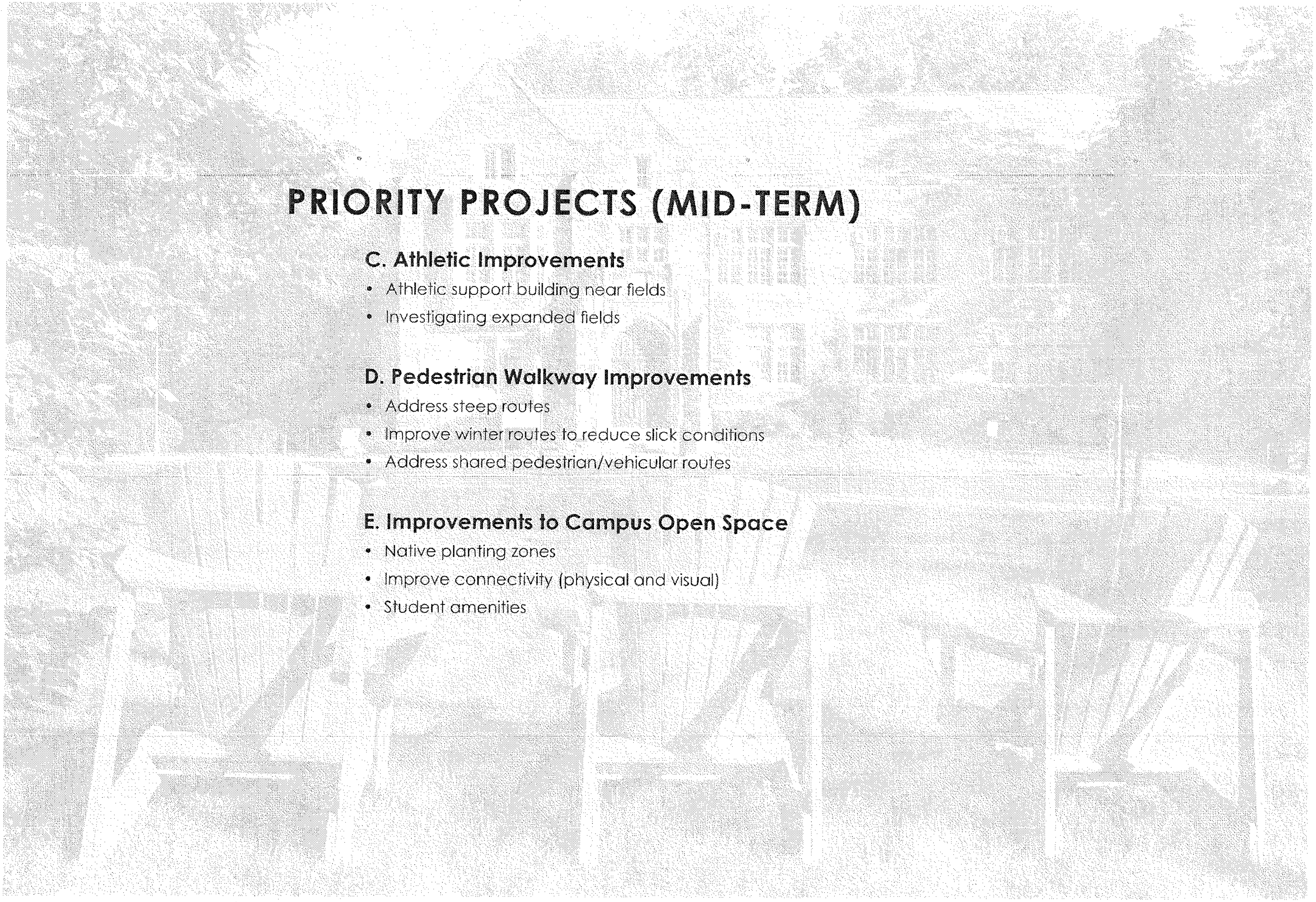
PRIORITY PROJECTS (IMMEDIATE)

A. Mayfield Hall Renovation

- Failing infrastructure
- Low quality of living – Small rooms, no common spaces
- Facility can be updated for residential or academic use
- Academic use
  - Modern classrooms designed for flexible teaching and learning
  - ADA Accessible academic spaces
  - Groups academic buildings along campus ridge
  - Least expensive renovation option
- Residential Use
  - Alignment of interior spaces and exterior windows drives layout.
  - ADA accessibility a challenge
  - Egress constraints
  - Cost factor 1.5x over Academic

B. New Housing

- 129 new beds
- Honors housing
- Diversified residential options – suite style



PRIORITY PROJECTS (MID-TERM)

C. Athletic Improvements

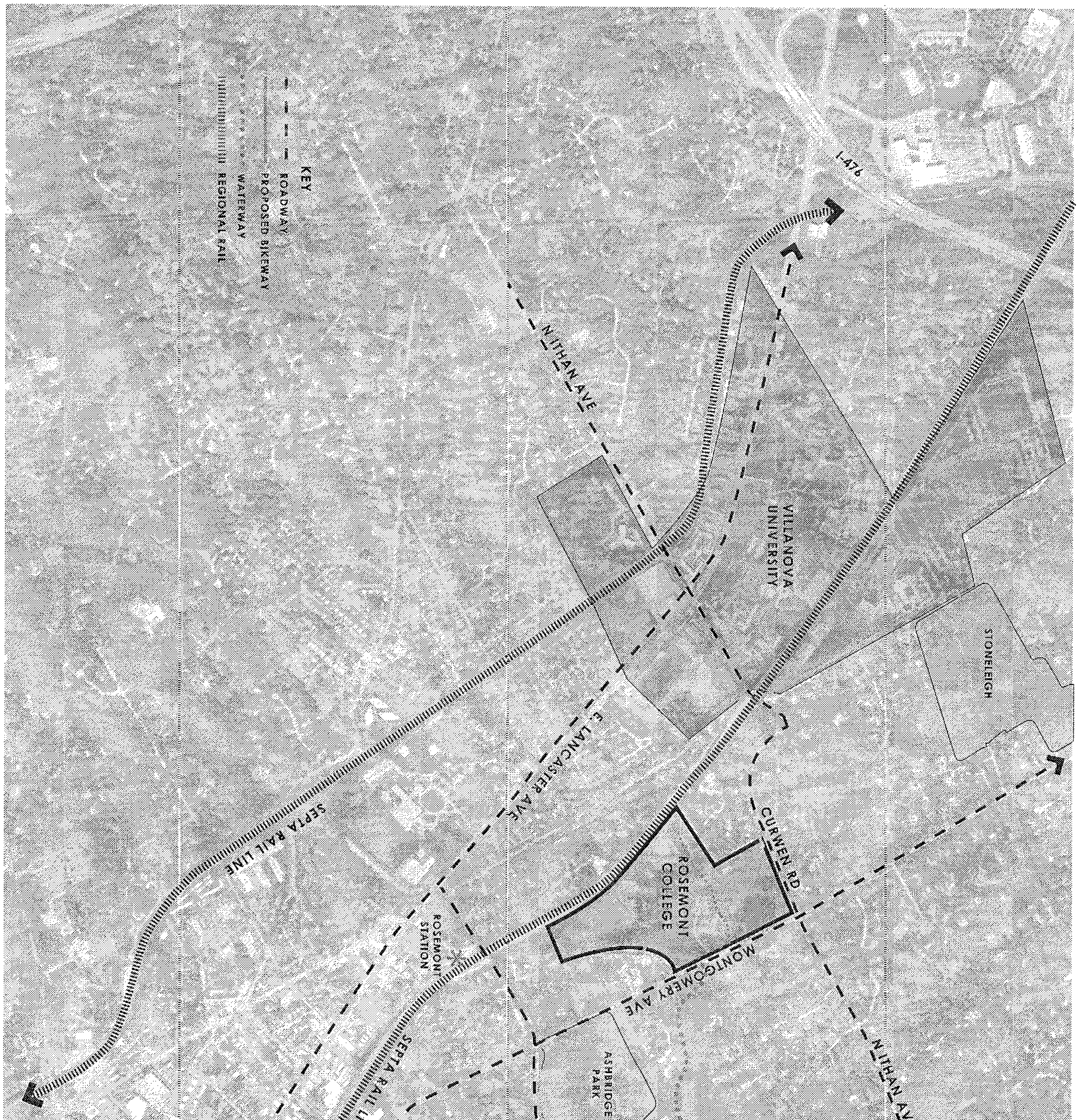
- Athletic support building near fields
- Investigating expanded fields

D. Pedestrian Walkway Improvements

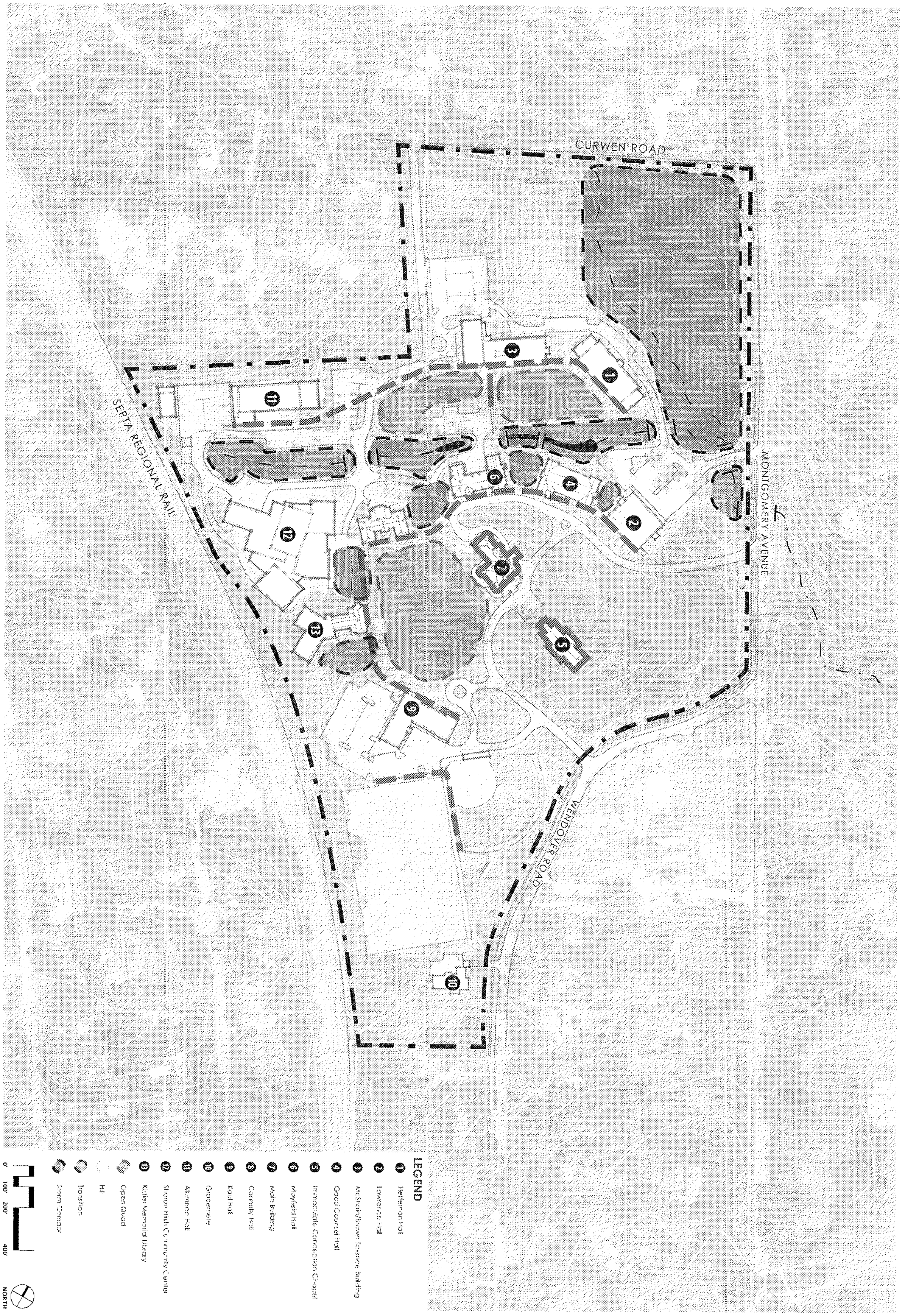
- Address steep routes
- Improve winter routes to reduce slick conditions
- Address shared pedestrian/vehicular routes

E. Improvements to Campus Open Space

- Native planting zones
- Improve connectivity (physical and visual)
- Student amenities


KEY
ROADWAY
PROPOSED BIKEWAY
WATERWAY
REGIONAL RAIL
I-476
N ITHAN AVE
VILLANOVA UNIVERSITY
STONELEIGH
E LANCASTER AVE
SEPTA RAIL LINE
CURWEN RD
ROSEMONT COLLEGE
ROSEMONT STATION
MONTGOMERY AVE
ASHBRIDGE PARK
AIRDALE ROAD
N ITHAN AVE
HARRITON HIGH SCHOOL
SEPTA RAIL LINE
SHIPLEY SCHOOL
BRYN MAWR COLLEGE
BRYN MAWR STATION
POLO FIELD
HARCUM COLLEGE
BALDWIN SCHOOL
MILL CREEK
0'
250'
500'
1000'
NORTH

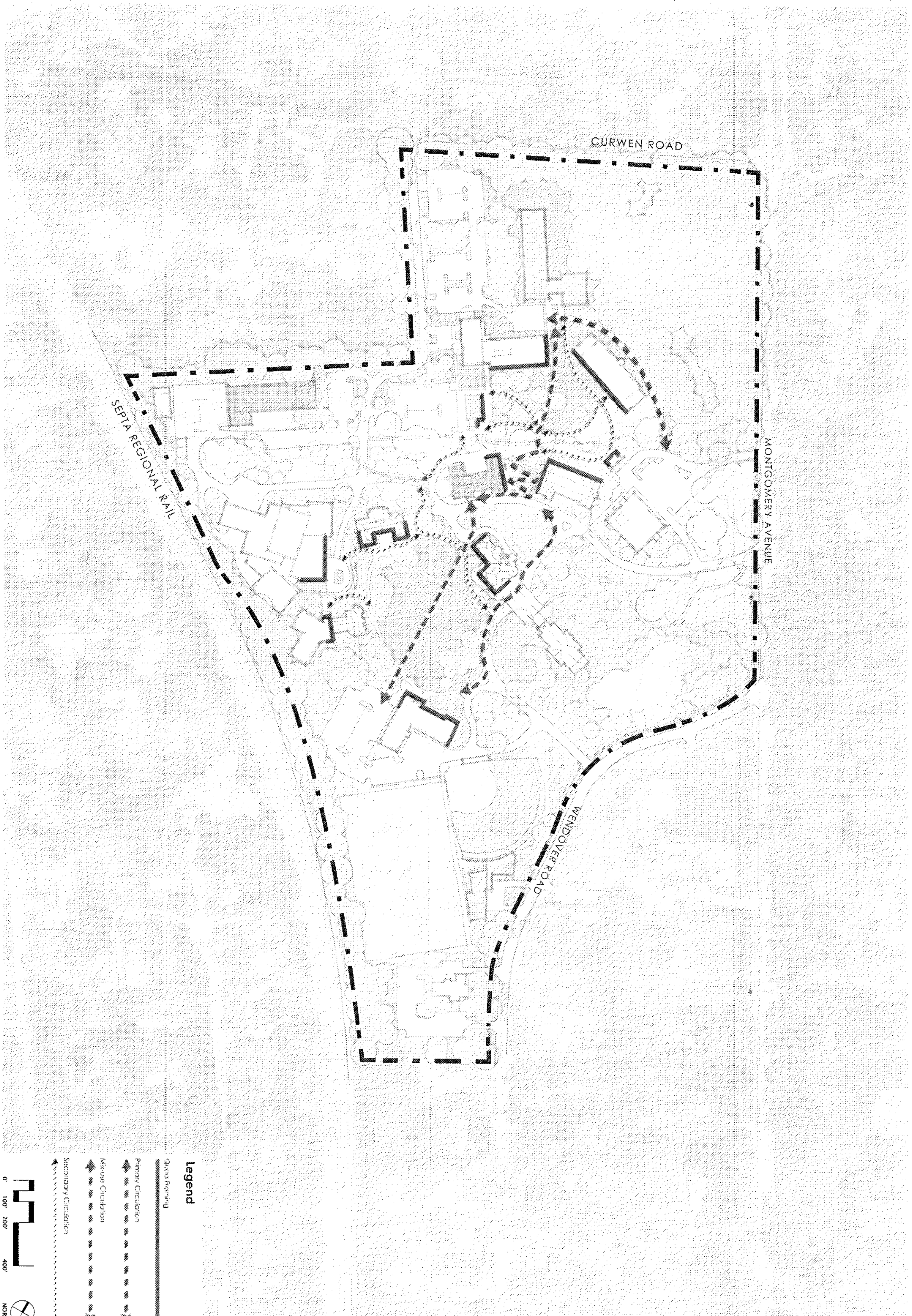
CAMPUS INVENTORY: REGIONAL CONTEXT MAP



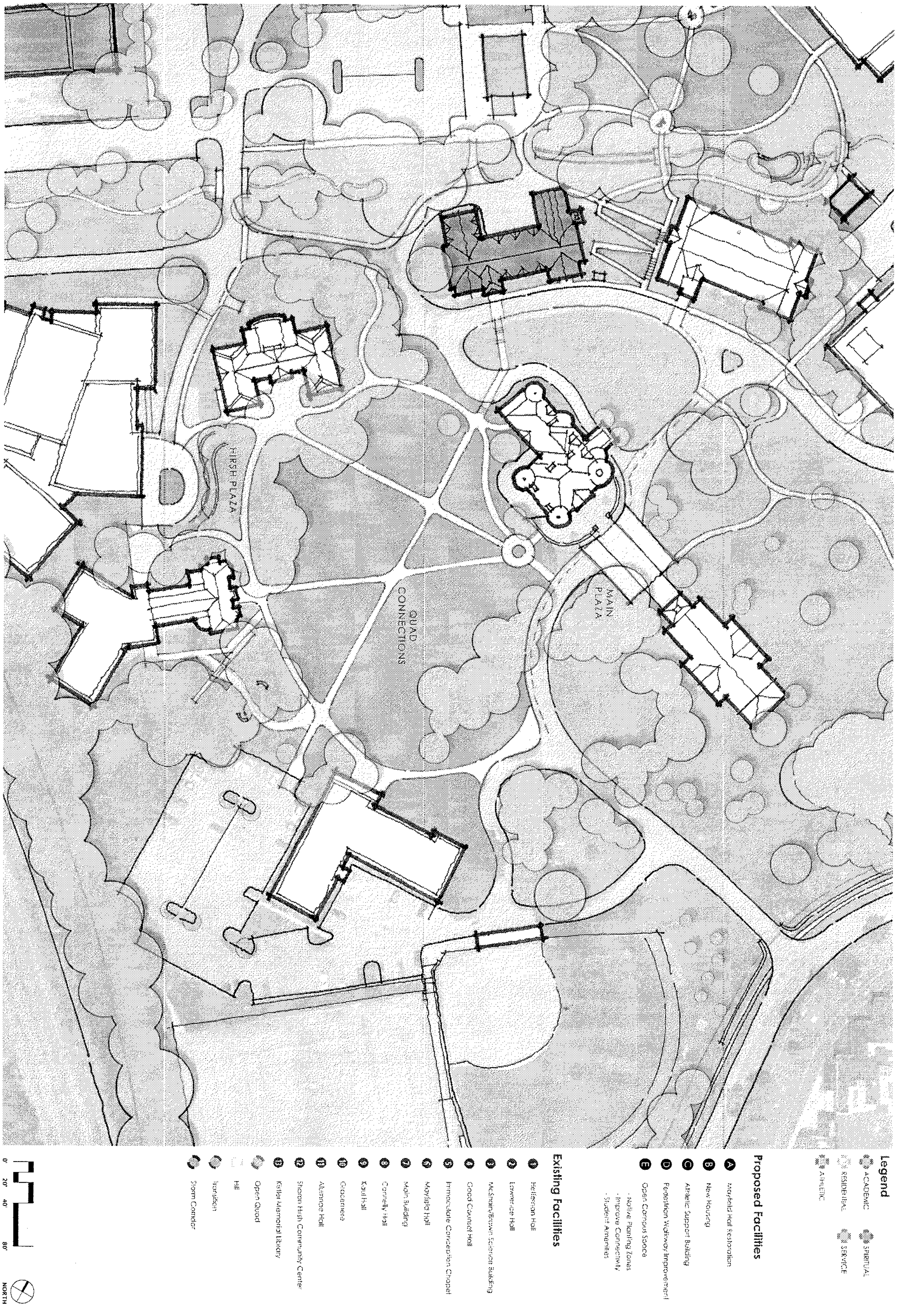
CURWEN ROAD
MONTGOMERY AVENUE
WENDOVER ROAD
SEPTA REGIONAL RAIL
1
2
3
4
5
6
7
8
9
10
11
12
13
LEGEND
1 Heffernan Hall
2 Lawrence Hall
3 McShain/Brown Science Building
4 Good Counsel Hall
5 Immaculate Conception Chapel
6 Mayfield Hall
7 Main Building
8 Connelly Hall
9 Kaul Hall
10 Gracemere
11 Alumnae Hall
12 Sharon Hirth Community Center
13 Kistler Memorial Library
Open Quad
Hill
Transition
Storm Corridor
0'
100'
200'
400'
NORTH

CAMPUS INVENTORY: LANDSCAPE TYPOLOGIES

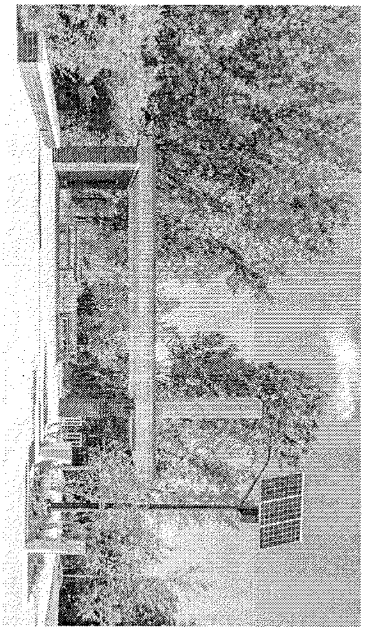
DRAFT FRAMEWORK RECOMMENDATIONS


CURWEN ROAD
MONTGOMERY AVENUE
WENDOVER ROAD
SEPTA REGIONAL RAIL
Legend
Quad Framing
Primary Circulation
Mixed-use Circulation
Secondary Circulation
0'
100'
200'
400'
NORTH

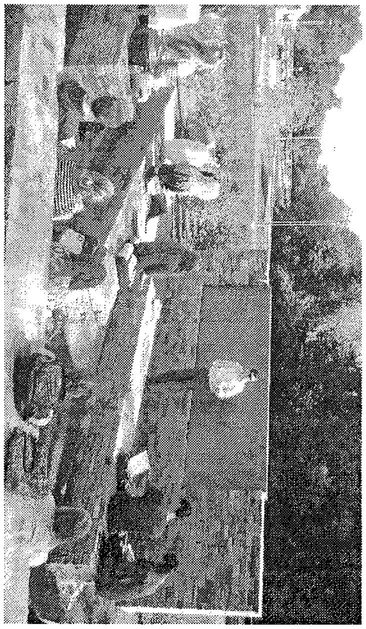
CAMPUS FRAMEWORK: CIRCULATION


HIRSH PLAZA
QUAD CONNECTIONS
MAIN PLAZA
Legend
ACADEMIC
SPIRITUAL
RESIDENTIAL
SERVICE
ATHLETIC
Proposed Facilities
A Mayfield Hall Restoration
B New Housing
C Athletic Support Building
D Pedestrian Walkway Improvement
E Open Campus Space
- Native Planting Zones
- Improve Connectivity
- Student Amenities
Existing Facilities
1 Heffernan Hall
2 Lawrence Hall
3 McShain/Brown Science Building
4 Good Counsel Hall
5 Immaculate Conception Chapel
6 Mayfield Hall
7 Main Building
8 Connelly Hall
9 Kaul Hall
10 Gracemere
11 Alumnae Hall
12 Sharon Hirsh Community Center
13 Kistler Memorial Library
Open Quad
Hill
Transition
Storm Corridor
0'
20'
40'
80'
NORTH

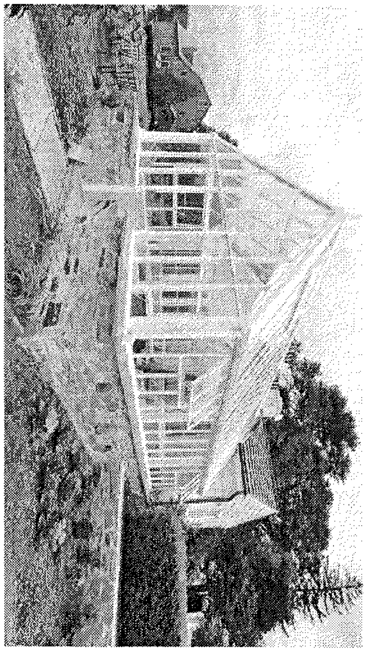
CAMPUS FRAMEWORK: UPPER QUAD ENLARGEMENT



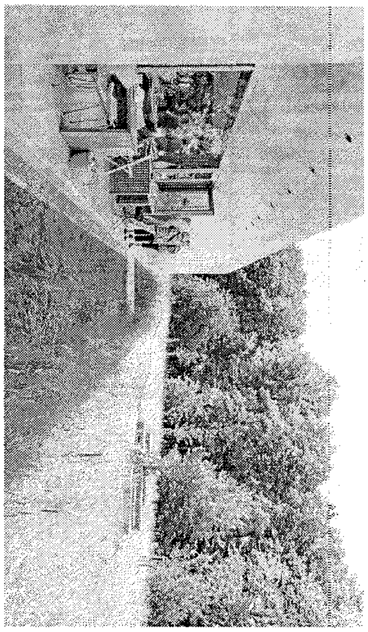
OUTDOOR CLASSROOM



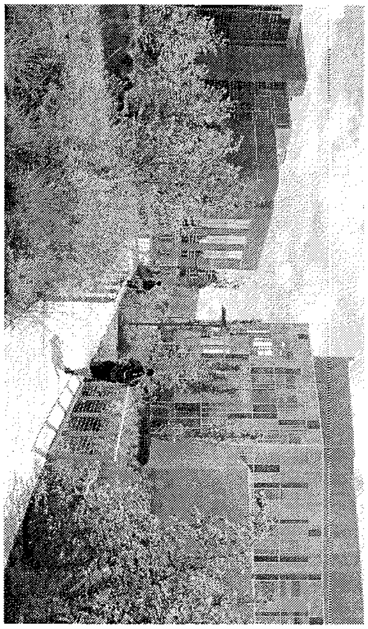
OUTDOOR CLASSROOM



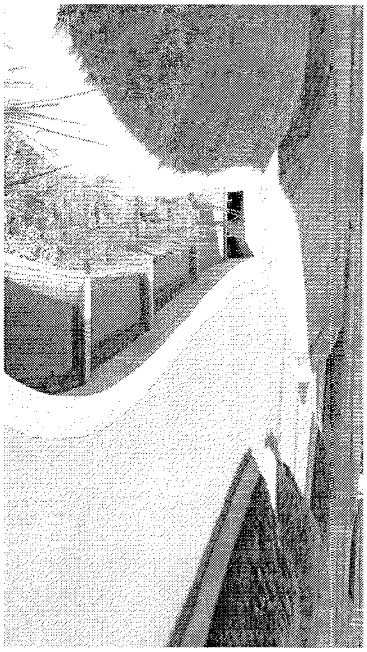
GREENHOUSE



NATURAL ENVIRONMENT INTEGRATION

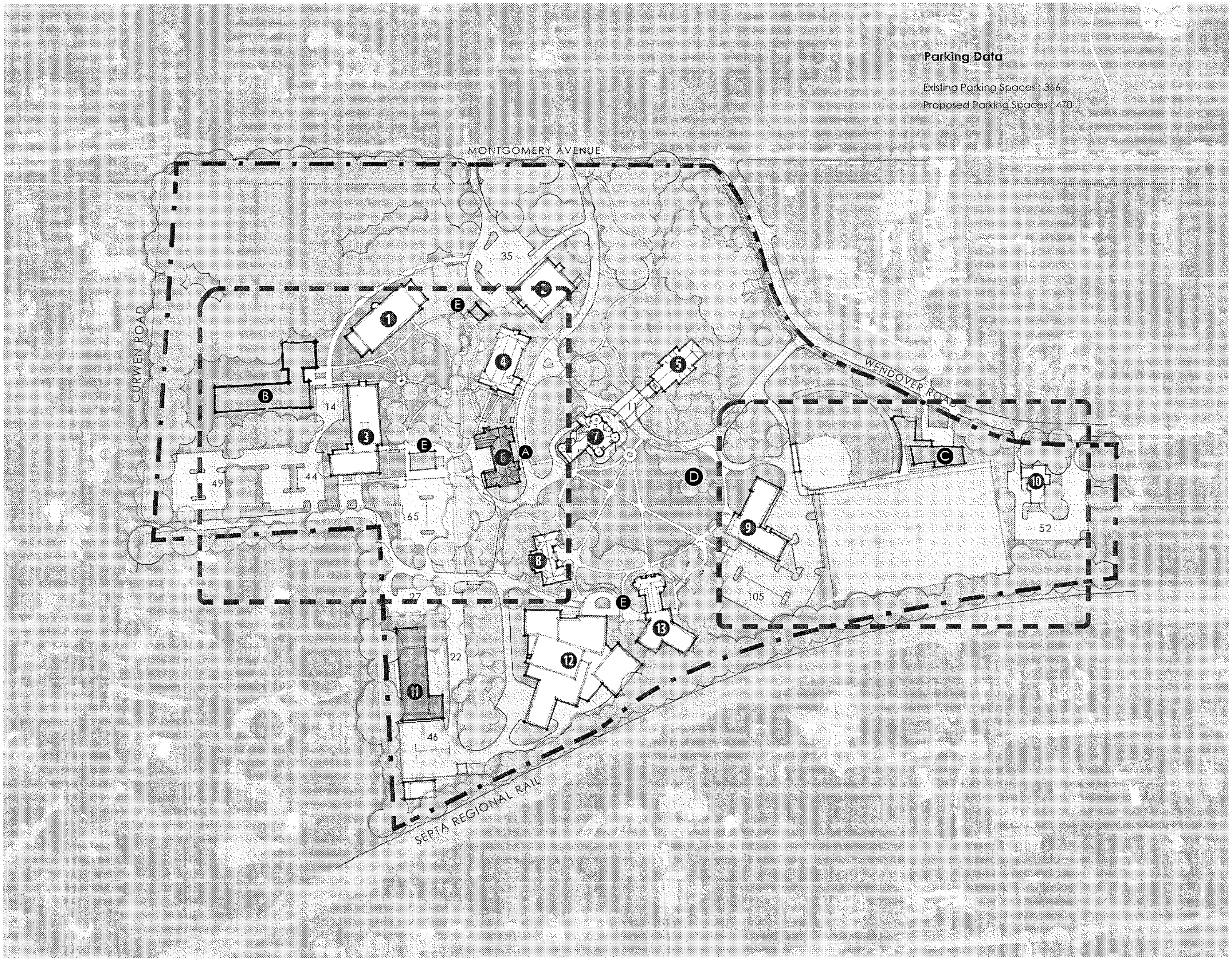


STORM WATER INTEGRATION



STORM WATER INTEGRATION

CAMPUS FRAMEWORK: PRELIMINARY PLAN


MONTGOMERY AVENUE
CURWEN ROAD
WENDOVER ROAD
SEPTA REGIONAL RAIL
35
14
49
44
65
27
22
46
105
52
A
B
C
D
E
E
E
E
1
2
3
4
5
6
7
8
9
10
11
12
13

Parking Data

Existing Parking Spaces : 366
Proposed Parking Spaces : 470

Legend

ACADEMIC	SPIRITUAL
RESIDENTIAL	SERVICE
ATHLETIC	

Proposed Facilities

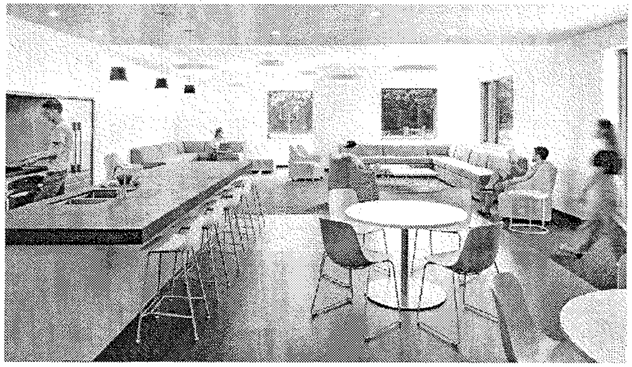
- Ⓐ Mayfield Hall Restoration
- Ⓑ New Housing
- Ⓒ Athletic Support Building
- Ⓓ Pedestrian Walkway Improvement
- Ⓔ Open Campus Space
  - Native Planting Zones
  - Improve Connectivity
  - Student Amenities

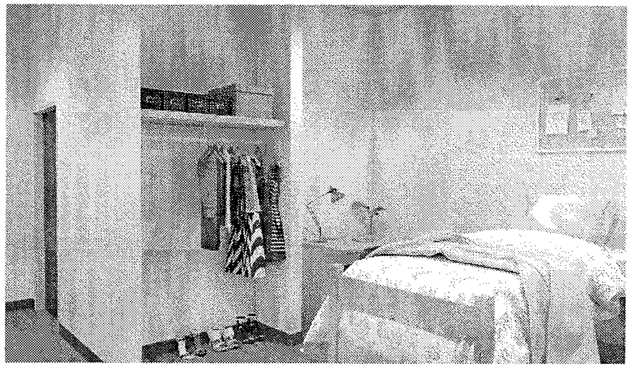
Existing Facilities

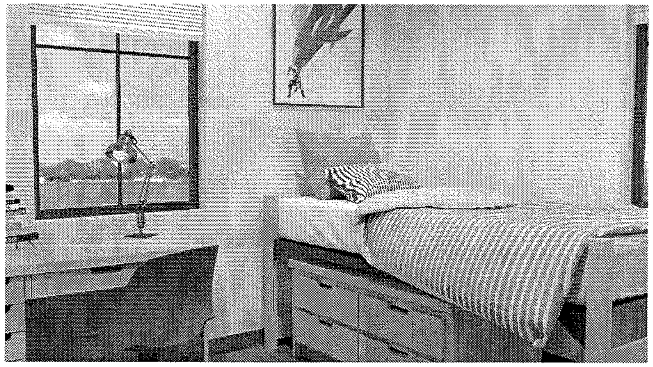
- ❶ Heffernan Hall
- ❷ Lawrence Hall
- ❸ McShain/Brown Science Building
- ❹ Good Counsel Hall
- ❺ Immaculate Conception Chapel
- ❻ Mayfield Hall
- ❼ Main Building
- ❽ Connelly Hall
- ❾ Kaul Hall
- ❿ Gracemere
- ⓫ Alumnae Hall
- ⓬ Sharon Hirsh Community Center
- ⓭ Kistler Memorial Library
- Open Quad
- Hill
- Transition
- Storm Corridor

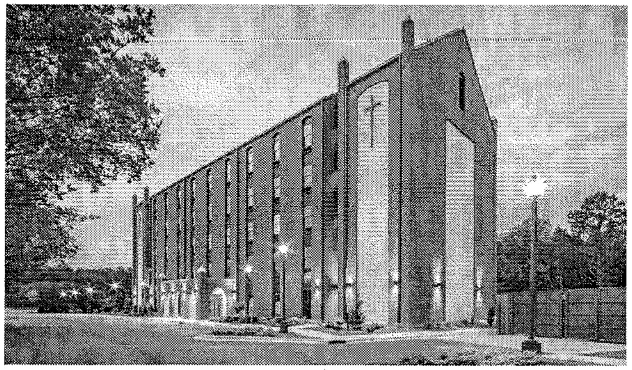
0' 100' 200' 400'

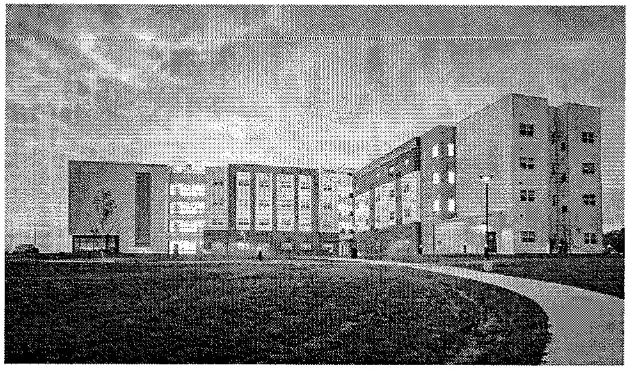
NORTH

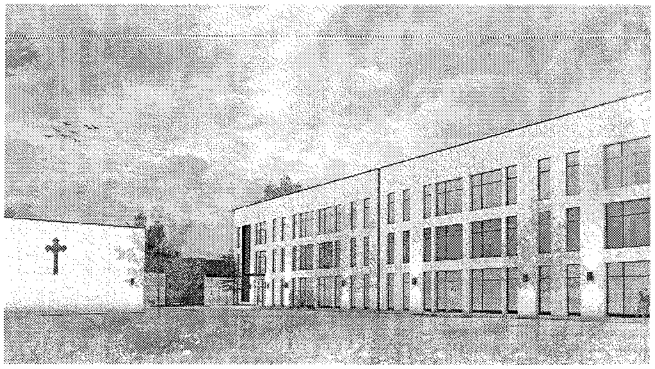

RESIDENCE LIFE

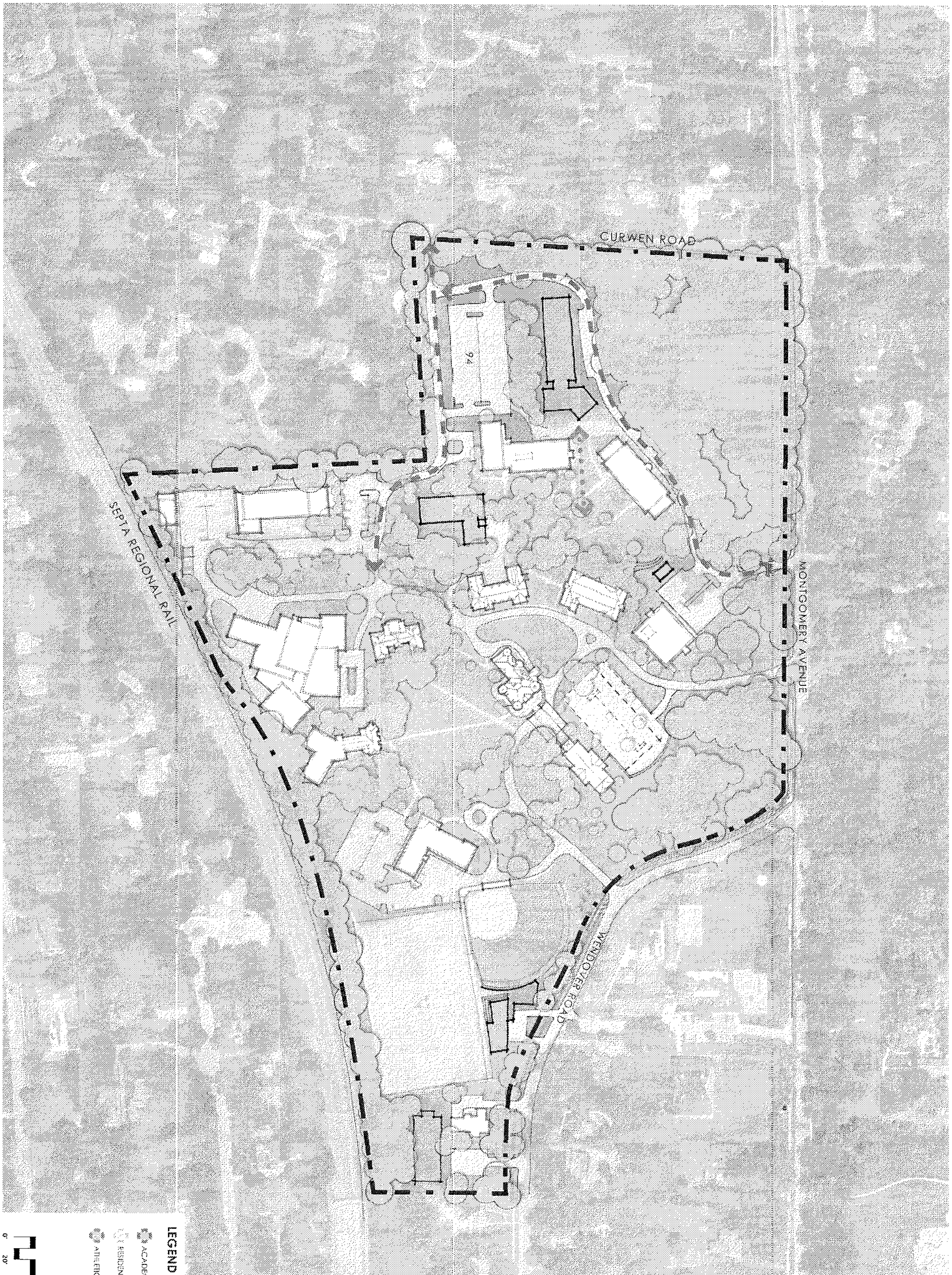

DORM ROOM


DORM ROOM

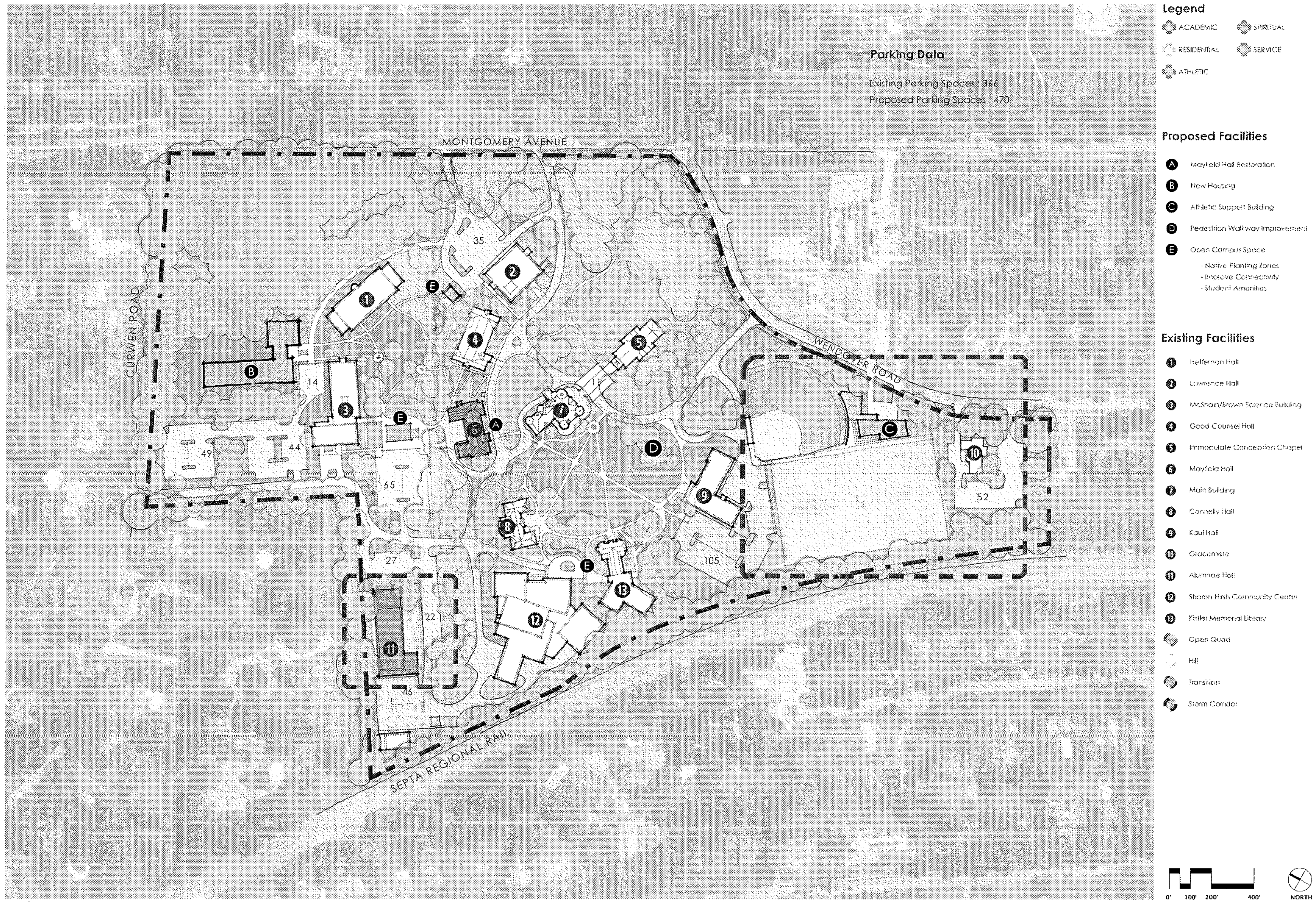

STUDENT HOUSING


STUDENT HOUSING


STUDENT HOUSING


CURWEN ROAD
MONTGOMERY AVENUE
WENDOVER ROAD
SEPTA REGIONAL RAIL
94
LEGEND
ACADEMIC
SPIRITUAL
RESIDENTIAL
SERVICE
ATHLETIC
0'
20'
40'
80'
NORTH

CAMPUS FRAMEWORK: SKETCH ALTERNATIVES


Parking Data
Existing Parking Spaces : 366
Proposed Parking Spaces : 470
MONTGOMERY AVENUE
CURWEN ROAD
WENDOVER ROAD
SEPTA REGIONAL RAIL
35
14
49
44
65
27
22
46
105
52
11
1
2
3
4
5
6
7
8
9
10
11
12
13
A
B
C
D
E
E
E
E
Legend
ACADEMIC
SPIRITUAL
RESIDENTIAL
SERVICE
ATHLETIC
Proposed Facilities
A Mayfield Hall Restoration
B New Housing
C Athletic Support Building
D Pedestrian Walkway Improvement
E Open Campus Space
- Native Planting Zones
- Improve Connectivity
- Student Amenities
Existing Facilities
1 Heffernan Hall
2 Lawrence Hall
3 McShain/Brown Science Building
4 Good Counsel Hall
5 Immaculate Conception Chapel
6 Mayfield Hall
7 Main Building
8 Connelly Hall
9 Kaul Hall
10 Gracemere
11 Alumnae Hall
12 Sharon Hirsh Community Center
13 Kistler Memorial Library
Open Quad
Hill
Transition
Storm Corridor
0' 100' 200' 400'
NORTH

CAMPUS FRAMEWORK: PRELIMINARY PLAN

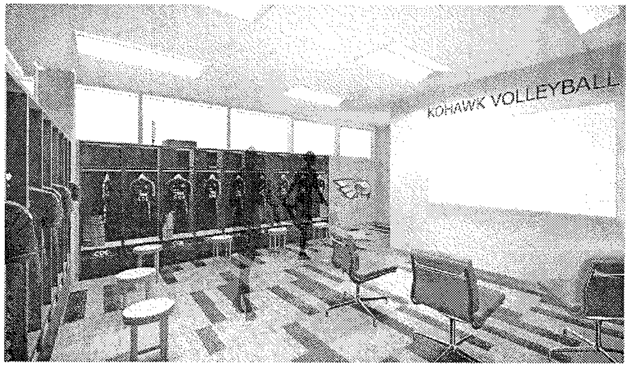
ROSEMONT COLLEGE
CAMPUS FRAMEWORK PLAN

EDGE

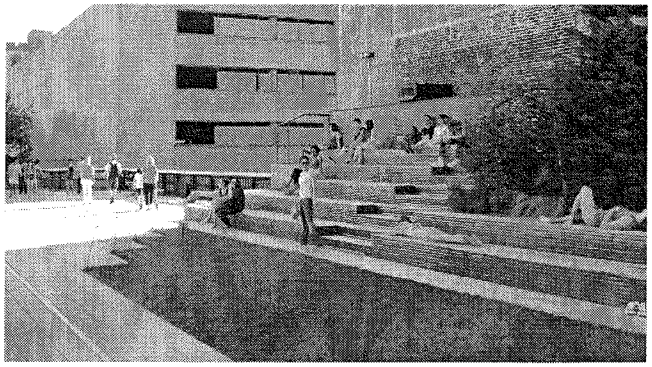
MKC | ARCHITECTS

December 10, 2021

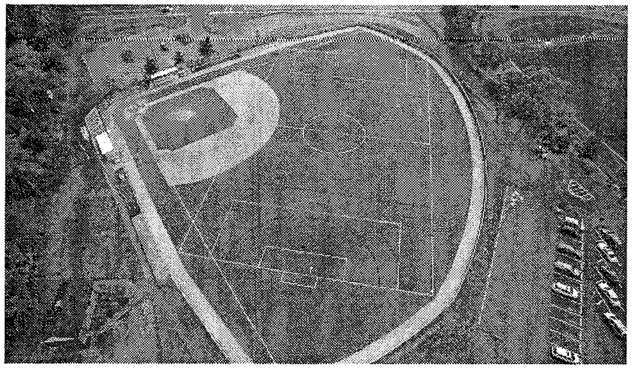
COMBINED SPORTS FIELD


KOHAWK VOLLEYBALL

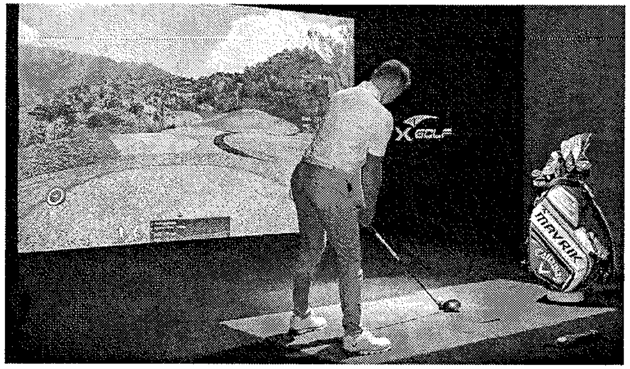
LOCKER ROOMS



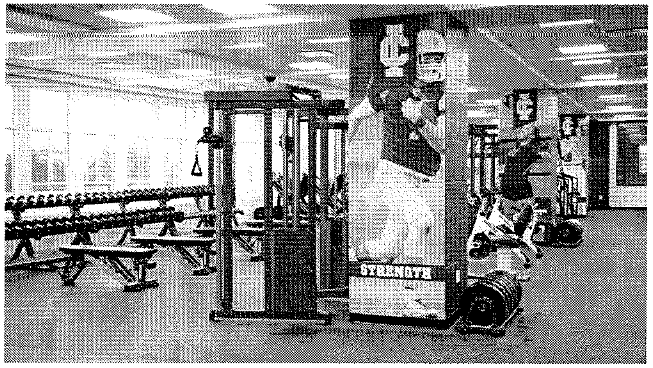
BUILDING-INTEGRATED SEATING



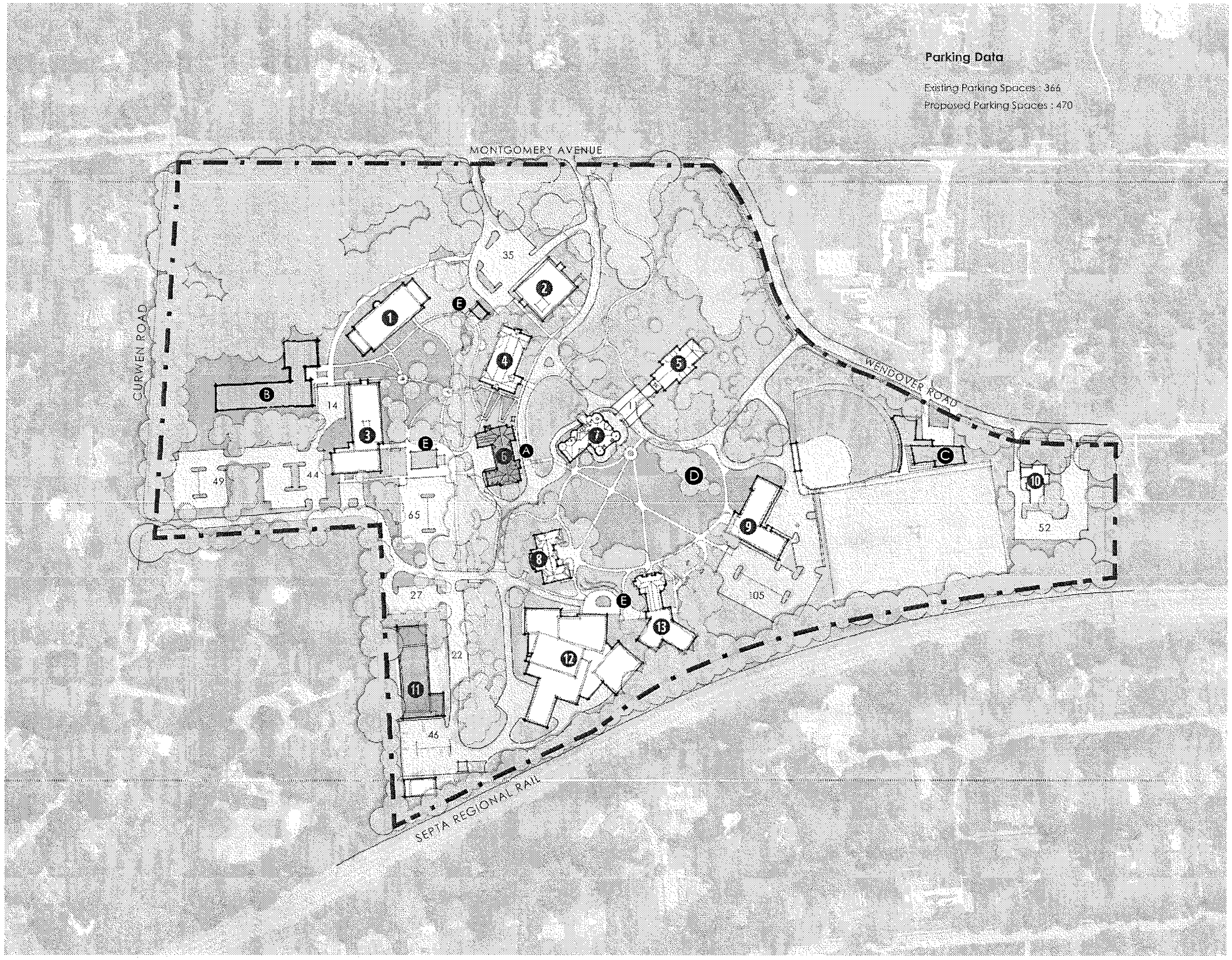
COMBINED SPORTS FIELD


X GOLF
MAVRIK

GOLF SIMULATOR



TRAINING FACILITIES


Parking Data
Existing Parking Spaces : 366
Proposed Parking Spaces : 470
MONTGOMERY AVENUE
CURWEN ROAD
WENDOVER ROAD
SEPTA REGIONAL RAIL
35
14
49
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C
D
E
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E
E
0' 100' 200' 400'
NORTH

Legend

- ACADEMIC
- SPIRITUAL
- RESIDENTIAL
- SERVICE
- ATHLETIC

Proposed Facilities

- Ⓐ Mayfield Hall Restoration
- Ⓑ New Housing
- Ⓒ Athletic Support Building
- Ⓓ Pedestrian Walkway Improvement
- Ⓔ Open Campus Space
  - Native Planting Zones
  - Improve Connectivity
  - Student Amenities

Existing Facilities

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- ⓭ Kistler Memorial Library
- Open Quad
- Hill
- Transition
- Storm Corridor

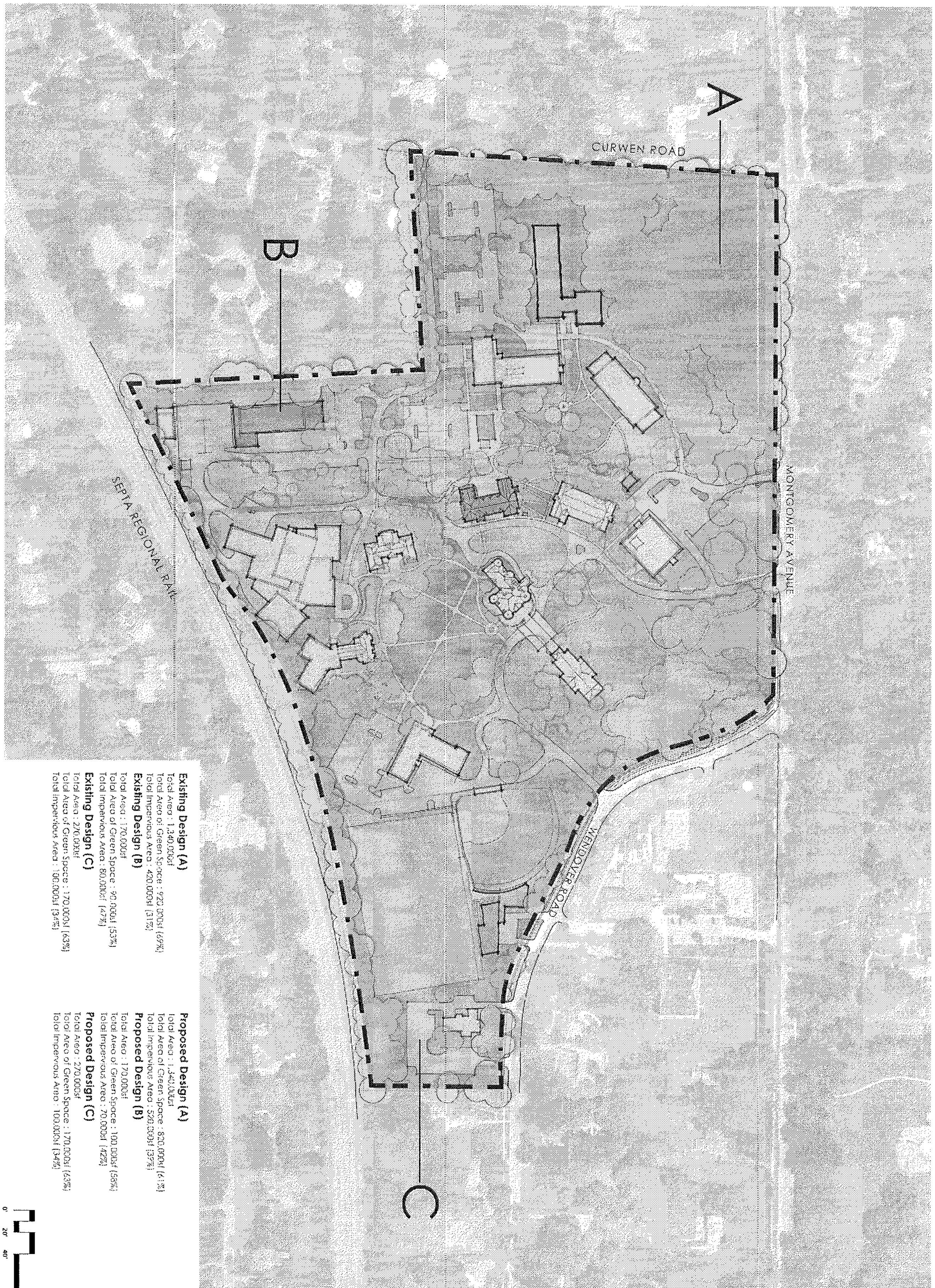
CAMPUS FRAMEWORK: PRELIMINARY PLAN

ROSEMONT COLLEGE
CAMPUS FRAMEWORK PLAN

EDGE

MKC | ARCHITECTS

December 10, 2021



Existing Design (A)
Total Area : 1,340,000sf
Total Area of Green Space : 920,000sf (69%)
Total Impervious Area : 420,000sf (31%)

Existing Design (B)
Total Area : 170,000sf
Total Area of Green Space : 90,000sf (53%)
Total Impervious Area : 80,000sf (47%)

Existing Design (C)
Total Area : 270,000sf
Total Area of Green Space : 170,000sf (63%)
Total Impervious Area : 100,000sf (34%)

Proposed Design (A)
Total Area : 1,340,000sf
Total Area of Green Space : 820,000sf (61%)
Total Impervious Area : 520,000sf (39%)

Proposed Design (B)
Total Area : 170,000sf
Total Area of Green Space : 100,000sf (58%)
Total Impervious Area : 70,000sf (42%)

Proposed Design (C)
Total Area : 270,000sf
Total Area of Green Space : 170,000sf (63%)
Total Impervious Area : 100,000sf (34%)

CAMPUS FRAMEWORK: SKETCH ALTERNATIVES

APPENDIX
DD

ROSEMONT COLLEGE

Student Support and Administrative Unit Assessment Report

Unit Name:

Contact Name:

Assessment Period: Fall 2022

INSTRUCTIONS: Save this form as a Word file with the name of the Student Support /Administrative Unit followed by UAR (for Unit Assessment Report) and the assessment period (i.e., Fall22, SP23, SU23, etc.) For example, if the report was Institutional Effectiveness's assessment report for Fall 2022, the file would be saved as InstitutionalEffectivnessUARFall22. Please complete Part A, all this information can be found on your IE Map. Then fill in Part B with the Results, Progress and Next Steps for each objective. In Part C, list all supporting documents and note what objective number it relates to and whether it is attached or being submitted separately. All supporting documents that are being submitted separately must be saved with the name of the Student Support /Administrative Unit followed by SD (for supporting document), the number that it appears in your list in Part C, and the period that the report covers (i.e., Fall22, SP23, SU23, etc.) For example, if the supporting document was a document that Institutional Effectiveness was submitting and they listed it as #5 in Part C of their Fall 2022 assessment report, the file would be saved as InstitutionalEffectivnessSD5Fall22. All documents must be uploaded to Canvas by their due date.

PART A: OBJECTIVE, TARGET, METRICS

	Objective	Target (Statement of Success)	Metrics
1.			
2.			
3.			

APPENDIX
DD1

ROSEMONT COLLEGE

Student Support and Administrative Unit Assessment Report

Unit Name: Library and Learning Commons

Contact Name: Brice Peterson

Assessment Period: Fall 2022

INSTRUCTIONS: Save this form as a Word file with the name of the Student Support /Administrative Unit followed by UAR (for Unit Assessment Report) and the assessment period (i.e., Fall22, SP23, SU23, etc.) For example, if the report was Institutional Effectiveness's assessment report for Fall 2022, the file would be saved as InstitutionalEffectivnessUARFall22. Please complete Part A, all this information can be found on your IE Map. Then fill in Part B with the Results, Progress and Next Steps for each objective. In Part C, list all supporting documents and note what objective number it relates to and whether it is attached or being submitted separately. All supporting documents that are being submitted separately must be saved with the name of the Student Support /Administrative Unit followed by SD (for supporting document), the number that it appears in your list in Part C, and the period that the report covers (i.e., Fall22, SP23, SU23, etc.) For example, if the supporting document was a document that Institutional Effectiveness was submitting and they listed it as #5 in Part C of their Fall 2022 assessment report, the file would be saved as InstitutionalEffectivnessSD5Fall22. All documents must be uploaded to Canvas by their due date.

PART A: OBJECTIVE, TARGET, METRICS

	Objective	Target (Statement of Success)	Metrics
1.	Provide safe, welcoming, and varied spaces where students can freely pursue academic research, independent work, and leisure according to their individual needs and aspirations.	Through ongoing feedback, students will attest that Library spaces fulfill their needs and make them feel welcome, comfortable, and valued. Use of Library spaces will increase in proportion to FTE.	Space surveys; occupancy data; naming opportunities
2.	Support academic excellence in the classroom and beyond through comprehensive information literacy instruction, close collaboration with teaching faculty, and robust access to information and technology resources necessary for academic achievement.	Students will demonstrate progressive growth in their understanding of key information literacy concepts and academic research skills from the FYCS through the Capstone experience.	Direct assessment of students following information literacy instruction sessions (in-person and via Canvas modules); reference statistics and interaction surveys
3.	Develop collections and services to support the intellectual growth of our students and the teaching and research capacity of our faculty.	Electronic and print collections will be routinely evaluated for use and research value according to established policies, and the library budget will strategically address gaps in collections and services through multi-year planning.	Collection usage statistics and relative cost per use; surveys of faculty and students to identify research needs; updated collection policies & plans

	decision to renovate rooms 201 and B01 as described above. We also have a running survey on Library hours for students to provide feedback on our hours of operation. We tracked occupancy in 21-22 but did not continue in Fall 22 due to a broken door counter and staff shortages. We developed a list of naming opportunities in the Library in collaboration with Institutional Advancement. This resulted in a $10,000 gift to name the director's office. Future gifts can be used to further renovate Library spaces based on students' demonstrated needs. Funding will be sought to revitalize the sunken garden on the south side of the building, and to support a permanent home for the Cultural Heritage Gallery (see Objective 4).			• Continue to redecorate & reinvigorate spaces, especially through new carpeting and paint, as funding allows. • Pursue the possibility of the Student Academic Success Center finding a permanent home in the Library.
2.	We began the academic year without a Student Success Librarian, which is the position directly responsible for our information literacy program and outreach. We conducted an extensive search for a new person in this role, involved faculty, staff, and student feedback in the hiring process, and ultimately found a suitable candidate for the role, Christy Brennan, who started in mid-December. She promptly developed a framework for a new Information Literacy program aligned with the new GE. Without a Student Success Librarian for most of the semester, our information literacy program was lacking. We conducted an orientation survey of incoming first year students to assess their familiarity with library services and technology needs. The number of respondents to this survey drastically declined from the year before. Far fewer students in general attended the orientation program offered in the Library. Caitlin Angelone, our Collection Management Librarian, visited FYCS courses to present on the College Archives and conduct scrapbooking workshops in lieu of	 X 	Not Met Approaching Met	• Without a Student Success Librarian, we failed to adequately track reference statistics and information literacy sessions as we had in the past. We have reinstated this tracking in the spring and should continue this practice to evaluate our community's research needs. • Use ACRL's Project Outcome to survey students after information literacy sessions and reference interactions to generate better outcome data. • Launch information literacy Canvas modules which provide instruction on key information literacy concepts and assess students' knowledge. • Continue to build the Student Success Librarian position and empower the person in this position to collaborate with other departments on innovative solutions to encourage student success. • Collaborate with the Academic Deans to align the information literacy program with general education and program requirements to ensure it is truly embedded in our curriculum. • Utilize data from the bookstore to better track OER and library resource implementation in courses.

	the fall semester. We continue to take a hard look at our print collections to ensure we are only retaining materials with prospective use and ongoing relevance to the College's portfolio. This has also involved cutting unused journal subscriptions, which ultimately freed up funds for us to transition to our new library system, WMS. This critical work has been overdue and continues to provide us flexibility in the use of library spaces and funds. Our circulation statistics and ILL transactions remain relatively steady, though we know that print circulation is on the decline in the academic library community at large. ILL usage has increased slightly now that ILL requests are integrated with our Discovery catalog. We simplified the remote access process by working with IT and our library system vendor to implement single sign on using Microsoft Azure. We had previously received many recurrent complaints from students regarding the cumbersome nature of the remote login process. Such complaints were difficult to substantiate & troubleshoot, but since switching to single sign on, we have not heard of any recurrent issues for students attempting to access library resources off-campus. Finally we revised the process of collecting and storing graduate theses and communicated these new guidelines to SGPS Program Directors. The success of this new process can be evaluated at the end of the academic year when new theses are submitted.		Met	other remaining special collections. Publish evaluation & weeding results. • Draft plan for ongoing maintenance and weeding in circulating collections to ensure collection evaluation work is happening annually. • Utilize new tools in WMS to better understand usage trends in both our print and electronic statistics and use these trends to predict collecting needs. • Evaluate thesis submission process after end of spring term. Develop recommendations for thesis & capstone collection to share with Academic Deans and Program Directors. • Advocate for restoration of acquisition funds in next year's budget to increase electronic resource offerings.
4.	Having lost our Head of Access Services and Student Success Librarian over the summer meant we were not able to offer as many engaging programs throughout the fall as we had hoped. Caitlin Angelone, Collection Management Librarian, stepped in by hosting a scrapbooking event as part of Archives Month Philly. This connected to Rosemont's Heritage Week and our Archives' collection of		Not Met	• Work with partners in Alumni Affairs, Cultural Heritage Gallery, and Friends of the Library to develop a comprehensive programming calendar so that events can be sufficiently planned, coordinated, and advertised. • Continue to reengage the Friends and incorporate their efforts into the Cultural Heritage Gallery. This may culminate in fundraising for a permanent home for the Gallery within the Library.
		X	Approaching	
			Met	

	scrapbooks by alumnae. Scrapbook pages were added to the Archives collections (see Objective 5). We made initial attempts to re-engage the Friends of the Library, a group which has been dormant since the onset of the COVID pandemic. Cathy Fennell, former Library Director and Chair of the Friends, resigned over the summer, leaving a gap in leadership. The Friends traditionally hosted exhibits and lectures in the Library. The gap in programming was largely filled by a new collaboration on a Cultural Heritage Gallery with Profs. Joanne Campbell and Brittney Nix-Crawford. This gallery, with events and exhibits in the Library information commons, highlights affinity groups and heritage months, providing important support for the College's diversity and inclusion initiatives. Profs. Campbell and Nix-Crawford successfully obtained a professional development grant to present their work with the Cultural Heritage Gallery at an international conference in Nairobi in Summer '23. Finally, the Alumni office continued to host events in the library, such as alumni socials and networking events.			• Empower new Student Success Librarian to collaborate with Student Engagement to ensure that relevant events are taking place in the Library and that students know the Library is an active place for student-driven programming. • Track attendance at events scheduled in Library and perform assessment of outcomes to better measure the impact of such programming.
5.	As with our other collections-oriented work, much of what has been done is focusing on updating the work of previous staff and better organizing our resources in line with the College's current programs and plans. To this end, our Collection Management Librarian has been revising the Archives' Records Groups (which form the basic organizing principle of the Archives) and reorganizing all the documents and records according to this new scheme. This has resulted in the weeding and shifting of a significant number of documents within the Archives, giving us an overall better sense of what we have, what we do not, and where everything belongs. Alongside this work, we have revised our archival access policies, rare book policies, rights and permissions		**Not Met**	• Develop records management policies for faculty and staff to ensure appropriate materials are deposited in the Archives on a regular basis. • Communicate the changes to records groups and series so that students, faculty, and staff understand the current structure of the Archives and what is available. • Develop further routine programming related to archival collections to better connect the current student experience to the work of the Archives. • Develop measures for evaluating and assessing the Archives' impact on the student learning experience and the College's institutional effectiveness
		X	**Approaching**	
			Met	

9.	1	B16 – Finance & Media Lab Proposal	Separate
10.	1	B16 – Finance & Media Lab Draft Budget	Separate
11.	2	Library Orientation Survey ’21 Results	Separate
12.	2	Library Orientation Survey ’22 Results	Separate
13.	2	Student Success Librarian Candidate Evaluations	Separate
14.	2	Research Guides Statistics	Separate
15.	2	Library Access Policies	Separate
16.	2	Information Literacy Framework – Skill Progression	Separate
17.	2	Information Literacy Framework – Skills	Separate
18.	2	Information Literacy Framework – Canvas Modules	Separate
19.	2	Faculty Textbook Survey (Overview)	Separate
20.	2	Faculty Textbook Survey (Excel)	Separate
21.	2	New Course Proposal Application Form	Separate
22.	2	Library Course Text Directory (URL)	Separate
23.	3	Circulating Collection Deselection Program	Separate
24.	3	Reference Collection Deselection Program	Separate
25.	3	Children’s Collection Deselection Plan	Separate
26.	3	Children’s Collection Weeding Inventory	Separate
27.	3	Psychology/Counseling Journals Evaluation	Separate
28.	3	WorldCat Discovery Search Statistics	Separate
29.	3	Monthly Print Circulation Statistics	Separate
30.	3	ILL Borrower Statistics	Separate
31.	3	ILL Lender Statistics	Separate
32.	3	Request for Purchase Form Results (Ongoing)	Separate
33.	3	EZProxy Azure Implementation Thread	Separate
34	3	Thesis/Capstone Digital Repository Agreement Form	Separate
35.	4	Archives Month Scrapbook Event Pages	Separate
36.	4	Cultural Heritage Gallery Event Photos	Separate
37.	4	Cultural Heritage Gallery Professional Development Grant & Project Proposal	Separate

APPENDIX
DD2

ROSEMONT
COLLEGE

AFTER ACTION REPORT TEMPLATE

DATE:
TO:
FROM:
SUBJECT:

PURPOSE: To provide brief review of (subject) to ( )

BACKGROUND: Explanation of event/project/program

- **Objectives:** What is being achieved by the event/project/program (goal)?
- **Metrics:** How will you determine the success of event/project/program?

SUMMARY of EVENT and FINDINGS:

AREAS OF IMPROVEMENT/RECOMMENDATIONS: please provide documentation that allowed you to determine the recommendations/improvements.

APPENDIX
DD3

ROSEMONT COLLEGE

ASSESSMENT REPORT TEMPLATE

TITLE PAGE

I. Indicate Department and/or Program
II. Report Date
III. Report Author
IV. Report Recipient
V. Timeframe of reporting

BODY OF REPORT

I. Indicate Goals and Objectives
    a. Include methods of assessment used
    b. Describe when and how you assessed your goals/objectives
II. Summary of findings due to assessment
    a. Summary of each goal; include individual programs/items assessed
III. Recommendations
    a. Propose changes/improvements that will be included in the next academic year due to the results/conclusions of your assessment
IV. Budgetary Implications
    a. Summarize any budgetary needs based on results from assessment and recommendations
V. Updates
    a. Please indicate any changes you will be making to your assessment plan, goals or objectives for the next academic year that will affect the College Assessment Plan

SUPPORTING DOCUMENTATION/APPENDIX (As applicable)

I. Attach After Action reports
II. Data Collection/analysis
III. Surveys
IV. Additional documentation

APPENDIX
DD4

ROSEMONT COLLEGE

Student Support and Administrative Unit Assessment Report

Unit Name:

Contact Name:

Assessment Period:

INSTRUCTIONS:

To save this form as a Word file, follow these steps:

1. Save the form with the name of the Student Support/Administrative Unit, followed by "UAR" (which stands for Unit Assessment Report), and the assessment period (e.g., 23FA for the Fall semester of 2023). For example, if the report pertains to Institutional Effectiveness's assessment report for the Fall 2023 semester, save the file as "InstitutionalEffectivenessUAR23FA".

To complete the form, please follow these steps:

1. Enter the Unit Name and Contact Name in the designated box at the top of the form.
2. Copy and paste your Unit Objectives from your IE Map into the spaces provided in Part A.
3. Fill in Part B by answering the six listed questions for each of your Objectives.

Important Note: Ensure that all required documents are uploaded to Canvas by the due date.

PART A -UNIT OBJECTIVES

1.	
2.	
3.	
4.	
5.	

OBJECTIVE 2	
1. Please provide an explanation of objective 2 in your own words?	
2. What specific actions were taken to work towards achieving objective 2?	
3. How successful have these actions been in meeting objective 2?	
4. What information (data) did you use to answer question 3 and what exactly did the information tell you?	
5. Will any changes be made based on the information (data)? If so, what changes will be made and what impact do you anticipate they will have? If not, why not?	
6. Were there any challenges or unexpected outcomes during the year, and what did you learn from them? How can this learning be used to inform future planning and decision-making?	

OBJECTIVE 4	
1. Please provide an explanation of objective 4 in your own words?	
2. What specific actions were taken to work towards achieving objective 4?	
3. How successful have these actions been in meeting objective 4?	
4. What information (data) did you use to answer question 3 and what exactly did the information tell you?	
5. Will any changes be made based on the information (data)? If so, what changes will be made and what impact do you anticipate they will have? If not, why not?	
6. Were there any challenges or unexpected outcomes during the year, and what did you learn from them? How can this learning be used to inform future planning and decision-making?	

APPENDIX
DD5

Enrollment, Marketing, and Communications Division Mission and Goals

The mission of the Enrollment, Marketing and Communications division is to increase the profile and strengthen the reputation of the College to support its financial viability and to further its mission & values.

The 2022-23 goals of the Enrollment, Marketing, and Communications division are to:

1. Increase student enrollment
2. Support Advancement/Fundraising efforts
3. Support other revenue-generation efforts
4. Further the mission & values of Rosemont College

President's Division Mission and Goals

The President's Division and entire executive team provide leadership for the campus, supporting students, faculty, staff, and alumni in campus-wide efforts aligned with the college mission, with the primary goal of ensuring student success.

The 2022-23 goals of the President's division are to:

1. Working collaboratively across campus on initiatives to support students in all programs and levels and fostering a culture of student success.
2. Leading the development and implementation of the College's strategic plan and related policies in support of the College's mission.
3. Building a culture of trust and an inclusive and welcoming environment that celebrates diversity, promotes justice with compassion and fosters positive moral among all.
4. Fundraising in cooperation with the Office of Institutional Advancement to seek financial support from alumni, corporate donors, and other friends of the College.
5. Building relationships with alumni and strengthening the structures and organizations that support alumni activities.
6. Fostering existing partnerships and forging new ones within and outside higher education to bring additional resources from many spheres of influence to Rosemont and to build Rosemont's reputation.
7. Regularly reporting to the BOT on current college projects and initiatives to assess alignment with the board's goals and objectives.
8. Serve as the primary spokesman and ambassador for the college. Promoting the college's mission, values and strategic priorities both on campus and in the community at large.
9. Assess the progress of direct reports to maintain accountability and assure success of the strategic priorities.
10. Work with the board of trustees to constantly improve governance and to ensure best practices.

Institutional Advancement Division Mission and Goals

The mission of Institutional Advancement is to shape the future of Rosemont College by identifying, cultivating, soliciting and stewarding meaningful donor and alumni relationships; and securing financial and in-kind resources to support the students and programs of Rosemont.

The 2022-23 goals of the Institutional Advancement division are to:

1. Raise $1.96 million in FY 23
2. Establish best practices for fundraising success
3. Reconnect with alumni and donor base
4. Discover and engage new prospects, including corporations and foundations
5. Build and maximize talents of Donor-centric Advancement team

APPENDIX
E

ROSEMONT COLLEGE

INFORMATION TECHNOLOGY

STRATEGIC PLAN

2023 - 2026

The objectives outlined in this IT strategic plan align with the College's goals and mission but are pliable enough to accommodate new business priorities and technologies that have the potential for driving business growth. The key areas that this plan will focus on are:

- **Cyberinfrastructure** This is infrastructure based upon distributed computer, information and communication technology, including the necessary enabling hardware, software, communications platforms, and personnel. Rosemont has invested in vendor-partners Netrix and Jenzabar to provide primarily cloud-based resources and management tools.

- **Digital Learning** This is basically any form of learning that uses technology either in part or entirely. Digital learning involves an integration of digital technology into the structure of the curriculum. To understand exactly how digital learning can transform education, it's necessary to be open to the idea that the traditional classroom can evolve, as Rosemont has demonstrated, especially over the last two years.

- **Digital Transformation of College Business** By this we mean the process of using digital technologies to create new — or modify existing — business processes, culture, and customer experiences to meet changing business and market requirements. This reimagining of business in the digital age is digital transformation. Digital transformation begins and ends with how we think about, and engage with, our faculty, staff, students, alums, and visitors. As we move from paper to spreadsheets to smart applications for managing our business processes, we have the chance to reimagine how we do business — how we engage our customers — with digital technology as a valuable tool.

- **Governance and Stewardship of Data** This is a step-by-step process that involves finding, organizing, managing, securing, and presenting data in a way that ensures it is verified, consistent, and easily accessec by authenticated users. Data governance refers to the College's overall data initiative, while data stewardship is a subsection of this initiative. Data stewards are those responsible for enforcing the policies that ensure data governance objectives are achieved. Data governance is multi-layered and includes specific focus areas such as the data quality improvement lifecycle and data access management. For each focus area, data ownership and data stewardship are required.

- **Systems Technical Support and Training** is based on the realization that faculty and staff require adequate tech support in the areas of computing resources, multifunction devices, telecom, data entry, validation and manipulation, and classroom AV technologies. There is also a need for training in the use of these resources both when staff are onboarded and for ongoing development in their processes.

b. Provide IT support for the university's brand and marketability
c. Support data driven decision making through analytics
d. Encourage IT professional development, innovation, and research

Governance and Stewardship

Provide responsible management of Information Technology resources and protection of College data.

a. Management and protection of physical and digital IT assets in collaboration with Vendor Partners
b. Oversee secure sensitive data (backups, encryption, antivirus, VPNs, etc.) in collaboration with Vendor Partners
c. Leverage technology to support accessibility and inclusion
d. Partner with campus offices on data-related regulatory compliance: FERPA, HIPAA, GLBA, GDPR, PCI, SARA, and more. Deploy technology approaches to controlled access to restricted data (includes Identity and Access Management) including P.I.I. (personally identifiable information)
e. Lead Disaster Recovery and Business Continuity plans and exercises in collaboration with Vendor Partners
f. Create and maintain Governance, Policy, and Advisory structures for I.T.

Support and Training

Provide thorough, high-quality, technical support and training opportunities to benefit all members of the College community.

a. Initiative-taking communications - Develop comprehensive communication plans to keep the College community informed support and training initiatives (Security Alerts, Change Management, Events, Organizational changes, Strategic plans)
b. Provide Help Desk services - Demonstrate responsiveness to understanding user needs and delivering streamlined support (including user experience testing, workflow redesign & self-service, in-depth Service Catalogs, and knowledge base)
c. Provide Technology Training as required by users
d. Provide Technical Audio/Visual Support for Campus Events
e. Provide structured support through Project and Relationship Management in collaboration with Vendor Partners

APPENDIX
EE

Institutional Assessment Committee (IAC)

Mika Nash, Co-Chair
James Yarrish, Co-Chair
Maureen Malone
Brice Peterson
Lasheree Snyder

The Institutional Assessment Committee is charged with overseeing and supporting a systematic and comprehensive assessment of Rosemont College's academic, academic support, and administrative units in fulfilling its mission and ensuring student success.

APPENDIX
F

GE Narrative

In the spring of spring of 2018, several faculty from the Undergraduate college attended the AAC&U Conference on General Education and Assessment, "Foundations for Democracy" from 15-17 February 2018. As a group and individually, we attended numerous plenary sessions, workshops, and poster sessions while engaging in several discussions and conversations. Instead of recounting all the material and ideas, we have grouped various ideas and reflections into four broad categories: 1) Broad themes; 2) Practices and steps; 3) Questions raised; and 4) Possibilities and Potentials.

In May 2018, based on feedback from divisional meetings and faculty discussions, Faculty Council formed a subcommittee with faculty volunteers from the four divisions: Katie Baker, Assistant Professor of Writing, Director of First Year Connections Seminar Program, Visual Arts and Letters; Jennifer Jackson, Assistant Professor of Theology and Religious Studies, Humanities; Maggie Hobson-Baker, Associate Professor of Studio Art, Visual Arts and Letters; Adam Lusk, Assistant Professor of Political Science and Environmental Studies, Social Science; Tatiana Ripoll-Paez, Assistant Professor of Modern Languages, Humanities; Xiuni Wu, Assistant Professor of Chemistry, Natural Sciences. They spent summer 2018 researching other GE revisions at other institutions

In the Fall of 2018, the GE Review Subcommittee held conversations with faculty, staff, and administration. Student surveys were distributed and data analyzed. In February 2019 at the Executive Session of a faculty meeting, faculty meeting to discuss the results of the conversations and subcommittees. Faculty focused on the key themes and connections for potentially revising the GE program. The GE Review Committee collected feedback forms and took notes from small group and large group discussions.

In June 2019, the GE Review Subcommittee wrote a report that summarized their findings. Key issues and concerns: 1) How to encourage self-motivated lifelong learning; 2) Developing well-rounded individuals; 3) Connections between the GE program, the community, and future lives (include service opportunities, financial literacy, etc.); 4) Focus on values in addition to skills that responded to instrumentalism and consumerism; 5) Highlight connections with majors/minors; 6) Have students understand the purpose and value of General Education, based on a narrative unique to Rosemont; 7) Desire to make GE more integrated, cohesive, and interesting; 8) Merging of global awareness with multiculturalism and gender and the removal of Sustainability. In September 2019, the GE Review Subcommittee shared the report with the faculty and received feedback. The Faculty recommended that the GE Review Subcommittee design and bring forth examples of potential revisions.

From September 2019 through January 2020 , the GE Review Subcommittee developed multiple proposals and then met with Administration to review. In February 2020, the GE Review Subcommittee took the ideas and recommendations to form three different prototypes for revising the General Education curriculum and presented the prototypes at the February 2020 Faculty meeting. Work on the GE was paused during the Covid pandemic and resumed in fall of 2022, after Faculty Council met with the Provost and administration, expressing the need to begin work again and concerns with the current GE curriculum. From this was drafted the "Wants of the Age" Core Curriculum

The "Wants of the Age" Core Curriculum is a student's introduction to the mission of Rosemont College. It exposes a student to the fundamental ideas and intellectual activities in the spirit of Cornelia Connelly.

"A lifelong community of learners"
FYCS 100 The First Year Connection Seminar (3 cr.)
Capstone within major

"Fostering joy in the pursuit of knowledge"
WRT 110 First Year Composition - Writing (3 cr.)
WRT 170 Advanced Composition and Oral Communication (3 cr.)

"We seek to develop...open and critical minds"
Problem Solving and Critical Thinking (3 cr.)
Natural Sciences (3 cr.)

"The ability to make reasoned moral decisions"
Ethics in Action (3 cr.)

"A sense of responsibility to serve others in a global society"
Global Awareness (3 cr.)

"Rooted in Catholicism" (THE courses)
Catholic Theology (3 cr.)

"Rosemont welcomes all faiths" (REL courses)
Religious Studies (3 cr.)

"Trust in and reverence for the dignity of the Human Person"
Humanities (3 cr.)
Social Sciences (3 cr.)

"Diversity with a commitment to building an intercultural community"
Multicultural/Gender (3 cr.)

"Promoting Justice with compassion" and "Care for the Earth as our common home"
Sustainability (3 cr.)

March 2023
Goal: Meet with GE coordinators and close the loop on UC GE assessment for 21-22 AY.

Objectives: 1) Analyze GE assessment materials from 21-22; 2) Discuss previously planned improvements and how they have impacted educational effectiveness; 3) Decide on recommendations about GE revisions to forward to general faculty meeting in March

1. Review and analyze your assessment materials from the last two years, if possible
a) What are the assessment results telling you about student achievements?
b) What are examples of planned improvements that were implemented?
- Do you have an example of changes made in 2020-21 that produced effects in 21-22?
- How have previously implemented changes improved the GE area?
c) How can we improve the assessment process?
- What is not being documented that we should start doing?
- Where are gaps in implementation? What is working and not working?
- Any changes to templates, timeline, policies, professional development, etc.?

2. Provide recommendations and requests – what would you do next?
a) Course
b) GE area
c) Institutional level

Writing and Oral Comm	Katie Baker
Multiculturalism/Gender	Adam Lusk/Tim Jackson
Problem Solving/Critical Thinking	Dennis Perkinson
Foreign Language	Tatiana Ripoll-Paez
Creative Expression	Michael Willse
Ethics in Action	Alan Preti
Theology and Religious Studies	Frank Klose
Information Literacy	Adam Lusk
Global Culture - Awareness	Adam Lusk

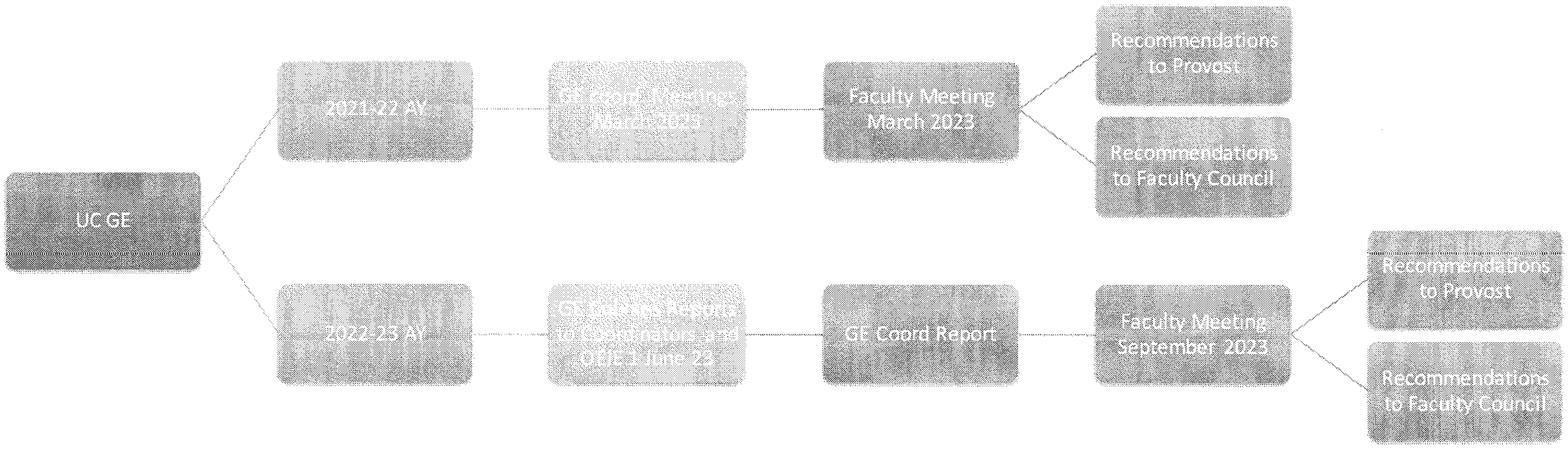
APPENDIX
FF

RUBRIC FOR EVALUATING UNIT ASSESSMENT REPORTS

1. **Unit Information (5%)**
   - The heading of the report includes the unit name and contact person - 5 points
2. **Part A: Objectives, Targets, and Metrics (15%)**
   - Objectives and Targets correlate with the information on the unit's IE Map - 5 points
   - Metrics for each objective are provided and reflect the information that can be measured to show progress or impact - 5 points
   - A rationale for the selected metrics is provided, especially if different from the IE Map - 5 points
3. **Part B: Results, Progress, and Next Steps (70%)**
   - Each objective has a clear, well-summarized result which includes numbers and percentages wherever possible - 20 points
   - The results show whether the target was met - 10 points
   - The progress for each objective is accurately reported as 'Not Met', 'Approaching', or 'Met' - 5 points
   - Next steps or actions are based on the results and provide a clear plan for continuous improvement - 20 points
   - Rationale for decision making (especially if no changes are proposed) is clearly stated - 15 points
4. **Part C: Supporting Documents (10%)**
   - All supporting documents are listed with clear correlation to objectives - 5 points
   - Each listed supporting document includes information on whether it's attached or submitted separately - 5 points

The total maximum score is 100 points. A passing score is 70 points, but scores of 85 points and above indicate high quality and exceptional clarity in the report.

APPENDIX
G


UC GE
2021-22 AY
GE Coord. Meetings March 2023
Faculty Meeting March 2023
Recommendations to Provost
Recommendations to Faculty Council
2022-23 AY
GE Liaisons Reports to Coordinators and OEIE 1 June 23
GE Coord Report
Faculty Meeting September 2023
Recommendations to Provost
Recommendations to Faculty Council

APPENDIX
GG

DATA SURVEY

Introduction:

This survey aims to gather information about the collection, utilization, storage, accessibility, and authorized personnel of data within various units. Data refers to factual information and numbers used for analysis and decision-making. Examples of data include enrollment by program, GPA, vendors, number of students seen, events, participants, and more.

The purpose of this survey is to assist the Institutional Assessment Committee (IAC) in gaining a comprehensive understanding of the data landscape within the institution. This understanding will enable them to identify potential areas for improvement and establish a more cohesive and efficient data management framework.

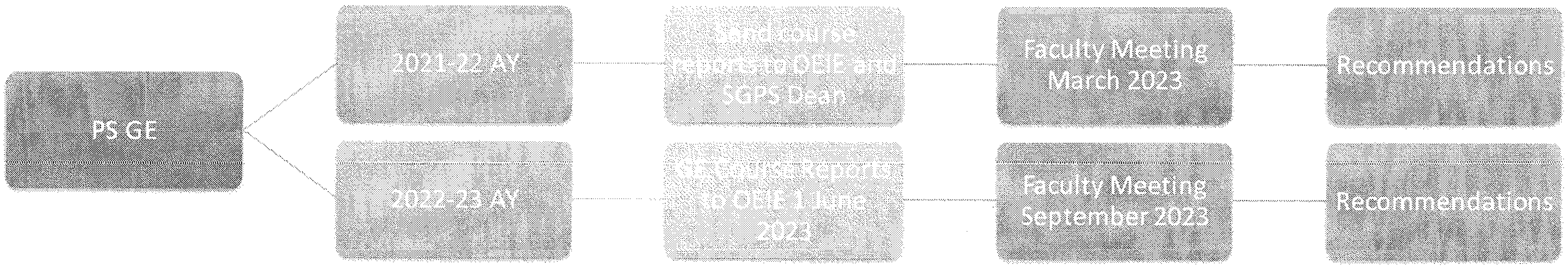
Survey Questions (Fill in the blank):

<table>
<tr><td colspan="2">1. Your Name:</td></tr>
<tr><td colspan="2">2. Department/Office Name</td></tr>
<tr><td colspan="2">3. Do you collect data? (e.g., number of walk-ins, event type, participation numbers, cost, etc.) (Y/N)</td></tr>
<tr><td>Yes</td><td>No</td></tr>
<tr><td>4. What types of data do you regularly collect? Please list all that apply. (e.g., number of walk-ins, event type, participation numbers, cost, etc.)
5. Please list the systems and software where the collected data is stored. (e.g., Salesforce, OneDrive, Excel)
6. Besides yourself, who else has authorized access to this data?
7. What data do you utilize to perform your job?
8. How do you obtain the data you use?
9. What additional data would be helpful for you to perform your job effectively?</td><td>7. What data do you utilize to perform your job?
8. How do you obtain the data you use?
9. What additional data would be helpful for you to perform your job effectively?</td></tr>
</table>

Closing:

Thank you for participating in this survey. Your responses will contribute to improving data management practices and enhancing overall institutional assessment efforts.

APPENDIX
H



PS GE

2021-22 AY

Send course reports to OEIE and SGPS Dean

Faculty Meeting March 2023

Recommendations

2022-23 AY

GE Course Reports to OEIE 1 June 2023

Faculty Meeting September 2023

Recommendations

APPENDIX
H1

ROSEMONT COLLEGE

Academic Assessment & Program Review Cycle

Each academic program will utilize annual program assessment data to perform an Annual Academic Assessment on their programs, and an Academic Program Review at least once every five years to determine the evaluates the status, effectiveness, and progress of their parent programs to identify the future direction, needs, and priorities of their programs. These reports will be submitted to the Academic Dean of SGPS and the Academic Standards and Curriculum Committee (ASCC). After review by ASCC, the Academic Dean of SGPS will forward to the Office of the Provost.

The table below outlines when each program's review cycle, with the report being due at the end of the Fall Semester. This chart will be updated as needed to align with program reporting requirements with outside regulatory bodies (PDE & CACREP).

Year 1: 2023	Year 2: 2024	Year 3: 2025	Year 4: 2026	Year 5: 2027
Graduate Education MA- Education MA- Lit w/ Pk-12 Reading Specialist Certification MA- Educational Leadership w/ PK-12 Principal Certification MA- Education w/ PK-4 Certification ESL PK-12 Certification	**Graduate Counseling** MA in Counseling- Clinical Mental Health Counseling MA in Counseling- School Counseling **Graduate CW** Novel Writing Cert. MFA Program	**Graduate HESAA** M.Ed. HESAA **Graduate Publishing** MA in Publishing	**Graduate Education** MA- Education MA- Lit w/ Pk-12 Reading Specialist Certification MA- Educational Leadership w/ PK-12 Principal Certification MA- Education w/ PK-4 Certification ESL PK-12 Certification	**Graduate Counseling** MA in Counseling- Clinical Mental Health Counseling MA in Counseling- School Counseling **Graduate CW** Novel Writing Cert. MFA Program
AGS: MBA MBA Entrepreneurship Cert. HR Management Cert.	**AGS: MSL/HCA** MS Strategic Leadership Strategic Ldrp Grad Cert. MHCA HCA Grad. Cert	**AGS: HLS/GCS** MA HLS-EM HLS-EM Cert MS GCS ISE Cert Security Operations Cert. Software Security Cert	**AGS: MBA** MBA Entrepreneurship Cert. HR Management Cert.	**AGS: MSL/HCA** MS Strategic Leadership Strategic Ldrp Grad Cert. MHCA HCA Grad. Cert
PS: CJ/AP AS Criminal Justice BS Criminal Justice BA Applied Psych.	**PS: Business/WS** AS Business Admin. BS Business Admin. BA Writing Studies	**PS: GenEd/ IS/GCS** General Education BS Global Cyber Sec. BA/BS Integ. Studies	**PS: CJ/AP** AS Criminal Justice BS Criminal Justice BA Applied Psych.	**PS: Business/WS** AS Business Admin. BS Business Admin. BA Writing Studies

Year 6: 2028	Year 7: 2029	Year 8: 2030	Year 9: 2031	Year 10: 2032
Graduate HESAA M.Ed. HESAA **Graduate Publishing** MA in Publishing	**Graduate Education** MA- Education MA- Lit w/ Pk-12 Reading Specialist Certification MA- Educational Leadership w/ PK-12 Principal Certification MA- Education w/ PK-4 Certification ESL PK-12 Certification	**Graduate Counseling** MA in Counseling- Clinical Mental Health Counseling MA in Counseling- School Counseling **Graduate CW** Novel Writing Cert. MFA Program	**Graduate HESAA** M.Ed. HESAA **Graduate Publishing** MA in Publishing	**Graduate Education** MA- Education MA- Lit w/ Pk-12 Reading Specialist Certification MA- Educational Leadership w/ PK-12 Principal Certification MA- Education w/ PK-4 Certification ESL PK-12 Certification
AGS: HLS/GCS MA HLS-EM HLS-EM Cert MS GCS ISE Cert Security Operations Cert. Software Security Cert	**AGS: MBA** MBA Entrepreneurship Cert. HR Management Cert.	**AGS: MSL/HCA** MS Strategic Leadership Strategic Ldrp Grad Cert. MHCA HCA Grad. Cert	**AGS: HLS/GCS** MA HLS-EM HLS-EM Cert MS GCS ISE Cert Security Operations Cert. Software Security Cert	**AGS: MBA** MBA Entrepreneurship Cert. HR Management Cert.
PS: GenEd/ IS/GCS General Education BS Global Cyber Sec. BA/BS Integ. Studies	**PS: CJ/AP** AS Criminal Justice BS Criminal Justice BA Applied Psych.	**PS: Business/WS** AS Business Admin. BS Business Admin. BA Writing Studies	**PS: GenEd/ IS/GCS** General Education BS Global Cyber Sec. BA/BS Integ. Studies	**PS: CJ/AP** AS Criminal Justice BS Criminal Justice BA Applied Psych.

Rev. 2/9/2023

APPENDIX
HH

Rosemont College
Board Self-Evaluation
Questionnaire

B. How Well Has the Board Conducted Itself?

Circle the response that ***best*** *reflects your opinion. The rating scale for each statement is: Strongly Disagree (1); Disagree (2); Maybe or Not Sure (3); Agree (4); Strongly Agree (5).*

1.	Board members are aware of what is expected of them.	1	2	3	4	5
2.	The agenda of board meetings is well planned so that we are able to get through all necessary board business.	1	2	3	4	5
3.	It seems like most board members come to meetings prepared.	1	2	3	4	5
4.	We receive written reports to the board in advance of our meetings.	1	2	3	4	5
5.	All board members participate in important board discussions.	1	2	3	4	5
6.	We do a good job encouraging and dealing with different points of view.	1	2	3	4	5
7.	We all support the decisions we make.	1	2	3	4	5
8.	The board has taken responsibility for recruiting new board members.	1	2	3	4	5
9.	The board has planned and led the orientation process for new board members.	1	2	3	4	5
10.	The board has a plan for director education and further board development.	1	2	3	4	5
11.	Our board meetings are always interesting.	1	2	3	4	5
12.	Our board meetings are frequently fun.	1	2	3	4	5

My overall rating:

☐ Excellent (50+) ☐ Very Good (40-49) ☐ Good (30-49)
☐ Satisfactory (20-29) ☐ Poor (10-19)

D. Performance of Individual Board Members (*Not to be shared*)

*Circle the response that **best** reflects your opinion. The rating scale for each statement is: Strongly Disagree (1); Disagree (2); Maybe or Not Sure (3); Agree (4); Strongly Agree (5).*

1. I am aware of what is expected of me as a board member.	1	2	3	4	5
2. I have a good record of meeting attendance.	1	2	3	4	5
3. I read the minutes, reports, and other materials in advance of our board meetings.	1	2	3	4	5
4. I am familiar with what is in the College's by-laws and governing policies	1	2	3	4	5
5. I frequently encourage other board members to express their opinions at board	1	2	3	4	5
6. I am encouraged by other board members to express my opinions at board meetings.	1	2	3	4	5
7. I am a good listener at board meetings.	1	2	3	4	5
8. I follow through on things I have said I would do.	1	2	3	4	5
9. I maintain the confidentiality of all board decisions.	1	2	3	4	5
10. When I have a different opinion than the majority, I raise it.	1	2	3	4	5
11. I support board decisions once they are made even if I do not agree with them.	1	2	3	4	5
12. I promote the work of our college in the community whenever I had a chance to do so.	1	2	3	4	5
13. I stay informed about issues relevant to our mission and bring information to the attention of the board.	1	2	3	4	5

My overall rating:

☐ Excellent (55+) ☐ Very Good (45-54) ☐ Good (32-44)
☐ Satisfactory (20-31) ☐ Poor (13-19)

APPENDIX

I

Rosemont College Faculty Retreat Feb. 10, 2023

Teaching and Learning Discussion Topics

The following topics represent all responses provided to the Dec. 2022 Faculty Retreat Survey:

Please share professional development topics that you would like discussed:

- As a new adjunct here, I would be receptive to just listening to others to see how they do things in and out of the classroom to engage students.
- Current problems with higher education.
- Students' readiness for-after graduation and the workplace.
- Welcoming open discussions/conversations in a classroom, encouraging diversity of opinions.
- Anti-racism pedagogy training for all faculty.
- Instructor Course Evaluations lack assessment of classroom/ course DEI practices.
- Student attendance rates dropping and attendance policies.
- Increased amount of advising and coaching students need to simply pass classes.
- Writing expectations for all classes.
- How to effectively share information about students who are struggling.
- Life / Work balance.
- Writing groups (where talking is ever so minimal; the focus is to write) -- for faculty, and for students if they so wish to join.
- Assessment (led by an outside professional as we are not experts),
- Accommodations, modifications for ADA students (led by an outside professional as we are not experts).
- Grading policies, sharing about
- Course and program assessment best practices and methods for documentation, sharing about

Outside of a one-day retreat, please list topics around which you wish to have more development ***and*** *in what ways do you feel the PD committee can best support your practice?* ***(Please see other side of page)***

Encouragement, Connection and Change

Rosemont College Faculty Retreat | February 10, 2023 | Rotwitt Theatre

Our agenda is divided into two faculty areas of concern and stewardship:

- Teaching and Learning topics (as identified by faculty survey)
- General Education Curriculum Renewal Discussion Continuation (led by Faculty Council)

AGENDA

9:00 to 9:30	Welcome and coffee
9:30 to 9:45	Welcome and opening prayer
9:45 to 10:30	Discuss Teaching and Learning Topics - small roundtable groups
10:30 to 11	Share in large group ideas from small roundtable groups
11 to 11:15	Break
11:15 to noon	Resuming the Renewal of the Gen Ed (Frank and Katie)
Noon to 12:45	Lunch
12:45 to 1:30	Discuss Gen Ed Renewal - small roundtable groups
1:30 – 2:00	Large group sharing of ideas from small roundtable groups
2 to 2:30	Sharing ideas related to the entire day's discussion. Identify and agree to move forward with three artifacts. of **encouragement, connection, and change**.
2:30	Adjourn and assess the day's effectiveness

Thank you for participating.

The "Wants of the Age" General Education Curriculum

The "Wants of the Age" General Education Curriculum is a student's introduction to the mission of Rosemont College. It exposes a student to the fundamental ideas and intellectual activities in the spirit of Cornelia Connelly.

Summary and key points:

Three models were presented to the faculty at the February 2020 faculty meeting and feedback was gathered. In light of the feedback given, Faculty Council has created this General Education model.

The attached model integrates the College's mission statement as before. However, the curriculum has an overall more familiar feel as it aligns better.

Here a few areas of note for discussion when comparing this revised model with our current General Education program:

- As was a goal of the proposed curriculum in 2020, Sustainability returns to the curriculum, recognizing the "Care for Earth as Our Common Home" in our mission statement.
- Multicultural/Gender and Global Awareness have been separated back out into separate General Education areas.
- With challenges to find faculty to staff the courses and based upon national and regional trends, Foreign Language will not be a standalone category. To support the instruction of language; Language I can be applied to Multicultural rubric and Language II to the Global Awareness category. This change can open up many possibilities for courses in the language categories in language, literature, and culture to serve the General Education curriculum.
- One proposed change that would reduce the General Education by three credits would be the option for students to take a course in either the Humanities or Social Sciences rather than both.

APPENDIX

II

Faculty Salary Subcommittee
Meeting Minutes :September 21, 2022

Members present:
Katie Baker and Frank Klose, Faculty Council Representatives
Maggie Hobson-Baker and Adam Lusk, RTC Representatives

Agenda

Preparing materials on salary/workload and related research to the Board of Trustees.

Major issue is the faculty salaries (full and part time) along with our workloads. Thus, we will be preparing a document to share with the Board of Trustees at the October meeting.

Conversation points:

1. Feel the salaries and workload do not align with our mission
2. Large need to retain faculty and build community
3. More administrative and service work is required now of faculty than ever before. Not sure if the BOT understands how many of these responsibilities we hold.
4. Large concern to make sure we can offer all the courses students need to graduate in their majors
5. Adjunct rates— have been the same at Rosemont since at least before 2010

Plans moving forward:
1. Adam— share powerpoint with graphs that showed historical trend to compare with SEPCHE and national average; Adam built with Dennis the model of what we would need to get to averages
2. Pick competitors to share peer salary rates: examples such as Cabrini, Holy Family, Moore College of Art and Design, Neumann, Gwynedd Mercy University, etc.
3. Will go back and include data as well from *The Chronicle of Higher Education*

Document for the Board of Trustees to include:

1. Pay at college in general and timeline
2. pay for senior administrators
3. faculty pay at each level
4. part time faculty
5. faculty turnover rate
6. additional benefits?
7. future plans and possible changes/outcomes

We would also like to address the issue of inflation which is significant at this point in time.

Comparisons to other universities: for example, at Rosemont, there is no extra pay bump for tenure. This is very rare.

APPENDIX

II1

From: Paulette Hutchinson <phutchinson@rosemont.edu>
Sent: Tuesday, June 20, 2023 1 04 PM
To: April Higgins; Maureen Malone
Subject: Fw: Salary documentation/timeline
Attachments: Information - BOT Presentation.pptx; Faculty Salary Subcomittee meeting minutes.docx

Here is what was presented to the BOT related to Faculty Salaries. The below email also has a timeline that Frank and katie put together.

Paulette S. Hutchinson
UC Academic Dean
Rosemont College
Rosemont, PA 19010
610-527-0200 ext 2381
phutchinson@rosemont.edu

From: Francis Klose <francis.klose@rosemont.edu>
Sent: Tuesday, June 20, 2023 1:00 PM
To: Paulette Hutchinson <phutchinson@rosemont.edu>; Maureen Malone <maureen.malone@rosemont.edu>
Subject: Salary documentation/timeline

Hi Paulette and Maureen,

Here's what I emailed to Mika Monday afternoon. That hopefully would help you get started. Timeline is below and what we presented to the BOT is in the PowerPoint.

Thanks,
Frank

From: Francis Klose <francis.klose@rosemont.edu>
Sent: Monday, June 12, 2023 4:26 PM
To: Mika Nash <mika.nash@rosemont.edu>; Katherine Baker <kbaker@rosemont.edu>
Subject: Re: PPT for raises?

Mika,

Here you are; the PowerPoint is attached. Here's my best timeline:

September 6: Faculty Salary and Benefits Subcommittee formed at first meeting: Katie Baker and Frank Klose from Faculty Council & Adam Lusk and Maggie Hobson-Baker from Rank and Tenure Committee
September 21: Faculty Salary and Benefits Subcommittee Meeting
September 22: Faculty Salary and Benefits Subcommittee Meeting minutes shared with the Provost & Dean (also attached)
September 25: Faculty Salary and Benefits Survey sent to faculty

October 4: Survey closed
October 4 - October 27: Data compiled and presentation created

APPENDIX
II2

ROSEMONT
COLLEGE

The Rosemont College Faculty Salary Endowed Fund

Memorandum of Understanding

The Rosemont College Faculty Salary Endowed Fund has been established by Ann (Donovan '66) and Charlie Marshall. The Rosemont College Faculty Salary Endowed Fund is established as an endowed fund to provide ongoing annual support for faculty salaries at Rosemont College.

The following guidelines will apply to The Rosemont College Faculty Salary Endowed Fund:

1. The purpose of The Rosemont College Faculty Salary Endowed Fund shall be to provide ongoing annual support for faculty salaries at Rosemont College.
2. The College, in consultation with the cabinet and Board of Trustees, will use the funds to support faculty salary needs.
3. The established policies of the Rosemont College Office of Finance will be followed in managing and distributing the funds.
4. The Rosemont College Faculty Salary Endowed Fund shall be an open fund, capable of receiving additional contributions at any time and will continue until funds are exhausted.
5. The Rosemont College Faculty Salary Endowed Fund will be funded by an initial gift of $500,000 from Ann and Charlie Marshall.
6. A portion of the initial gift, $100,000 will be used to support annual faculty salary support and $400,000 will be invested as an endowed fund and paid according to the following schedule:

		Initial Amount Plus 5%	Amount Available	Annual Spend	Annual Balance
Gift	$ 500,000.00				
Endowed Amount	$ 400,000.00				
Initial Amount Made Available		$ 100,000.00	$ 100,000.00	$ 30,000.00	$ 70,000.00
Annual 5% yield of Endowed Amount		$ 20,000.00	$ 90,000.00	$ 30,000.00	$ 60,000.00
		$ 20,000.00	$ 80,000.00	$ 30,000.00	$ 50,000.00
		$ 20,000.00	$ 70,000.00	$ 30,000.00	$ 40,000.00
		$ 20,000.00	$ 60,000.00	$ 30,000.00	$ 30,000.00
		$ 20,000.00	$ 50,000.00	$ 30,000.00	$ 20,000.00
		$ 20,000.00	$ 40,000.00	$ 30,000.00	$ 10,000.00
		$ 20,000.00	$ 30,000.00	$ 30,000.00	$ -
		$ 20,000.00	$ 20,000.00	$ 20,000.00	$ -
		$ 20,000.00	$ 20,000.00	$ 20,000.00	$ -

APPENDIX

II3

Address to the Board of Trustees

Faculty Council, October 28, 2022

ROSEMONT
COLLEGE

Salary Data, Comparable Colleges

COLLEGE	**Adjunct**	**Instructor**	**Assistant**	**Associate**	**Professor**
Rosemont	$2,100	NA	$42,338	$53,383	$68,071
Cabrini	$3,000	$66,206	$60,338	$67,129	$77,604
Neumann	$3,300	$57,394	$59,311	$59,422	$78,324
Holy Family	$3,030	$59,505	$60,824	$67,818	$76,735
Gwynedd Mercy	$2,775	$48,692	$60,079	$70,195	$89,937
Alvernia	$2,750	$53,009	$64,550	$70,559	$85,886
Mean	**$2,971**	**$56,961**	**$61,020**	**$67,025**	**$81,697**

Religious Full-Time Faculty Active 2020-2021 – Immaculata University

- Sister Elizabeth Monica Acri, IHM
- Sister Carol Anne Couchara, IHM
- Sister Susan Cronin, IHM
- Sister Regina Mauricia DeFeo
- Sister M. Laura Teresa Downing, IHM
- Sister Elaine Marie Glanz, IHM
- Sister Ann M. Heath, IHM
- Sister Paula Regina Jameson, IHM
- Sister Angela Mastrangelo, IHM
- Sister Denise M. Mollica, IHM
- Sister Rose Bernadette Mulligan, IHM
- Sister Judith Kathryn Parsons, IHM

Why Are Faculty Salaries So Low at Rosemont College?

- Traditional answer: “We cannot afford to pay faculty”
- Data suggests: “We cannot afford *not* to pay faculty”

Student Turnover at Rosemont is Higher Than Comparable Schools

- Retention Rate: Rosemont College – 72%
- Retention Rate: Neumann University – 74%
- Retention Rate: Cabrini University – 74%
- Retention Rate: Holy Family University – 78%
- Retention Rate: Gwynedd University – 80%
- IPEDS Average: 75%

Source: U.S. News and World Report

What Does Low Faculty Pay Cost Rosemont?

What does 8% additional student retention mean for a school like Rosemont College?

- Assuming a Freshman class of 100
- Eight additional students stay for three more years
- $15,000 total benefit per student per year (average)
- $120,000 per year
- By their fourth year $360,000 additional revenue

By the Numbers - How UC Faculty Feel

- 84.6% reported they often worry about money or their ability to pay household bills and expenses
- 92.3% reported they would not be able to continue at Rosemont College if they lost an additional source of income (a spouse's salary, additional employment, etc.)

What We Know About the Cost of Hiring a New Employee

The True Cost of Turnover

- The financial cost: Estimated to be 1.5 to 2 times an employee's salary

Josh Bersin, CEO of Deloitte, explains the losses come the following way:

- Cost of hiring a new person (advertising, interviewing, screening, hiring)
- Cost of onboarding (training, management time)
- Lost productivity (1-2 years to reach the productivity level of an existing employee)
- Lost engagement (Other employees who see turnover disengage)
- Cultural impact: "Why?"

What the Faculty Say

- “I love the community but at a certain point my personal enjoyment cannot be the basis for hurting my family, in terms of denying basic needs or in spending too much time away from home working additional jobs. It is not a sustainable work-life balance and I do not anticipate remaining much longer unless previously-promised improvements happen.”

What the Faculty Say

- “Would the Board of Trustees feel comfortable telling students what faculty make?”
- “Hard to talk of social justice when faculty salaries are what they are. There is sin of commission and sin of omission. Which is it?”

What the Faculty Say

- “I have seen a bigger focus on hiring administrative positions than faculty.”
- “Rosemont has struggled for years offering a variety of courses to the students because faculty work on overload not just teaching, but other administrative functions as well. Hiring adjuncts to teach is very difficult for $2100.00. (since year 2008, as far as I know).”

What the Faculty Say

- “As faculty, we keep this institution running…please find a way to make that a continuing possibility, or we will see ever greater numbers of turnover.”

Faculty Lines Not Replaced

UC Faculty Lines Not Replaced In Last Five Years

- Psychology
- Psychology (second position)
- Chemistry
- Biology
- Sociology
- Economics/Political Science
- Art History
- History
- Studio Art

- Nine full-time UC positions have been cut, including three of the highest-paid earners
- Not only have the lines not been replaced, but the money has not gone towards faculty
- $204,887 in salary plus benefits for three positions alone (not replaced)
- $10,000 per remaining UC Faculty Member

What We Teach Our Students....

In the Mission of Rosemont College

- The Church insists that all workers, in return for their labor, are entitled to a living wage. A *living wage* is a wage which will enable a well-conducted and thrifty workman to live in reasonable comfort. Hence, a living wage does not mean "just enough to keep alive on." Leo XIII writes: "Wages ought not to be insufficient to support a frugal and well-behaved wage-earner." (*Rerum Novarum*, §45) Pius XI writes: "Every effort must be made that fathers of families receive a wage sufficient to meet adequately normal domestic needs." (*Quadragesimo Anno*, §71)

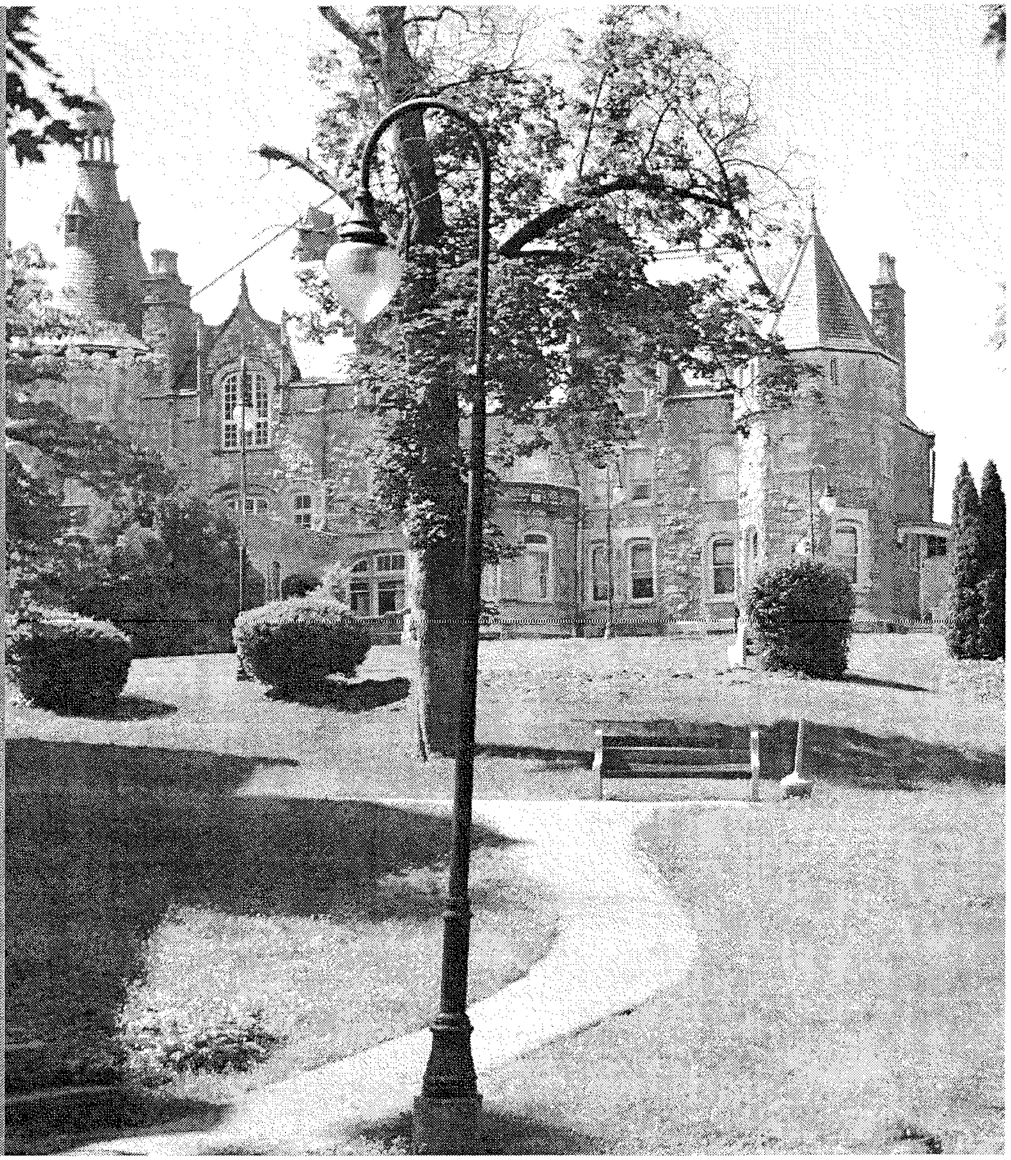
A Social Catechism of the Catholic Church

Let Us Not Forget: We Have Been Promised Better

Email to UC Faculty December 7, 2020

- “The Board made improving faculty salaries a priority issue during the Presidential search, and as soon as I began, I was thrilled to work with President Boyers on a multi-phased plan to do just that”.
- January – “first phase” (the one now negated by inflation)
- “Bringing faculty salaries to market median continues to be a board priority”
- “These are just the first in a couple of steps....”
- “It is a down payment…”
- “This will, of course beg the question of adjunct faculty pay, and I assure you that we will be addressing that for fall as well.”

Questions & Discussion



APPENDIX

J

Faculty Meeting
Tuesday, February 28, 2023
3:30 p.m. – 5:00 p.m.

Location: Good Counsel 107

Chair: Michelle Moravec
Prayer: Tatiana Ripoll-Paez
Parliamentarian: Dennis Perkinson

I. Opening Prayer
    a. Tati
II. Approval of Faculty Meeting Minutes from December 16
    a. Approved Unanimously
III. President's Remarks
    a. Is coming but not currently present
    b. Townhall- many participated in-person and virtually
    c. Primary focus was the strategic plan
    d. Pledge – that we would execute on that plan
    e. Supporting of one another
    f. Eg.- Email from Frank Klose- Asked if it would it be possible for staff to be off for spring break.
    g. Identifying challenges and providing positive solutions
    h. Ideas will be heard and given consideration.
IV. Provost's Remarks
    a. James will present on assessment on non-academic side
    b. Most of the non-academic side has not done assessment
    c. Break it down to a matrix highlighting Goals
    d. Collegial advice, ROA, where it falls against the mission, Mika and James met and prioritized the mission
    e. Blue- invest in
    f. Red- preliminary numbers
    g. Number, budgets, overlap, filters, IT for student service, etc.
    h. Sheets for the metrics- identifying units under VPs and functions – this was then shared with the VPs.
    i. Assessment Worksheets- SASC, division goals alignment, metrics used, target, timeline, met, unmet, approaching or exceeded
    j. Working with Liam to list as assignments- these due dates will be staggered.
V. UC Academic Dean's Remarks -sent
VI. SGPS Academic Dean's Remarks - sent

p. Maggie- if our rubric works, can we keep it?
q. Adam- Rubrics will be quantitative and qualitative. Idea is to make sure we have a robust way of assessing our learning.

X. Faculty Vote – Core Curriculum – call to vote- Craig- "Should we vote" motion on the floor, seconded by Brit.
  a. Jo must get an accurate count.
  b. Christine- there has to be a time frame- voting for new curriculum to be implemented in 2023
  c. All in favor?
  d. 18 vote YES
  e. Abstentions- 0
  f. Opposing- 0
  g. We will send out next steps and timelines
  h. Tati- We will then discuss where the courses go?

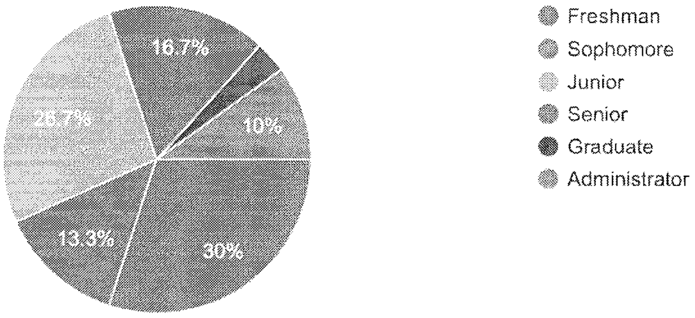
XI. Adam Lusk – Academic Assessment- sharing screen on zoom
  a. Flow chart and timeline on screen
  b. Thank you for your ideas
  c. Meeting July 1 deadline
  d. Ways to improve assessment to improve student learning
  e. Will talk with you individually and in small groups
  f. Important that our culture of assessment does not focus on blaming or shaming, or on what was not done in the past, but what we can do to move forward
  g. 2 overviews- will meet with SGPS, today focus on UC
  h. 2 things- 1 assessing from last academic year- March 14 &15- meet with coordinators
  i. Making various recommendations to Provost or faculty council
  j. Quan vs. Qual
  k. Whats working well?
  l. Assess the assessment
  m. Still collecting data on this academic year
  n. Reports will go to GE coordinatorsand James
  o. Present to faculty in september
  p. Need to improve- analysis, we have a lot of data
  q. Program review- Discipline coordinators- will aim for meetings in March to analyze what we have at the discipline level
  r. Data we analyze will be forwarded to the Provost
  s. This academic year- Due June 1
  t. Division chair meeting in September, faculty meeting in October
  u. Adam is here to help and support
  v. Also can assist, using this assessment data in publishing

APPENDIX

JJ

Data Analysis of Rosemont Café Survey in April 2022:

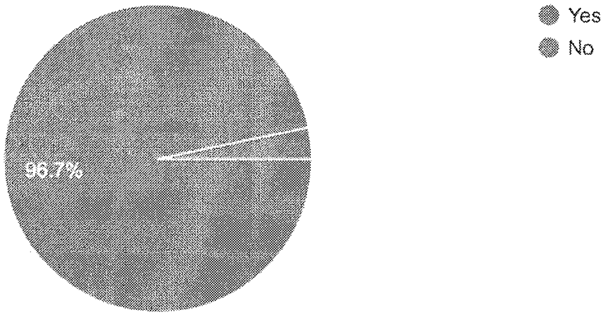
What year are you in currently?
30 responses

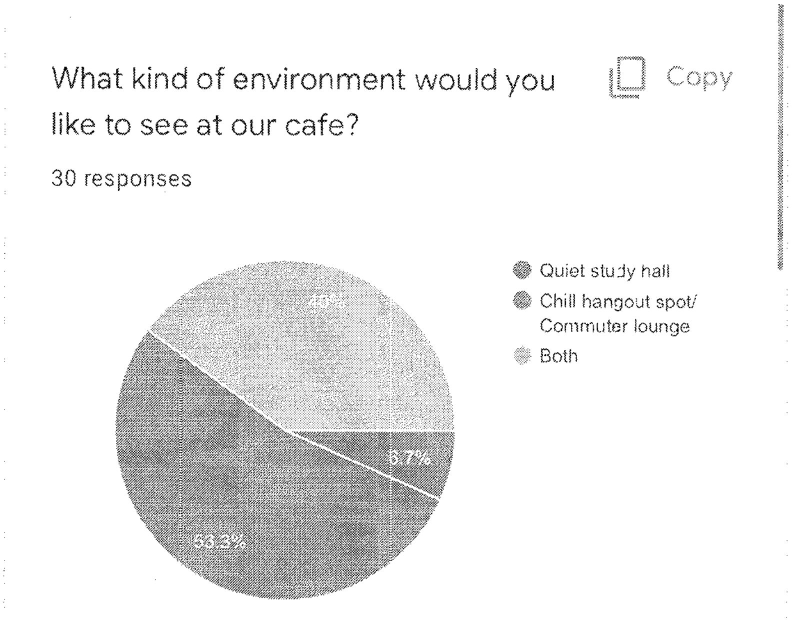


1) As you can see below, I gathered responses from all parties I feel would frequently utilize the cafe. Even though I didn't gather a huge number of respondents, it is nice to see that the survey has reached the hands of all parties.

Freshman ~ 9 responses
Sophomore ~ 4 responses
Junior ~ 8 responses
Senior ~ 5 responses
Graduate ~ 1 responses
Administrator ~ 3 responses

Would you like to see a "Starbucks like" cafe on Rosemont's campus?
30 responses

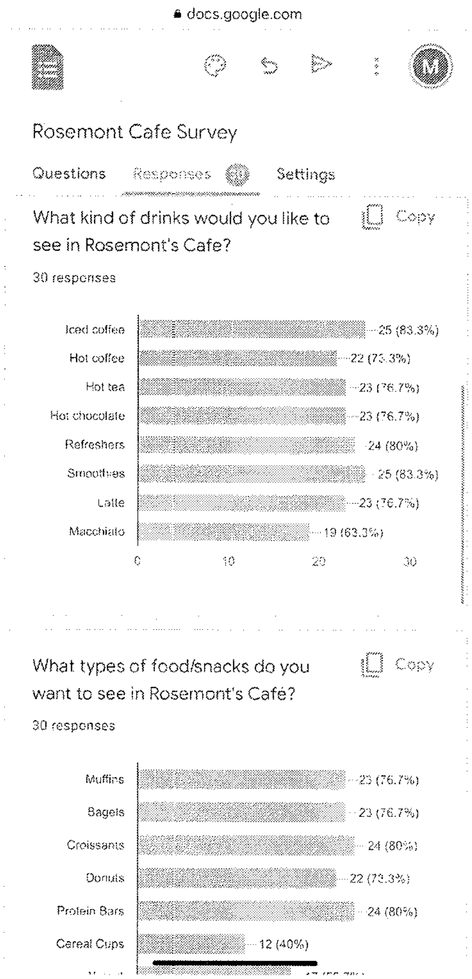




What kind of environment would you like to see at our cafe?

30 responses

4) Most people would prefer either a chill hangout spot or the best of both worlds. Either way, mostly everyone who took the survey said they'd want a cafe that's more like a chill hangout spot.



Rosemont Cafe Survey

What kind of drinks would you like to see in Rosemont's Cafe?

30 responses

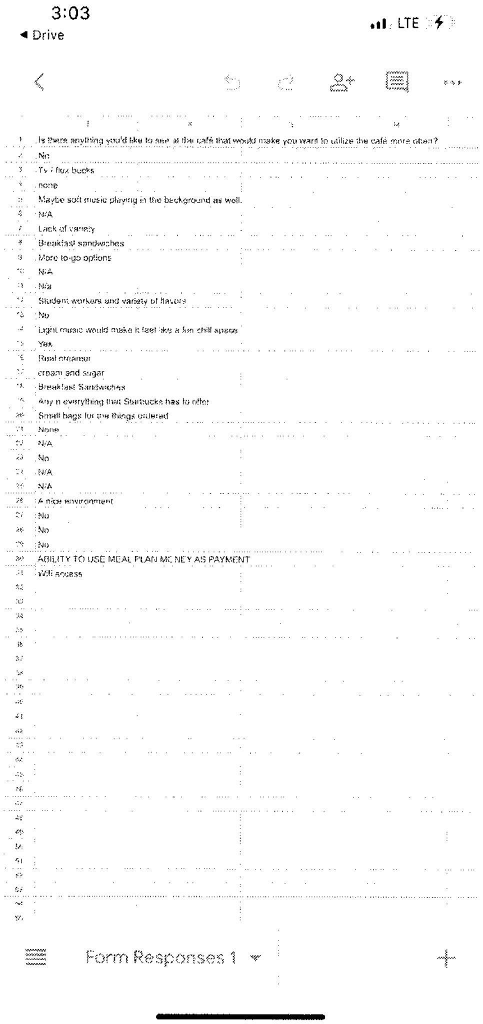
docs.google.com
M
Questions
Responses
30
Settings
Copy
Iced coffee
Hot coffee
Hot tea
Hot chocolate
Refreshers
Smoothies
Latte
Macchiato
25 (83.3%)
22 (73.3%)
23 (76.7%)
23 (76.7%)
24 (80%)
25 (83.3%)
23 (76.7%)
19 (63.3%)
0
10
20
30

What types of food/snacks do you want to see in Rosemont's Café?

30 responses

Copy
Muffins
Bagels
Croissants
Donuts
Protein Bars
Cereal Cups
23 (76.7%)
23 (76.7%)
24 (80%)
22 (73.3%)
24 (80%)
12 (40%)

5) As you can see, most of the drinks and foods chosen are ones that Saxbys offer on their menu! These products will draw attention to everyone on campus, it is in high demand



1	Is there anything you'd like to see at the café that would make you want to utilize the café more often?
2	No
3	Tv / flex bucks
4	none
5	Maybe soft music playing in the background as well.
6	N/A
7	Lack of variety
8	Breakfast sandwiches
9	More to-go options
10	N/A
11	N/a
12	Student workers and variety of flavors
13	No
14	Light music would make it feel like a fun chill space
15	Yes
16	Real creamer
17	cream and sugar
18	Breakfast Sandwiches
19	Any n everything that Starbucks has to offer
20	Small bags for the things ordered
21	None
22	N/A
23	No
24	N/A
25	N/A
26	A nice environment
27	No
28	No
29	No
30	ABILITY TO USE MEAL PLAN MONEY AS PAYMENT
31	Wifi access

8) At the end of the survey, I asked each respondent if there was anything they'd like to see and utilize at the cafe and everyone suggested ideas that Saxbys can bring to Rosemont.

APPENDIX

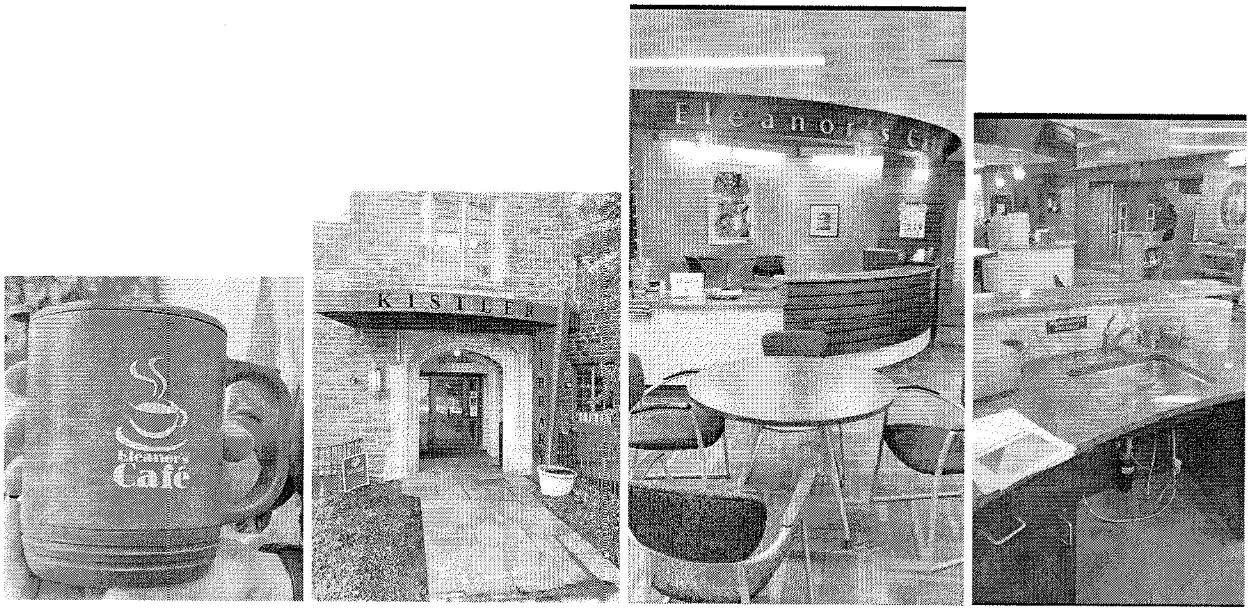
JJ1

February 16th, 2022

To: Dean Karen Geiger, Provost Mika Nash, Malek Stewart

From: Marcia DaSilva, Christine Hagedorn, Brice Peterson

Eleanor's Cafe Project Proposal



The Vision

Offer a welcoming cafe atmosphere and signature drinks at affordable prices.

Eleanor's Cafe will address the current student, staff/faculty, and visitor demand to access signature cafe style beverages and small snacks. This will be a spot on campus with a Dunkin/Starbucks Cafe vibe, a place to study and/or socialize. Eleanor's Cafe will be for times where you desire a little quick signature beverage, or to meet up for a coffee (to socialize or study) with another person without having to leave campus for a Dunkin or Starbucks type establishment.

Student Testimonials/ Preliminary Action Market Research conducted on Feb. 16th with Rosemont students enrolled in the BUS Consumer Behavior class :

"Omg! A cafe-like intimate environment would be so cool"

"I love the idea of having a space to grab coffee and cafe style beverages"

- Discuss if students are allowed to use flex bucks/digital payment with Res Life/Dean Geiger
- Contact RDS vending about more fulfilling snacks items to put in vending machine (i.e. - breakfast bars, granola bars, protein bars, trail mix, energy bars, biscotti)
- Create a list of start-up costs
- Create an inventory list of supplies/equipment needed
- Contact graphic design about revamping logo/ offer reusable coffee cups to buy

ACT 2 ~

- Start by adding small, store bought, and easy-use equipment like microwave, keurig, frother, snacks (shelf life), kettle, blender, mini-fridge
- Develop a product line of five signature cafe-style drinks (iced coffee, hot coffee, hot chocolate, tea, refreshers)
- Stock the cafe with ingredients/ supplies (coffee cups, instant coffee, teabags, granola bars, sweets, pump sweeteners syrups, almond milk, sugar, splenda, stirs, straws)
- Decorate (color scheme Burgundy and Gray, preliminary signage around campus)
- Develop a Barista Training Manual in Canvas in Modules

ACT 3 ~

- Start looking for workers (business interns, students with Federal Work Study and volunteers for community service) to work a few hours per week and do a pre-grand opening
- Hire and Train Baristas.
- Purpose of Pre-Launch opening iis to do test marketing and work out any kinks/trial and errors

Goals

Description and Time Frame	Program Inputs	Program Activities	Program Outputs	Program Outcomes	Outcomes Measurement
1) Provide a Dunkin. Stabucks-like signature drink option (unique to Rosemont) beverage option	*Baristas: Federal Work Study students, volunteer* *Cafe Manager:*	*The program activities are what we do with our inputs (or resources.) Here, we list the specific*	*Program outputs are a direct result of our program activities. It is what we produce because of the two previous steps.*	*An outcome is the direct, intended beneficial effect on the stakeholders or interests our organization*	*This is where we define how we plan to measure our outcomes.* ***It is important we measure the outcome not the output.***

Advantages for Rosemont College

- Expansion of student resources on campus
- Promotes "the Power of Small" and student engagement with other students on campus
- More internship/job opportunities to provide for students
- Profitable venture.

Milestones

- Budgeting/ partnerships
- Gathering inventory and supplies
- Getting the word out
- Launch dates/time management
- Developing a training modules in Canvas
- Recruiting/ hiring /training a barista/manager

Marketing Tactics

- Free samples
- Host coffee classes
- Graphic advertising
- Signage
- Loyalty program
- takeout/dine-in option

Questions or Concerns

Should we align and partner with parkhurst or be completely separated from parkhurst and be a separate entity?

- See below for the some of things that need to be considered if we decide align with parkhurst

APPENDIX
JJ2

April Higgins

From: Paulette Hutchinson <phutchinson@rosemont.edu>
Sent: Wednesday, June 14, 2023 4:22 PM
To: April Higgins
Subject: Fw: Saxbys + Rosemont College Academic Affiliation, Fully Executed
Attachments: RosemontCollegeAAAFullyExecuted.pdf

Paulette S. Hutchinson
UC Academic Dean
Rosemont College
Rosemont, PA 19010
610-527-0200 ext 2381
phutchinson@rosemont.edu

From: Liz Langemak <lizlangemak@saxbyscoffee.com>
Sent: Monday, April 17, 2023 12:25 PM
To: Christine Beady <christine.beady@rosemont.edu>; Paulette Hutchinson <phutchinson@rosemont.edu>; Karen O'Donnell <karen.odonnell@rosemont.edu>; Mika Nash <mika.nash@rosemont.edu>; Marcia Dasilva <marcia.dasilva@rosemont.edu>; Christine Hagedorn <christine.hagedorn@rosemont.edu>; Jim Cawley <jim.cawley@rosemont.edu>
Cc: Lillian Stott <lillianstott@saxbyscoffee.com> <lillianstott@saxbyscoffee.com>; Nick Bayer <nickbayer@saxbyscoffee.com> <nickbayer@saxbyscoffee.com>
Subject: Saxbys + Rosemont College Academic Affiliation, Fully Executed

Hello Jim, Mike, Paulette, Karen, Christine, and Marcia,

It's my pleasure to bring you all together on the same email thread to celebrate the signing of our Academic Affiliation Agreement. Please find the fully executed copy attached.

Thank you all - and especially Paulette! - for your collaborative, innovative approach to the academic partnering process. I appreciate everything that each of you have done to make our work both expeditious and enjoyable.

I'm very much looking forward to continuing to work with you all - thanks again for this excellent start to our partnership!

Best,

Liz

February 20, 2023

Experiential Learning Platform Academic Affiliation Agreement – Rosemont College

ABOUT ROSEMONT COLLEGE

Rosemont College is a community of lifelong learners dedicated to academic excellence and fostering joy in the pursuit of knowledge. Rosemont College seeks to develop in all members of the community open and critical minds, the ability to make reasoned moral decisions, and a sense of responsibility to serve others in our global society. Rooted in Catholicism, Rosemont welcomes all faiths and is guided by the educational principles of Cornelia Connelly and the Society of the Holy Child Jesus to meet the needs of the time. Rosemont College values: Trust in and reverence for the dignity of each person; Diversity with a commitment to building an intercultural community; Persistence and courage in promoting justice with compassion; and Care for the Earth as our common home.

ABOUT SAXBYS:

Saxbys, a Certified B Corp, is an education company and pioneer of The Saxbys Experiential Learning Platform (The Saxbys E.L.P.), a network of coffee cafes entirely designed for and run by college students. As a B Corp, Saxbys' mission is to Make Life Better. Founded in 2005 by Nick Bayer and headquartered in Philadelphia, Saxbys operates across five states with The Saxbys E.L.P. network holding residence in institutions like Penn State, University of Pittsburgh, and Temple Universities. Saxbys has a vertically integrated coffee supply chain, sourcing 100% of its coffee directly through long-standing relationships at origin, partnering only with producers that certify wages above fair trade standards, and roasting at a sustainable facility that emits zero smoke & uses 80% less fuel than conventional roasting equipment. Saxbys menu is inspired by & guided by the students that run Saxbys' cafes; there is always a new Cold Brew or Grilled Cheese coming up to keep guests guessing on what could be served up next. Get a taste at a Saxbys location near you and help Saxbys Make Life Better by visiting hellosaxbys.com or following @saxbys on Instagram or TikTok.

ABOUT THE SAXBYS EXPERIENTIAL LEARNING PLATFORM:

- The Saxbys Experiential Learning Platform (ELP) is founded behind the belief that young people today should be empowered to mold the business movement of the future. Saxbys plugs a Certified Benefit Corporation directly into college campuses and hands the keys to students to unlock their leadership potential. Helmed by a Student Cafe Executive Officer (Student SCEO), Saxbys ELP cafes are exclusively designed for and run by students. This student-centric approach has created unique value for Saxbys university partners. Students have the

ADDITIONAL ACADEMIC ENGAGEMENTS:

In addition to the Student CEO position, Saxbys may create further academic and career-related synergies for Rosemont College students. These engagements are designed to extend the learning opportunities to as many students as possible on campus. These engagements may include but are not limited to the following:

Team Lead Badges, Certificates, and Internships: The purpose of the Team Lead position is to inspire, motivate, and lead the cafe team to success through the lens of balanced leadership. Team Leads are responsible for managing the cafe during their shifts through the development of their team using consistent feedback and coaching, the strengthening of revenue via excellent operational quality, and the consistent management of labor and product flow metrics. All student team members who have achieved the Team Lead position are eligible to pursue free Saxbys corporate badges and certificates in Supply Chain, Training, Recruiting, Marketing, and Sustainability; completion of certificates in certain combinations leads to promotion and pay raise. Students of any major who sign up to complete a 3-credit leadership internship with Saxbys commit to completing three badges over the course of the semester as a method of improving both technical and transferable skills.

Classroom speaking engagements: Saxbys executives and HQ team members may be available to speak in classes on a variety of topics including but not limited to social entrepreneurship, marketing and social media campaigns, talent development and human resources in an impact company, and supply chain management in the coffee industry.

Case studies and course projects/research: The Saxbys ELP cafe serves as a living business laboratory for educators and students. Saxbys may coordinate directly with faculty and students who wish to utilize the cafe for a variety of educational and research purposes and may share relevant data and metrics to facilitate such research or projects.

Saxbys agrees to maintain an ongoing dialogue with Rosemont College and their academic lead(s) to innovate and develop additional opportunities for student and faculty engagement as they arise.

This agreement is nonbinding and constitutes an indication of intent only and creates no liability or obligation of any nature whatsoever among Saxbys and Rosemont College. The signing of this Academic Affiliation Agreement implies that the signatories will strive to reach, to the best of their ability, the above stated objectives.

SAXBYS

N Bayer

Nick Bayer

CEO and Founder, Saxbys

Acknowledged to this 15th day of April, 2023

ROSEMONT COLLEGE

Name: Mika Nash Title: Provost

Acknowledged to this 2 day of April, 2023

APPENDIX

JJ3

From:	Christine Hagedorn <christine.hagedorn@rosemont.edu>
Sent:	Monday, June 13, 2022 8:37 PM
To:	Mika Nash; Paulette Hutchinson; Marty Mehringer; Rosemont College Office of the President; Jennifer East
Cc:	Brice Peterson; Marcia Dasilva
Subject:	Saxbys and Rosemont - please consider

Hi everyone
Some of you just saw the email from our Business Department intern, Marcia, sharing our spring semester journey of trying to bring something to Rosemont that we all know students and community members desire, cafe style beverages (like Starbucks or Dunkin) and a cafe style vibe/ space to study and hang out while grabbing that coffee. Visitors to our home games sometimes ask if we have a cafe.

Marcia and I started in January by trying to elevate the existing Eleanor's Self Service Cafe in our Library and along the way, with the research Marcia did, we ended up thinking about Saxbys Experiential Learning Platform because Eleanor's cannot really align with the sort of cafe our students seem to desire. And, sincere thanks to Brice who put so much time into this project too. Eleanor's Cafe is and will always be a great self-service coffee/ snack stop but we think there is room for more - enter Saxbys.

You may know that Saxby is a cafe that partners with colleges and so many of the schools in our local area have student-run Saxbys on their campuses **(Temple, St Joe's , Burlington, Rowan, Drexel, Penn, Lehigh, West Chester, U of Arts, Rider, LaSalle, and more)** . Saxbys' founder and CEO Nick Bayer talked with Marcia and I last week and he is interested in exploring this partnership with Rosemont.

This could be great for Rosemont! For Admissions, for our students who drive of campus daily for their caramel latte fix , for our experiential learning program and for sports game spectators, etc. Nick told us three existing Saxbys already work with Parkhurst and that the agreement is between the college, the food service provider and Saxbys. Students can use the flex bucks or cash to pay. It becomes an expansion of the Parkhurst offerings. Too, Nick happens to know the two brothers who founded and own Parkhurst.

As a college campus Saxbys, the student CEO is fully enrolled and fully supported (and paid by Saxbys) during the term they run the cafe, CEOs rotate each term. All staff are students and the payroll is managed by Saxbys. Not only business students, Nick shared they love to engage students from a great variety of majors. This aligns so well with our experiential learning emphasis.

We would love this opportunity for our students, and it may be very little investment on our part. Nick said his next desire would be to talk financials with our President and CFO. That is the idea behind me sending this long email to all of you, to ask if our President and CFO would like to talk with Nick Bayer?

At our Athletics Dept meeting last week, Phil shared about a grant we might be able to use to renovate Alumnae hall. If plans are being made to update that area, we would love to have Saxbys on the radar of those making the plans. We (the college or Parkhurst) need to fund the construction of the space, but it is designed Saxbys and done according to their branding and blueprint. Two good locations could be the current student activities area in lower Alumnae Hall or the current Bookstore in Community Center, or anything else you all might think of.

APPENDIX
JJ4

April Higgins

From: Paulette Hutchinson <phutchinson@rosemont.edu>
Sent: Thursday, June 15, 2023 7:42 AM
To: April Higgins
Subject: Fw: Sorry forgot to paste in write up saxbys
Attachments: Coffee shop data analysis .pdf; Eleanor's Cafe Project Proposal.pdf

More Saxbys information.

Paulette S. Hutchinson
UC Academic Dean
Rosemont College
Rosemont, PA 19010
610-527-0200 ext 2381
phutchinson@rosemont.edu

From: Christine Hagedorn <christine.hagedorn@rosemont.edu>
Sent: Wednesday, June 14, 2023 8:17 PM
To: Paulette Hutchinson <phutchinson@rosemont.edu>
Subject: Sorry forgot to paste in write up saxbys

Hi Paulette
Here is the write up I did and forgot to paste in prior email
I also attached the two research reports Marcia did
How the Saxbys café idea came to be a reality - it was student led

In spring 2022, Marcia DaSilva was the Business Department assistant intern tasked with a goal to find a way to "monetize" and operationalize the existing Eleanor's Café in our Library. Her idea was this could become an entity owned / operated / adopted in-part by the business students and serve as an incubator for on-campus experiential learning placements involving inventory management, marketing, bookkeeping, Personnel management (hiring, training, scheduling and development), employment policy, workplace safety, customer service and more. As a Management major with a personal interest in entrepreneurship, this was a perfect project for Marcia.
Her first task was to conduct research (see her research report attached) and talk with all stakeholders including students, library administration, existing food service providers and other administrators about how to collect and process money, credit, cash apps etc. and the transfer of ownership from library staff to business students.
Marcia's research led to her realization that students very much want a coffee shop on campus not only for the coffee drinks but the vibe like a Starbucks where they can gather and study, hand out, meet. See results of survey attached for details. When Marcia shared this with me, I told her about Saxbys whom I had reached out to years prior but they had no interest at that time. When Marcia reached out to them with her research and story, they were interested and she led the entire effort to coordinate bringing the Saxbys' management team to meet with our President and Academic Dean.
Here is what Marcia wrote to the Provost and Dean in June 2022, after her internship ended but because she was still committed to the project:

> "With the data I've collected, I believe that our best option is to consider bringing on a third party, pre-established café that can help us fulfill the demand of our respondents the most. Saxbys coffee shop has a great experiential learning platform where they can bring Saxbys to your college campus (a.k.a Rosemont College), while allowing students an opportunity for a great experiential learning opportunity. Professor Hagedorn and I scheduled a meeting with the CEO of Saxbys, Nick Bayer, and the Executive & Impact Communications Manager, Taylor Reese. They expressed great interest in partnering and bringing us along on their experiential learning program to begin the process of opening Saxbys to Rosemont in January 2023. We plan on continuing the future of a café on campus with them and that includes you all as well. Please feel free to give feedback of your thoughts about our next steps and/or express

APPENDIX
JJ5

COMMONWEALTH OF PENNSYLVANIA
REDEVELOPMENT ASSISTANCE CAPITAL PROJECT
APPLICATION PHASE REVIEW

APPLICANT
Montgomery County Redevelopment Authority

SUB-APPLICANT
Rosemont College of the Holy Child of Jesus

PROJECT
Rosemont College Community Center

COUNTY
Montgomery

GRANT:	**$1,500,000**
MATCH:	**$12,047,050**
TOTAL:	**$13,547,059**

Milligan & Company, LLC
105 N. 22nd Street
Philadelphia, PA 19103
215-496-9100

PO#4500903192
ME# 300-2034

Site Visit: February 10, 2020

Rosemont College Community Center
Application Review Comments / Questions

OBJECTIVE:

- **TO DEFINE RACP SCOPE FOR SUBMISSION TO OFFICE OF THE BUDGET FOR APPROVAL;**
- **DISCUSS MATCH & INTERIM FINANCING;**
- **DISCUSS BID PROCESS & DOCUMENTATION.**

Provide additional information at the Application Review Meeting for the items in italics.

TAB 1: PROJECT ELIGIBILTY REQUIREMENTS

The Application seeks a RACP award from one Capital Budget Project Itemization Act:

- Act 85 of 2013; Act amount-- $5,000,000; Available amount-- $5,000,000; Requested amount-- $1,500,000

The Office of the Budget stated $1,500,000 was released on August 5, 2019.

Make Construction only

TAB 2: PROJECT DESCRIPTION

Overall Project: Rosemont College has renovated its existing Cardinal Hall to create a Community Center. The Community Center will be used as a "town hall commons" on campus for use by students, faculty, staff, and members of the local community. The completed Community Center is approximately 70,000 square feet in total. The total cost of the renovation project is approximately $13.5 million and includes reconfigured community spaces for large scale events, spaces for student activities, classrooms and study spaces, a boardroom, and a fitness facility.

New RDA's
for Cost
Cost Match
DBA
Rosemont
College

Proposed RACP Scope: The proposed RACP scope is the same as the overall project.

Discuss the proposed scope of the Rosemont College Community Center project, for determination by the Office of the Budget if the activities will be eligible under RACP.

Discuss the project entities that must be Sub-Applicants, based on the following:

- *the entity/entities that provide the match funding*
- *the entity/entities that hold site control*
- *the entity that is listed as the owner on construction contracts, permits and contractor bonds.*
- *The entity/entities leasing the site.*

If multiple entities are involved in the above, all entities must be listed as co-Sub-Applicants on the following:

- the Statement(s) of Compliance (see Tab 7)
- the RDA forms (see Tabs 10 and 11)

TAB 4: COMMUNITY IMPACT

- Provided – determination to be made by the OB, pending review of materials submitted in the RACP Application.

TAB 5: STRATEGIC CLUSTERS FOR DEVELOPMENT

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TAB 6: ORGANIZATIONAL, MANAGEMENT & STRATEGIC PLAN

- *Review and provide updates to the information presented in the table below.*

Task/Position	Organization	Contact Person, Title	Address	Phone & Email
Candidate	Rosemont College DBA	Sharon L. Hirsh, President	1400 Montgomery Avenue, Rosemont PA 19010	610-527-0200 X 2201 shirsh@rosemont.edu
Candidate Contact Person	Rosemont College DBA	Randy L. Eldridge, VPFA	1400 Montgomery Avenue, Rosemont PA 19010 Philadelphia, PA 19107	610-527-0200 X 2240 reldridge@rosemont.edu
Grantee's Chief Elected Officer	Montgomery County Redevelopment Authority	Jonathan H. Spergel, Chairman	104 West Main Street #2, Norristown, PA 19401	610-275-5300 jspergel@mankogold.com
Grantee's Contact Person	Montgomery County Redevelopment Authority	Jerry Nugent, Executive Director	104 West Main Street #2, Norristown, PA 19401	610-275-5300 jnugent@montcopa.org
General Contractor	Dale Corporation	Eric D. Lintner, CEO	70 Limekiln Pike, Glenside, PA 19038	215-886-6440 Eric@daleco.net
Architect	Kimmel Bogrette	Martin D. Kimmel,	482 Norristown	610-834-7805 mkimmel@kimmel-bogrette.com

- *Review the documentation needed to evidence all contracted work was solicited to a minimum of three contractors and written bids/proposals were obtained.* Required documentation includes the following:
    - bid narrative from the project on letterhead;
    - bid advertisements or invitation;
    - bidding documentation provided to bidders;
    - full copies of all bid proposals received (signed or e-mails accompanying), including an executed cover letter and/or email; and
    - bid tabulation on letterhead of the entity preparing the tabulation.

TAB 8.C: CONSTRUCTION RELATED DOCUMENTATION

ⓧ ←

- Tab 8C contains an executed GC contract between Dale Corp. and Rosemont College.
- *Provide the payment and performance bonds, certificate of insurance, copies of all invoices, proof of payments, and applicable change orders.*

TAB 9: PROJECTED CASH FLOW FORECAST

TBD ←

- Discuss the projected RACP disbursements shown on the cash flow. Note, the cash flow should reflect actual anticipated use of funds as well as retainage to be held from the final RACP reimbursement.
- *Review the project cash flow forecast shown in the RACP Application.*
- The Commonwealth assigns an auditor to the project, who will conduct a close-out audit when the project is complete. A portion of the final grant funds is retained pending demonstration of compliance with the RACP grant requirements.
- *Provide an updated cash flow forecast, reflecting updates to the sources and uses of funds, including the use of land value, and an anticipated 2 to 5 percent retainage of the RACP grant.*

TAB 10: RDA 300 FORM

- *Discuss the RDA 300 Form and the RACP proposed scope of $13,547,059.*
- At the time of the Application, documentation is needed to show that at least 50 percent of the match funding is secured. See discussion under Tab 10A.
- Identify if any other state or federal funds, not listed on the RDA 300, will be used on the project.

TAB 10.A: DOCUMENTATION OF MATCHING FUNDS

Review the match source for the RACP-defined project.

Private Funds

Capital Campaign Funds ($7,923,495):

- *Provide pledge letters for source of funds verification*
- *Provide bank statement for money deposited to verify receipt of funds verification.*

- The funding accumulation schedule may show the project is eligible for drawdowns, but the project must also be in compliance with all RACP terms, conditions and requirements and have submitted eligible expenses before payment can be made.
- The funding schedule will start the first month following the full execution of the grant agreement.
- Reimbursement of the RACP grant funds can be an extremely lengthy process.

TAB 15: PERMITS, LICENSING, REGULATORY & LEGAL REQUIREMENTS

- Provided a list of all outstanding permit/approvals and the following documentation:

PERMIT/APPROVAL	AGENCY	DATE RECEIVED	REFERENCES / DOCUMENTS
Approval of Land Development Plan	Lower Merion Township	12/21/2017	Tab 15 of App.
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- *Provide items above in italics*

TAB 16: FLOOD ZONE REQUIREMENTS

- Provided a map confirmingg that the RACP Scope is not in the 100 Year Flood Elevation.
- *Provide a letter from the project engineer certifying that the RACP Scope is not in the 100 Year Flood Elevation.* ← EH w/Quaid

TAB 17 – STATEMENT ON COMMUNITY PARTICIPATION

CONSTRUCTION MANAGEMENT TASKS RESPONSIBILITY

ROSEMONT COLLEGE COMMUNITY CENTER

Item #	Description of Function	Responsible for Function (X)					Responsible Individual	Comments or Notations
		O	A/E	CM	SI	C		
1.	Quality Control/ Inspection							
2.	Shop Drawing Review							
3.	Submittal Review							
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7.	Scheduling							
8.	Progress Tracking and Reporting							
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10.	Design Liaison							
11.	Resolve Field Problems							
12.	Daily Documentation and Project Files							
13.	Project Review Meetings (on site)							
14.	Contractor's Progress Payments							
15.	Document Cost Claims							
16.	Safety							

Legend:

O	Owner
A/E	Architect/Engineer
CM	Construction Manager
SI	Special Inspection
C	Contractor

APPENDIX

JJ6

APPENDIX

JJ7

COMMONWEALTH OF PENNSYLVANIA
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15.	Document Cost Claims							
16.	Safety							

Legend:

O	Owner
A/E	Architect/Engineer
CM	Construction Manager
SI	Special Inspection
C	Contractor

APPENDIX
JJ8

Uploaded to SHARE PA [illegible]
2/17/20

Pennsylvania Historical & Museum Commission

PROJECT REVIEW FORM

Request to Initiate SHPO Consultation on State and Federal Undertakings

SHPO USE ONLY	Reviewers: ___/___
DATE RECEIVED:	DATE DUE:
ER NUMBER:	HRSF: _____

REV: 06/2018

SECTION A: PROJECT NAME & LOCATION

Is this a new submittal? ● YES ○ NO OR ○ This is additional information for ER Number:

Project Name Rosemont College Community Center

County Montgomery

Municipality Lower Merion Township

Project Address 1400 Montgomery Avenue

City/State/ Zip Rosemont, PA 19010

SECTION B: CONTACT INFORMATION & MAILING ADDRESS

Name Jerry Nugent

Company Montgomery County Redevelopment Authority

Street/PO Box 104 West Main Street #2

City/State/Zip Norristown, PA 19401

Phone (610) 275-5300

Fax

Email jnugent@montcopa.org

SECTION C: PROJECT DESCRIPTION

This project is located on: (check all that apply) ☐ Federal property ☐ State property ☐ Municipal property ☑ Private property

List all federal and state agencies and programs providing funds, permits, licenses.	Agency Type	Agency/Program/Permit Name	Project/Permit/Tracking Number (if applicable)
	State	Redevelopment Assistance Capital Program	

Proposed Work – Attach project description, scope of work, site plans, and/or drawings

Project includes (check all that apply): ☑ Construction ☐ Demolition ☐ Rehabilitation ☐ Disposition

Total acres of project area: 2.7

Total acres of earth disturbance: 1.61

Are there any buildings or structures within the project area? ● Yes ○ No

Approximate age of buildings:

Does this project involve properties listed in or eligible for the National Register of Historic Places, or designated as historic by a local government?	Yes	No	Unsure	Name of historic property or historic districts	
	○	●	○		

Please print and mail completed form and all attachments to:

PHMC
State Historic Preservation Office
400 North St.
Commonwealth Keystone Building, 2nd Floor
Harrisburg, PA 17120-0093

Attachments – Please include the following information with this form

- ☑ **Map** – 7.5' USGS quad showing project boundary and Area of Potential Effect
- ☑ **Description/Scope** – Describe the project, including any ground disturbance and previous land use
- ☑ **Site Plans/Drawings** – Indicate past and present land use, location and dates of buildings, and proposed improvements
- ☑ **Photographs** – Attach prints or digital photographs showing the project site, including images of all buildings and structures keyed to a site plan

SHPO DETERMINATION (SHPO USE ONLY)

☐ There are **NO HISTORIC PROPERTIES** in the Area of Potential Effect

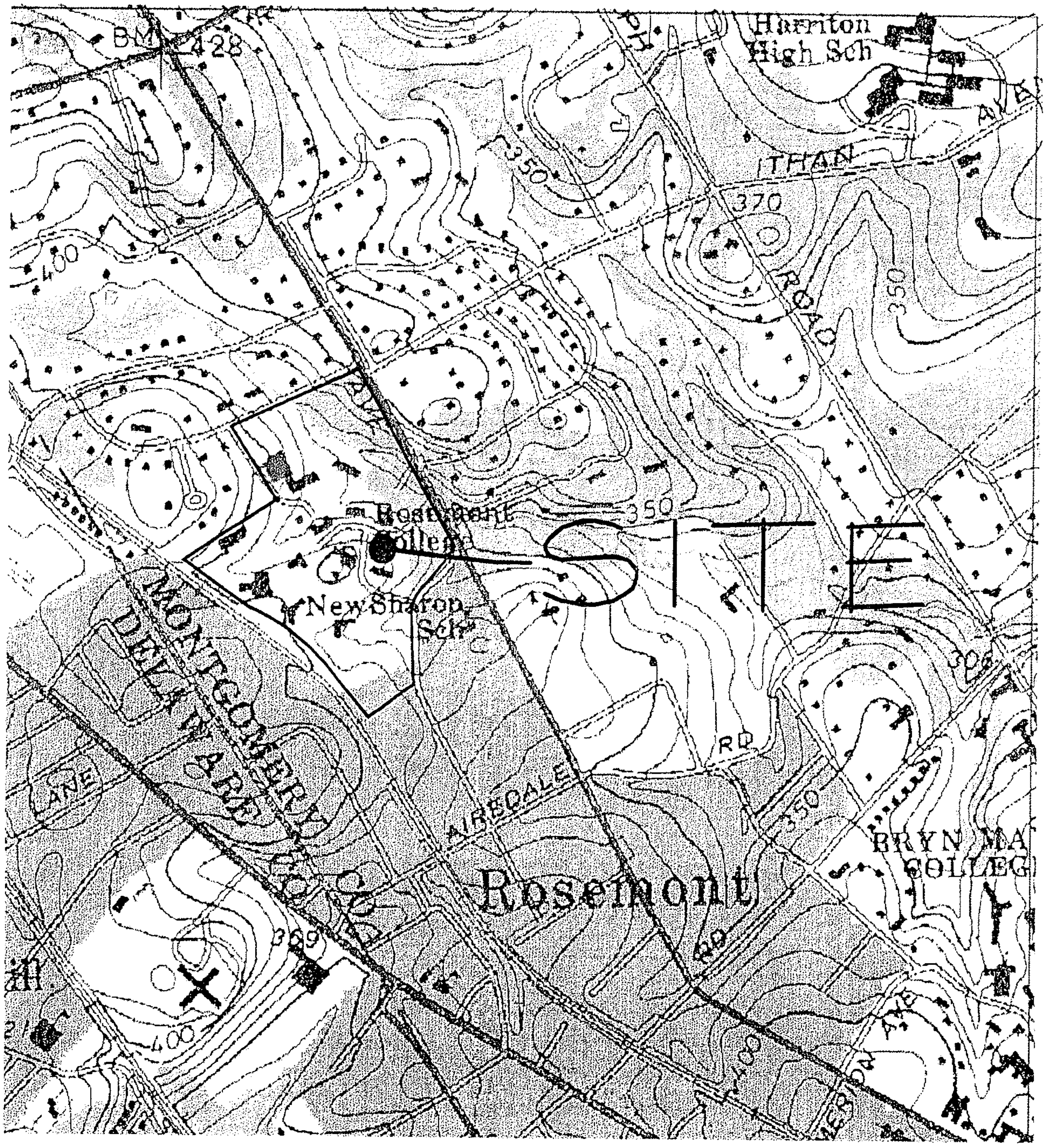
☐ The project will have **NO ADVERSE EFFECTS WITH CONDITIONS** (see attached)

☐ The project will have **NO EFFECT** on historic properties

☐ **SHPO REQUESTS ADDITIONAL INFORMATION** (see attached)

☐ The project will have **NO ADVERSE EFFECTS** on historic properties:

SHPO REVIEWER: ____________________________ DATE: ____________

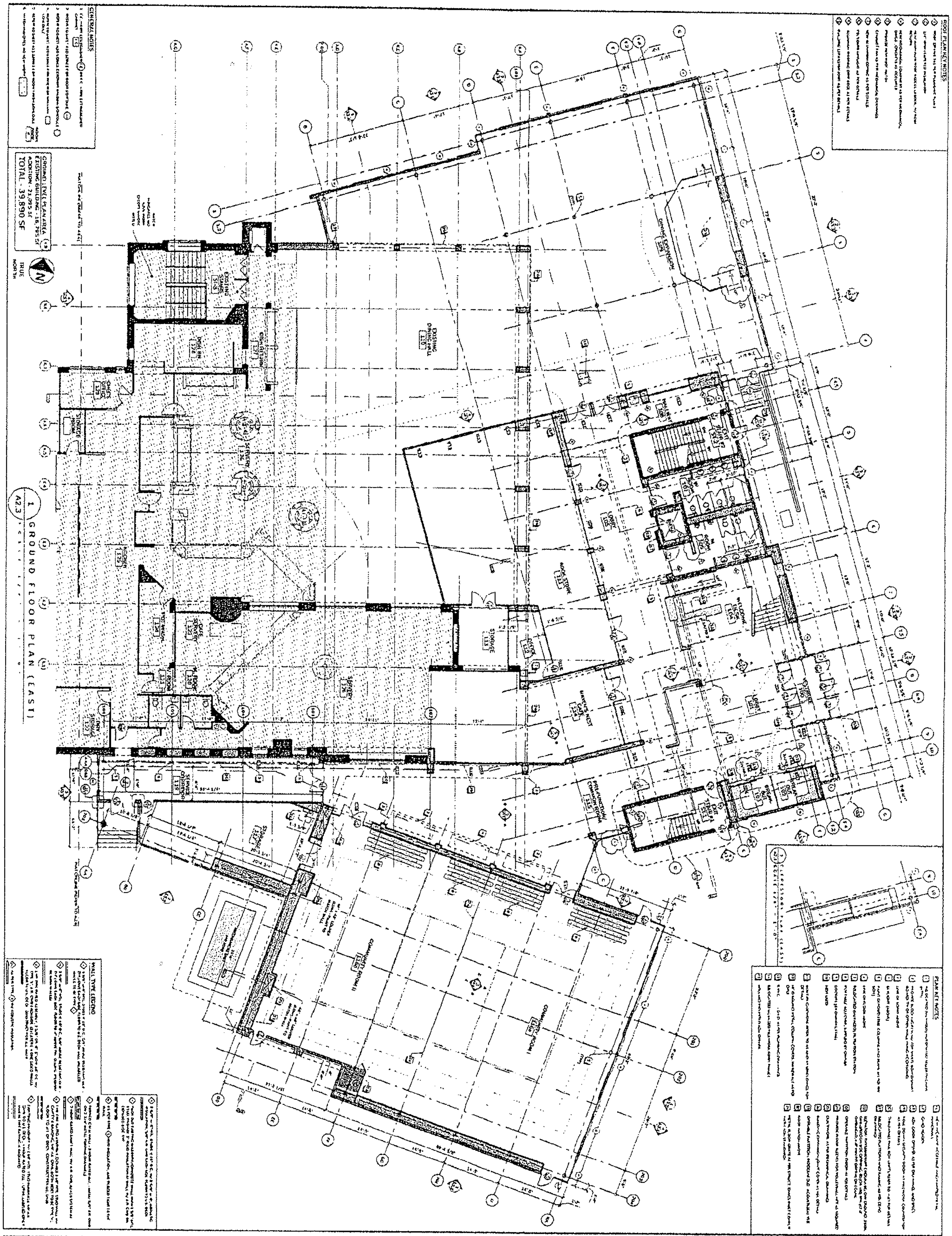


BM 428
Harriton High Sch
ITHAN
370
350
400
ROAD
Rosemont College
New Sharon Sch
SITE
MONTGOMERY CO
DELAWARE CO
LANE
AIREDALE
RD
Rosemont
BRYN MAWR COLLEGE
369
300

SITE PLANS AND DRAWINGS OF ROSEMONT COLLEGE COMMUNITY CENTER PROJECT

Attached are architect's drawings of the project. Outlined in yellow are the new spaces that are a part of the project on each level.

1st Floor

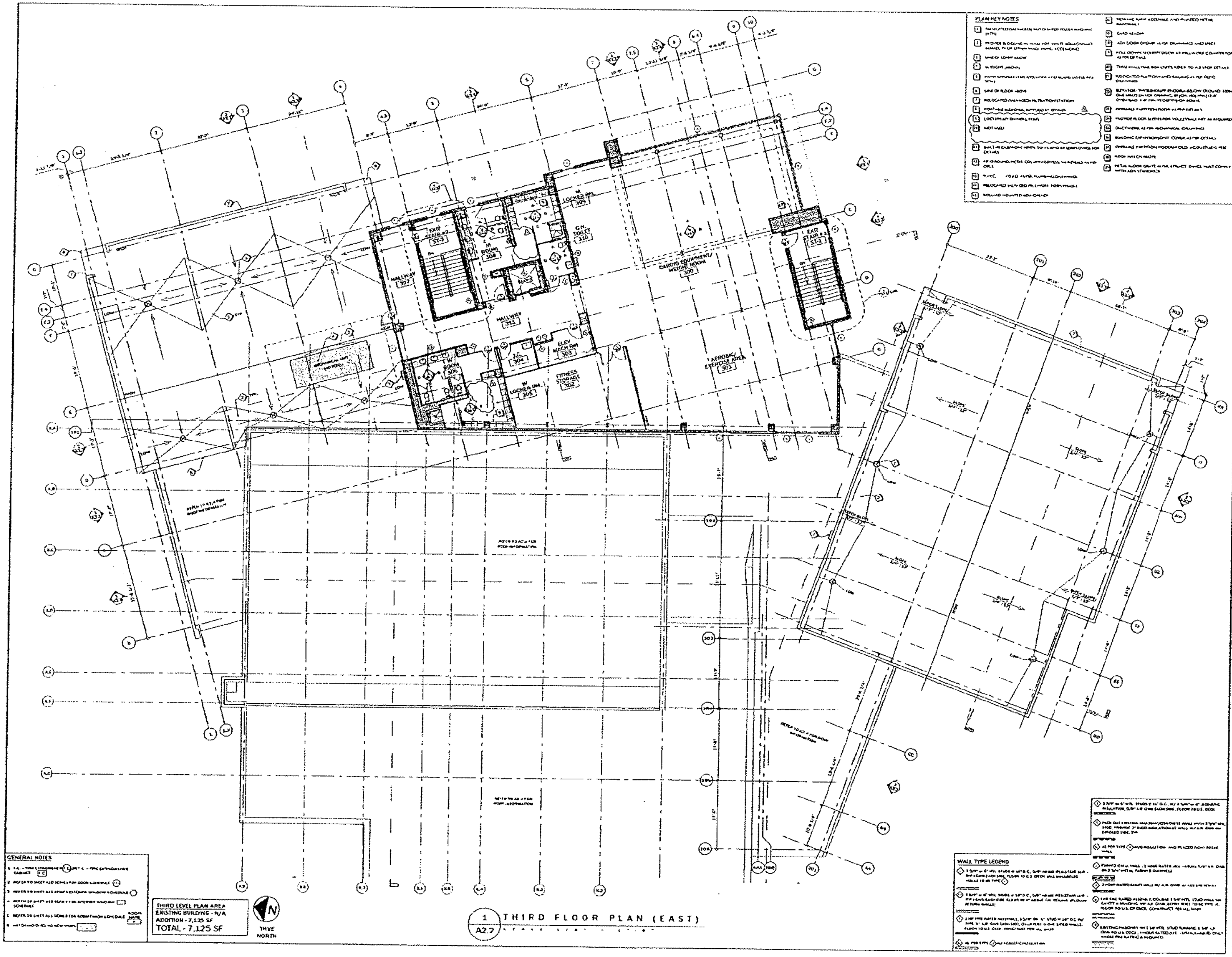

1 GROUND FLOOR PLAN (EAST)
A2.3
GROUND LEVEL PLAN AREA
EXISTING BUILDING - 18,795 SF
ADDITION - 21,095 SF
TOTAL - 39,890 SF
TRUE NORTH
N
GENERAL NOTES
ROOF PLAN KEY NOTES
PLAN KEY NOTES
WALL TYPE LEGEND
EXISTING DINING HALL
KITCHEN
SERVERY
STORAGE
COMMUNITY ROOM

A2.3	Sheet Name: Ground Floor Plan (East)		Permit Set: 04.04.2018
	Set Name: 04.04.2018 - Permit Set	Revisions: 1 04.23.2018 - Updates	Drawn By: CD/MS/AD
			Checked By: MHM
			Scale: AS NOTED

ROSEMONT COLLEGE
CARDINAL HALL
PHASE II EXPANSION & RENOVATIONS
1400 MONTGOMERY AVENUE
ROSEMONT, PA 19010

KIMMEL BOGRETTE
Architecture + Site

3RD FLOOR


EXIT STAIR #2
ST-2
HALLWAY
307
HALLWAY
312
M LOCKER RM
309
G.N. TOILET
310
CARDIO EQUIPMENT/
WEIGHT ROOM
300
EXIT STAIR #1
ST-1
AEROBIC/
EXERCISE AREA
301
ELEV MACH RM
303
FITNESS
STORAGE
302
W LOCKER RM
305
TRUE NORTH
N

PLAN KEY NOTES

NOT USED

CARD READER

GENERAL NOTES

WALL TYPE LEGEND

THIRD LEVEL PLAN AREA
EXISTING BUILDING - N/A
ADDITION - 7,125 SF
TOTAL - 7,125 SF

1
A2.2
THIRD FLOOR PLAN (EAST)

KIMMEL BOGRETTE
Architecture + Site

ROSEMONT COLLEGE
CARDINAL HALL
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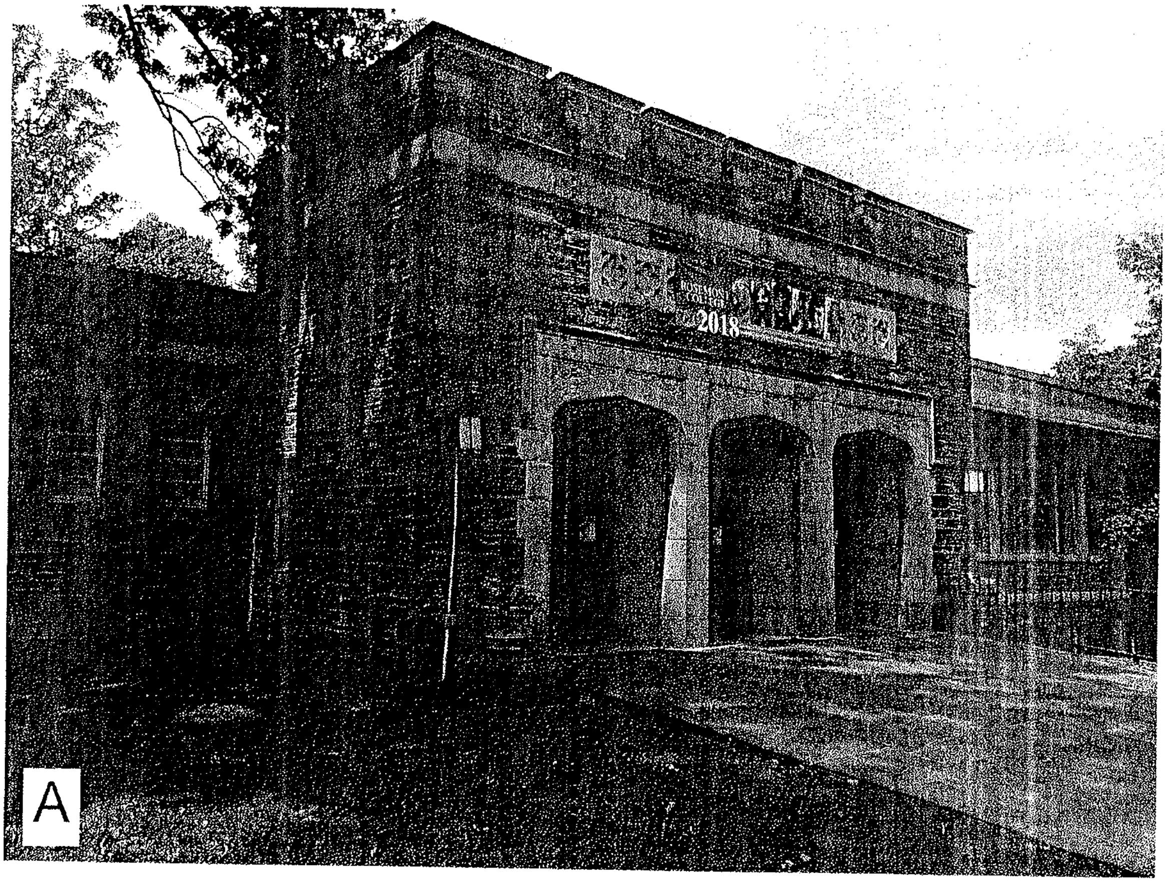
Permit Set:
06.04.2018
Drawn By: CD/MGAD
Checked By: MHM
Scale: AS NOTED

Sheet Name: Third Floor Plan (East)
1st Name: 06.04.2018 - Permit Set
Revisions: 1 06.22.2018 - Updates

A2.5


ROSEMONT COLLEGE
2018
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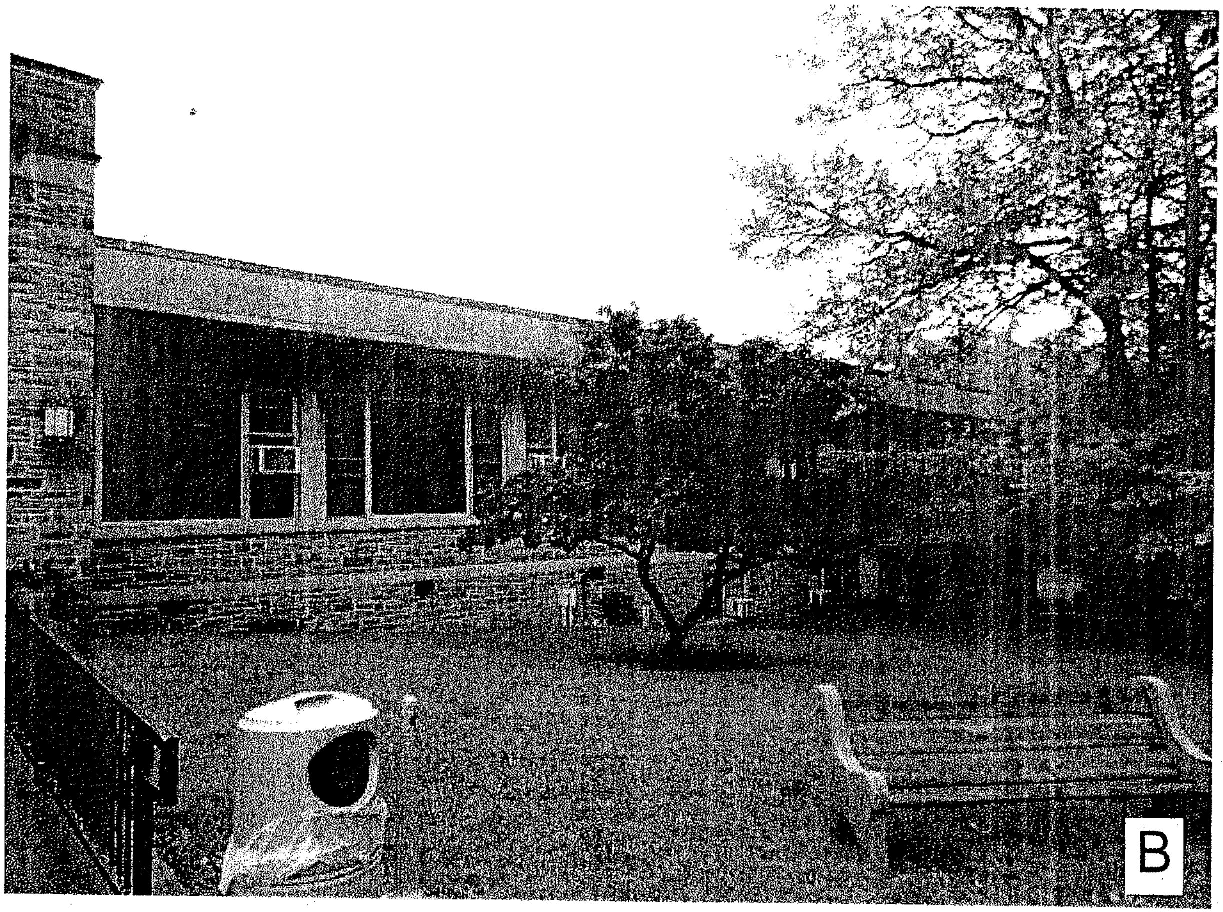

B

E

F

Pennsylvania State Historic Preservation Office
PENNSYLVANIA HISTORICAL AND MUSEUM COMMISSION

December 6, 2019

Jerry Nugent
Redevelopment Authority of the
County of Montgomery
104 W. Main Street, Suite 2
Norristown, PA 19401

TO EXPEDITE REVIEW USE
SHP REFERENCE NUMBER

Re: File No. ER 2020-0336-091-A
RACP Redevelopment Assistance Capital Program: Rosemont College Community Center Building Transformation, Lower Merion Twp., Montgomery Co.

Dear Mr. Nugent:

Thank you for submitting information concerning the above referenced project. The Pennsylvania State Historic Preservation Office (PA SHPO) reviews projects in accordance with state and federal laws. Section 106 of the National Historic Preservation Act of 1966, and the implementing regulations (36 CFR Part 800) of the Advisory Council on Historic Preservation, is the primary federal legislation. The Environmental Rights amendment, Article 1, Section 27 of the Pennsylvania Constitution and the Pennsylvania History Code, 37 Pa. Cons. Stat. Section 500 et seq. (1988) is the primary state legislation. These laws include consideration of the project's potential effects on both historic and archaeological resources.

Above Ground Resources

We are unable to proceed with our review until the additional information on the attached sheet is provided.

Archaeological Resources

There is a high probability that archaeological resources are located in this project area. In our opinion, the activity described in your proposal should have no effect on such resources. Should the scope of the project be amended to include additional ground disturbing activity this office should be contacted immediately and a Phase I Archaeological Survey may be necessary to locate all potentially significant archaeological resources.

If you need further information in this matter, please contact Emma Diehl at emdiehl@pa.gov or (717) 787-9121.

Sincerely,

Douglas C. McLearen, Chief
Division of Environmental Review

Attachment
DCM/tmw

ROSEMONT
COLLEGE
the POWER of small

January 15, 2020

Douglas C. McLearen, Chief
Division of Environmental Review
Pennsylvania State Historic Preservation Office
Pennsylvania Historical and Museum Commission
Commonwealth Keystone Building
400 North Street, 2nd Floor
Harrisburg, PA 17120

RE: File No. ER 2020-0336-091-A
Redevelopment Assistance Capital Program: Rosemont College Community Center Building Transformation, Lower Merion Township, Montgomery County.

Dear Mr. McLearen:

Enclosed please find the completed Historic Resource Survey Form for the above-listed project as requested in your letter of December 6, 2019, along with all pertinent attachments and narratives.

Please advise at your earliest convenience if there is anything further that you need, or if I may assist in any other way.

Thank you for your assistance in the progress of our project.

Regards,

Randy L. Eldridge, DBA, CPA, CGMA
Vice President for Finance and Administration

CC: Jerry Nugent, Executive Director
Redevelopment Authority of Montgomery County
104 West Main Street, Suite 2
Norristown, PA 19401

Key #
ER# 2020-0336-091-A

Architectural/Property Information *(Items 9-14; see Instructions, pages 6-7)*

ARCHITECTURAL CLASSIFICATION

INTERNATIONAL STYLE

EXTERIOR MATERIALS and STRUCTURAL SYSTEM

Foundation	CONCRETE	STONE
Walls	BRICK	STONE
Roof	RUBBER	
Other		
Structural System	STEEL	

WIDTH 150 (feet) or ____ (# bays) DEPTH 200 (feet) or ____ (# rooms) STORIES/HEIGHT 1+BASEMENT

Historical Information *(Items 18-21; see Instructions, page 8)*

Year Construction Began 1955 ☒ Circa Year Completed 1956 ☐ Circa

Date of Major Additions, Alterations 2013 ☐ Circa ____ ☐ Circa ____ ☐ Circa

Basis for Dating ☒ Documentary ☐ Physical

Explain

Cultural/Ethnic Affiliation(s)

Associated Individual(s)

Associated Event(s)

Architect(s) GLEESON & MULROONEY

Builder(s) JOHN McSHAIN

Submission Information *(Items 22-23; see Instructions, page 8)*

Previous Survey/Determinations

Threats ☒ None ☐ Neglect ☐ Public Development ☐ Private Development ☐ Other

Explain

This submission is related to a ☒ non-profit grant application ☐ business tax incentive
☐ NHPA/PA History Code Project Review ☐ other

Preparer Information *(Items 24-30; see Instructions, page 9)*

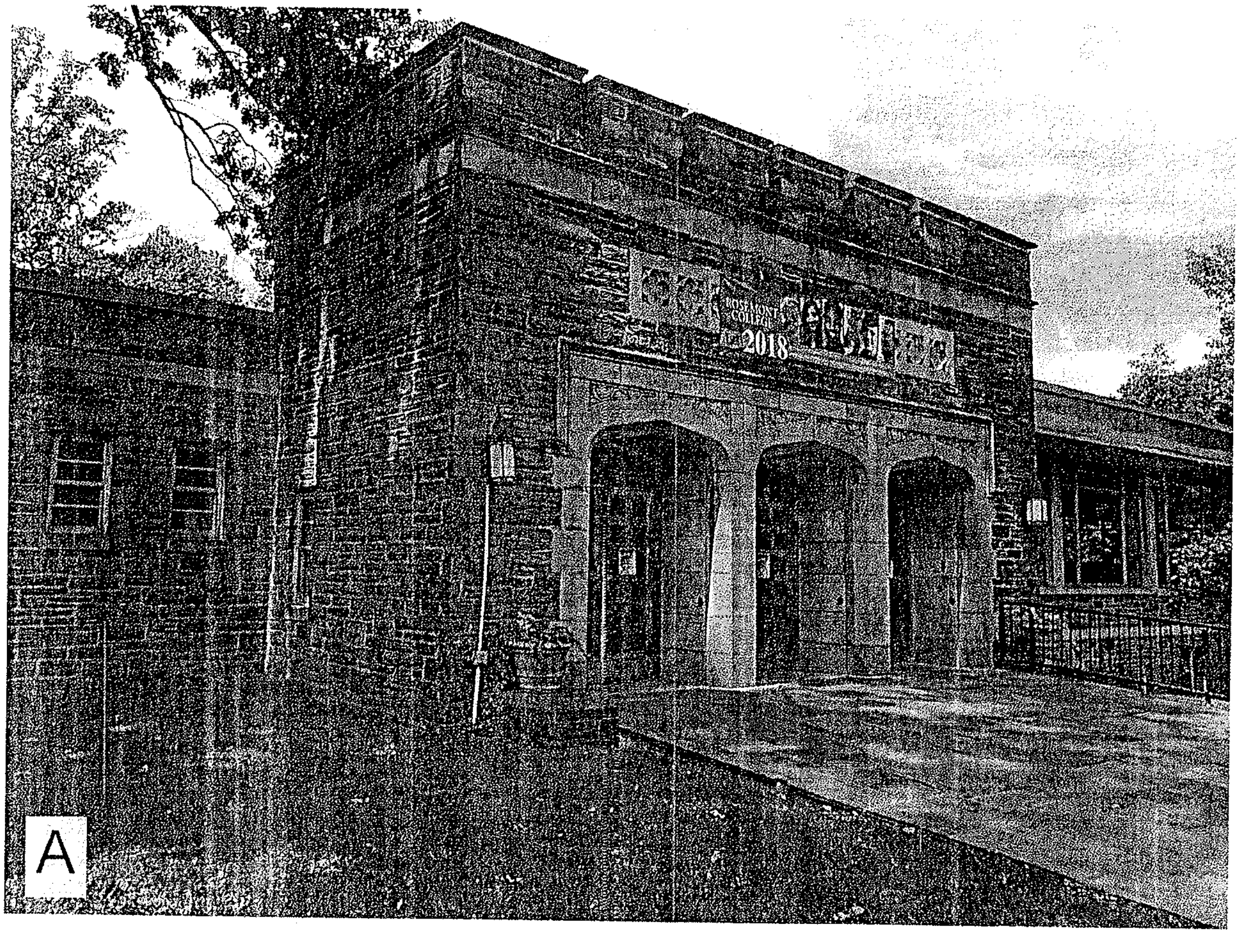
Name & Title RANDY L. ELDRIDGE VP FINANCE & ADMINISTRATION

Date Surveyed ____ Project Name ROSEMONT COLLEGE COMMUNITY CENTER

Organization/Company

Mailing Address

Phone 610-527-0200 x2240 Email reldridge@rosemont.edu


ROSEMONT
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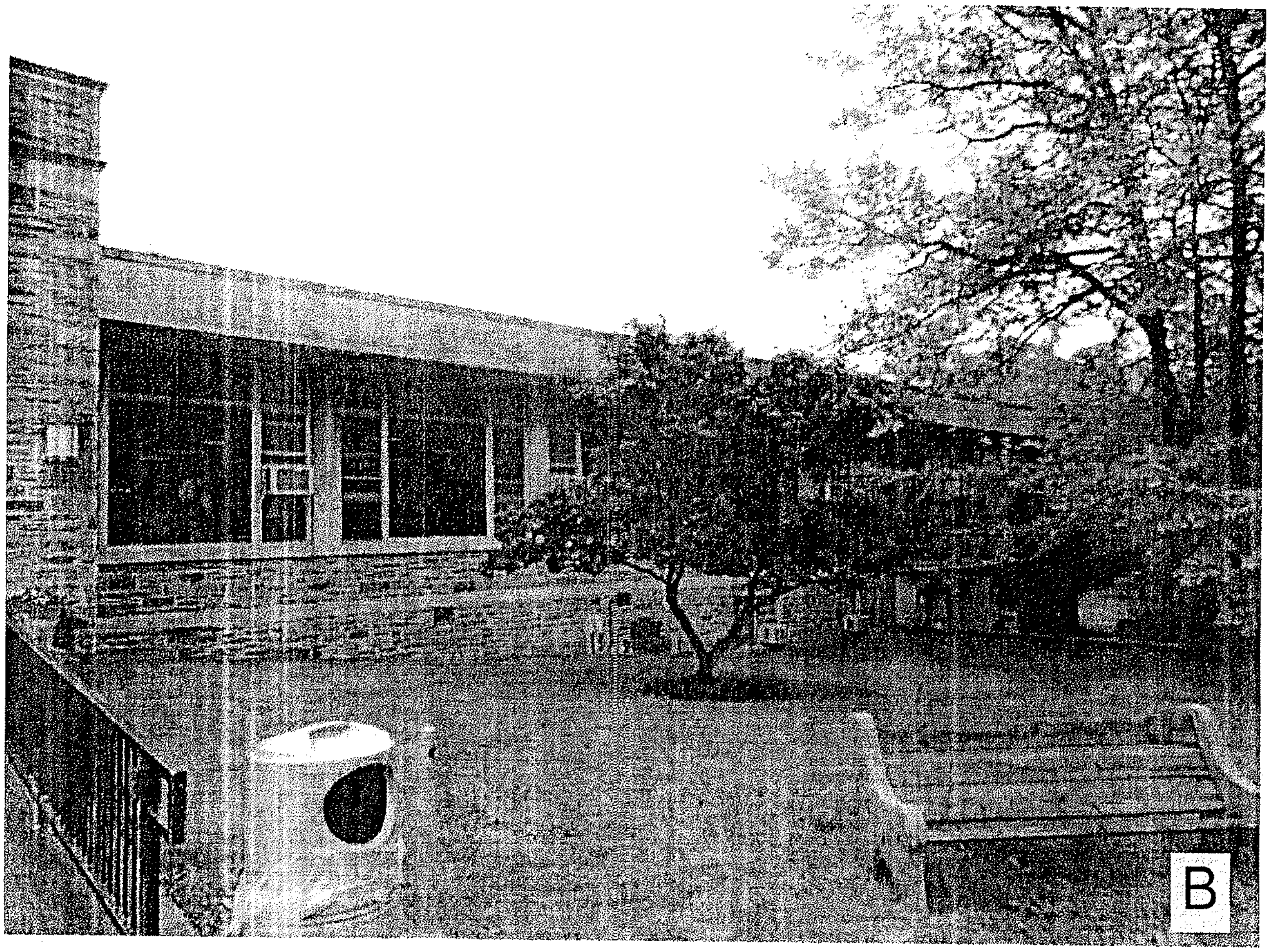
A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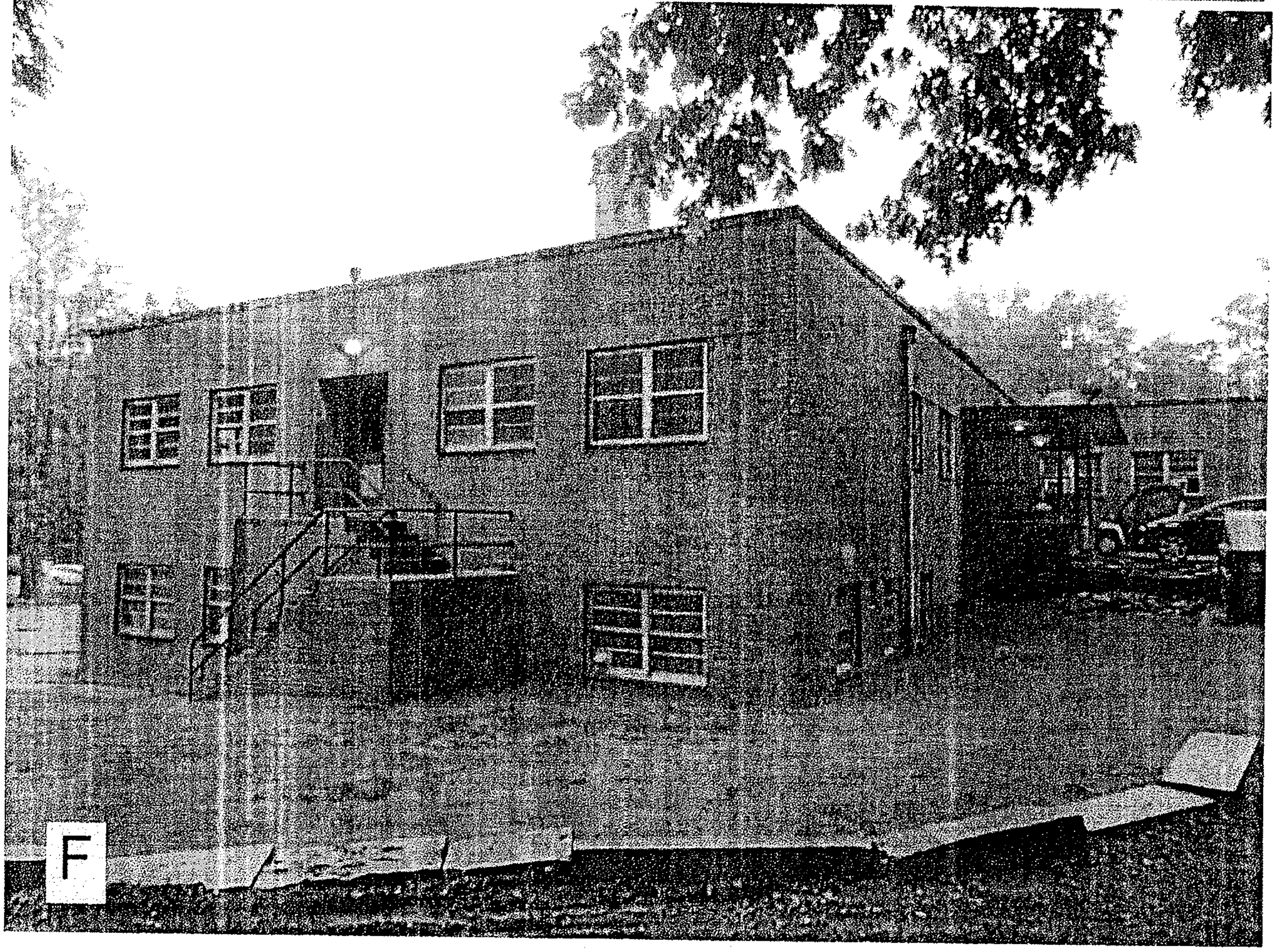
E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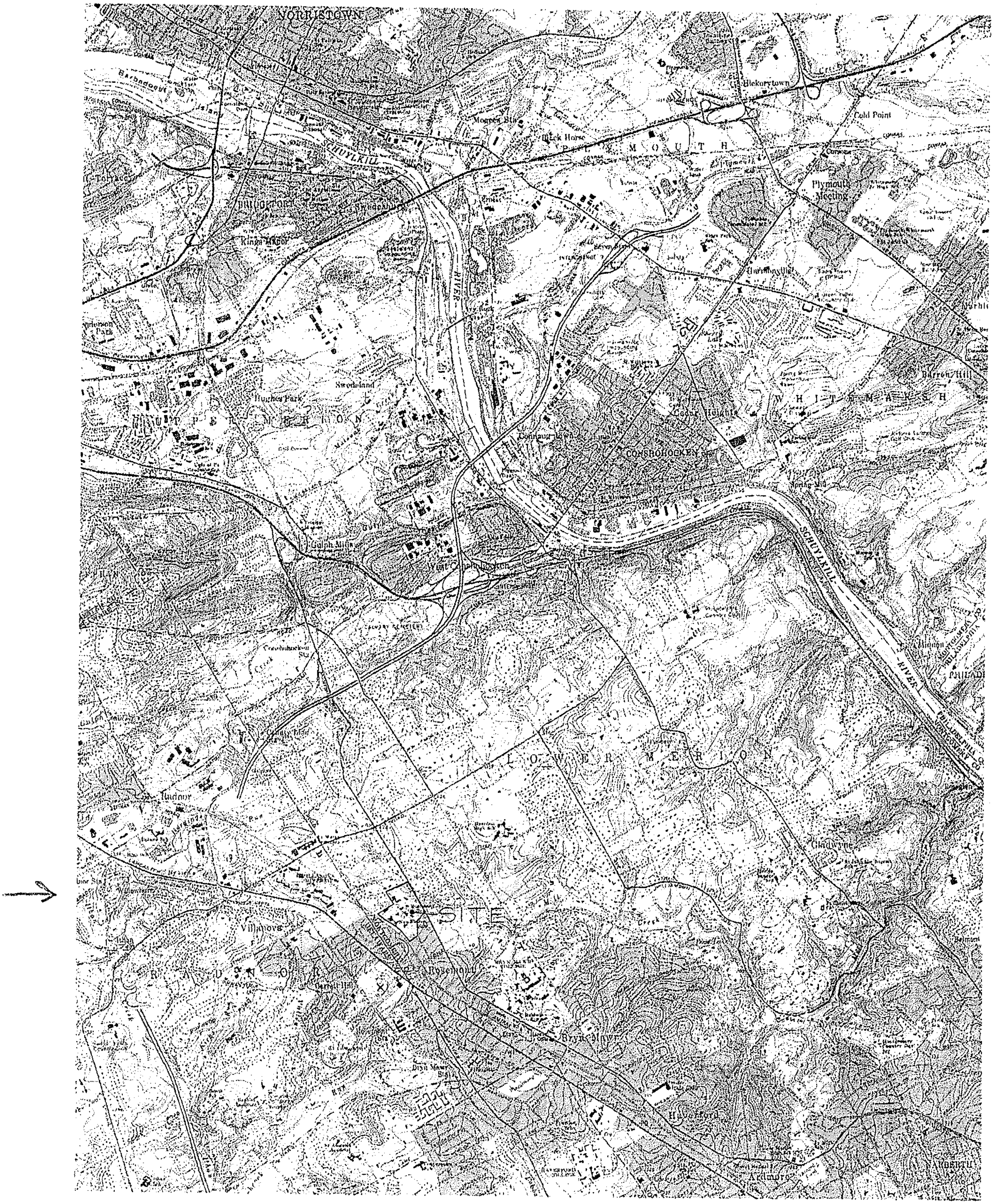
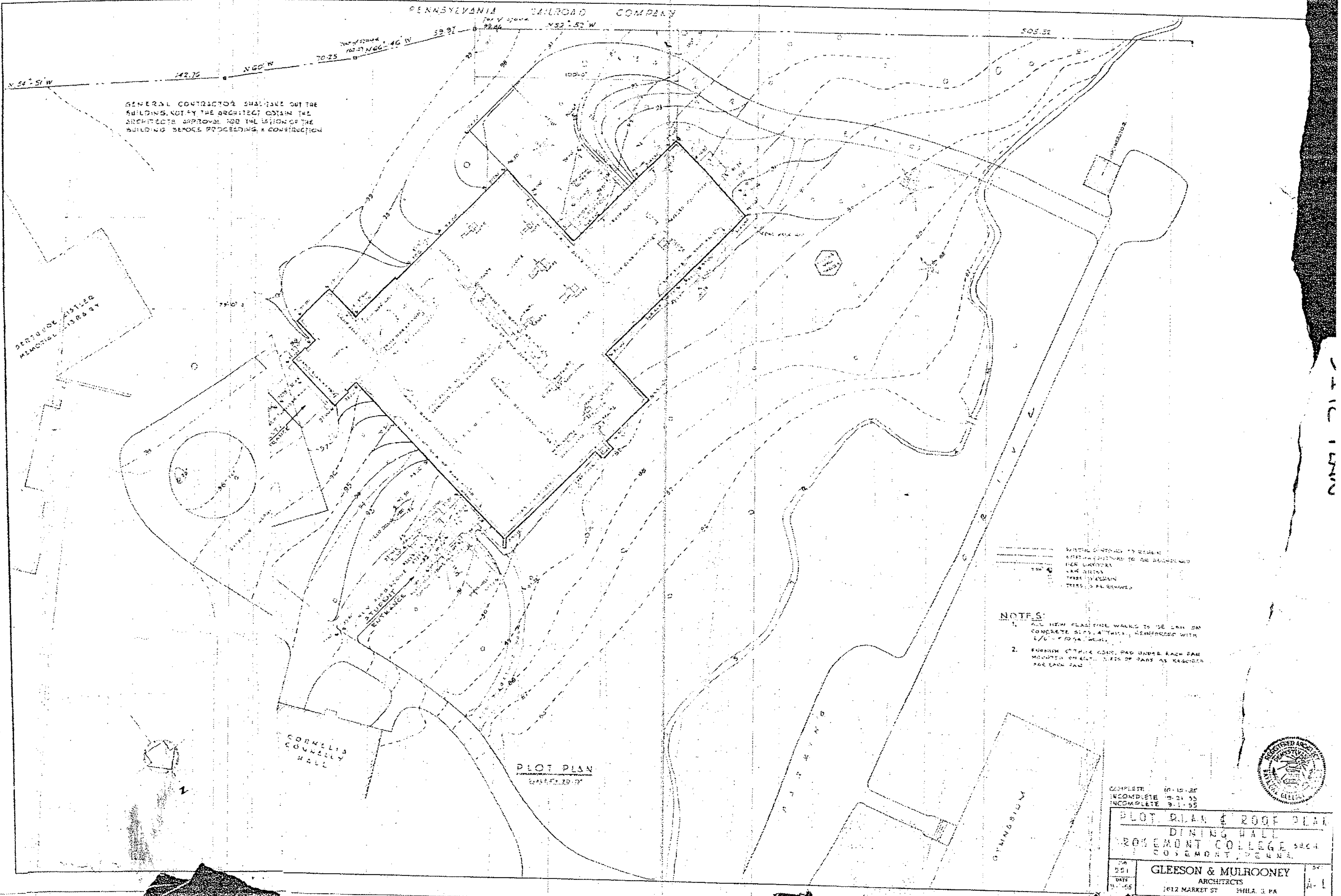
USGS QUAD


NORRISTOWN
Bridgeport
Hickorytown
Cold Point
Black Horse
PLYMOUTH
Plymouth Meeting
Harmonville
SCHUYLKILL
RIVER
Swedeland
Hughes Park
UPPER MERION
CONSHOHOCKEN
WHITEMARSH
Barren Hill
Gulph Mills
West Conshohocken
LOWER MERION
Radnor
Gladwyne
SITE
Villanova
RADNOR
Rosemont
Bryn Mawr
Haverford
Ardmore
NARBERTH


PENNSYLVANIA RAILROAD COMPANY
N 54° 51' W
142.75
N 60° W
70.25
N 66° 46' W
59.97
N 52° 52' W
505.52
GERTRUDE KISTLER MEMORIAL LIBRARY
CORNELIA CONNELLY HALL
STUDENT ENTRANCE
PARKING
DRIVE
GYMNASIUM
INCINERATOR
PLOT PLAN
SCALE 1" = 30'-0"

GENERAL CONTRACTOR SHALL TAKE OUT THE BUILDING, NOTIFY THE ARCHITECT OBTAIN THE ARCHITECTS APPROVAL FOR THE LOCATION OF THE BUILDING BEFORE PROCEEDING & CONSTRUCTION

EXISTING CONTOURS TO REMAIN
EXISTING CONTOURS TO BE ABANDONED
NEW CONTOURS
NEW GRADES
TREES TO REMAIN
TREES TO BE REMOVED

NOTES:

1. ALL NEW FLAGSTONE WALKS TO BE LAID ON CONCRETE SLABS, 4" THICK, REINFORCED WITH 6/6 - 10/10 [illegible]
2. FURNISH 4" THICK CONC. PAD UNDER EACH FAN MOUNTED ON GRADE. SIZES OF PADS AS REQUIRED FOR EACH FAN

COMPLETE 10-15-55
INCOMPLETE 9-21-55
INCOMPLETE 9-1-55

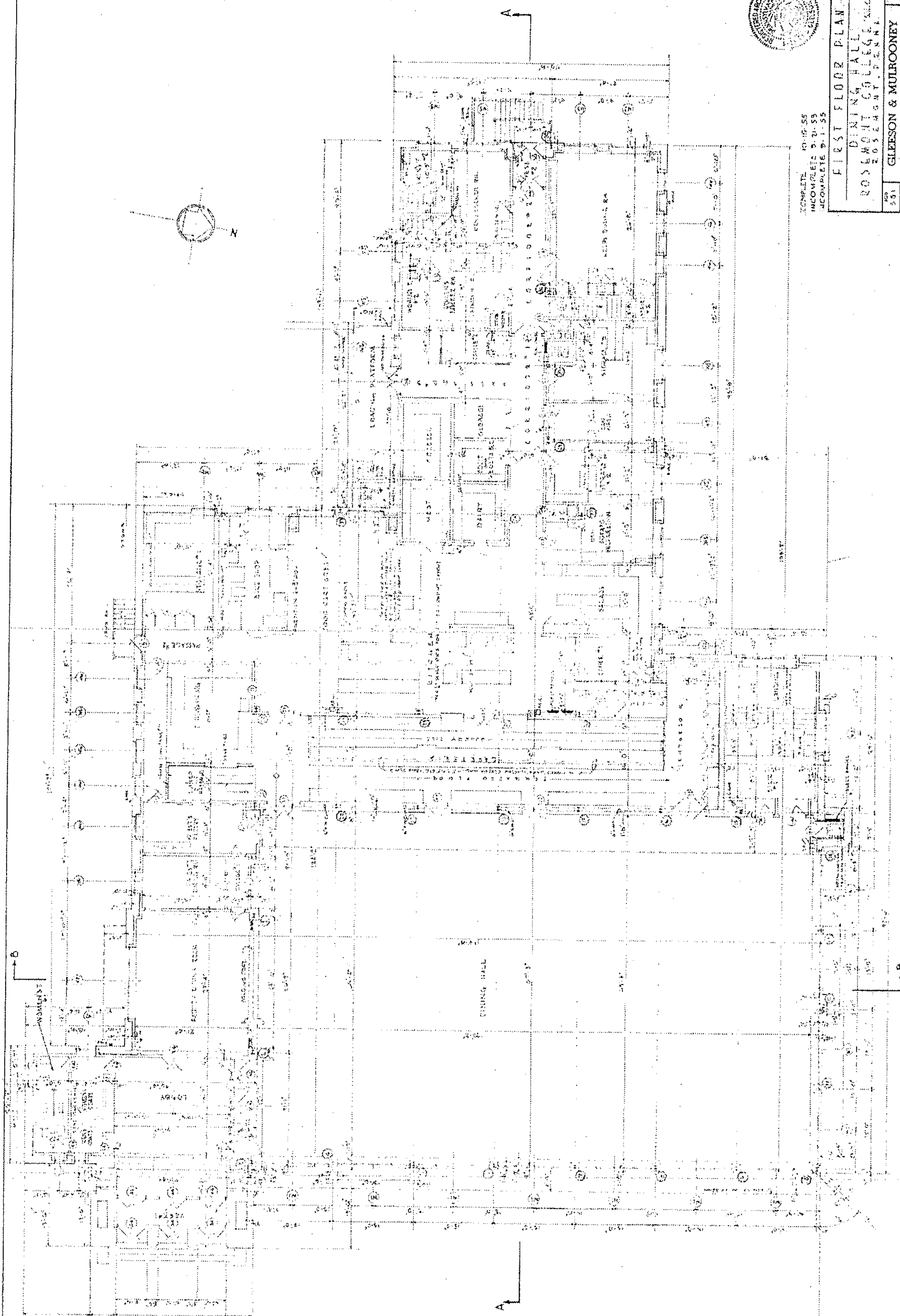
PLOT PLAN & ROOF PLAN
DINING HALL
ROSEMONT COLLEGE 5804
ROSEMONT, PENNA.

JOB 551
DATE 9-1-55

GLEESON & MULROONEY
ARCHITECTS
1612 MARKET ST PHILA. 3, PA

SH. A-1

MAIN FLOOR PLAN


A
B
N
DINING HALL
LOBBY
LOADING PLATFORM
MEAT
DAIRY
CORRIDOR

COMPLETE 10-15-55
INCOMPLETE 5-21-55
INCOMPLETE 9-1-55

FIRST FLOOR PLAN

DINING HALL

ROSEMONT COLLEGE
ROSEMONT, PENNA.

GLEESON & MULROONEY
ARCHITECTS
1512 MARKET ST. PHILA 2, PA.

NO. 551
DATE 9-1-55
DWG. A-3

APPENDIX
K

August
Assessment Cycle Begins

- Feedback on recommendations due to staff
- Assessment Coordinators update goals, plans, and IE Maps

September

- Summer GE Instructors reports due to GE Coordinators
- Program review cycle begins
- GE Coordinators meet
- Feedback on GE reports and recommendations due to faculty
- Institutional Assessment Committee Retreat to evaluate assessment practices

October

- Program review drafts due/updates to SAA

November

- Discipline Assessment Reports Due to Dean of School of SGPS

December

- Collect data and analyze Fall GE courses

January

- Mid-year reports due; recommendations with budget requests included
- Mid-year report progress updates from Fall Semester discussed with Dean/VP/Director
- Fall and Winter GE Assessment reports due to GE Coordinators

February

- Budget cycle begins
- Feedback from mid-year reports due to staff and faculty

March

- 2nd Draft of Program Reviews due to SAA
- Data analysis begins for year-end reports

April

- Compilation of year end reports begins

May

- 10th month employee year end reports due with recommendations and data
- Program Reviews due to SAA and Deans

June

- SAA Final report due to Deans
- All departmental year end reports due with recommendations and data
- All recommendations (via final report) forwarded to VP's/President
- Findings/recommendations presented to BOT (where applicable)
- Spring GE reports due to GE Coordinators
- Annual discipline reports due to SAA

July

- Feedback from VPs/President to Deans, Directors, etc to Staff
- Strategic Plan and Assessment Plan updated
- Additional budget items/allocation of resources requested
- GE Coordinator Reports Due

APPENDIX
KK

Rosemont College Continuous Improvement and Evaluation Plan

Rosemont College is committed to maintaining a culture of continuous improvement, effective resource allocation, and institutional renewal. This plan establishes a framework for achieving these goals. The purpose of this plan is to ensure the periodic evaluation of planning, resource allocation, institutional renewal processes, and resource availability to ensure the efficient and effective operation of the college.

The college will conduct a comprehensive evaluation of planning, resource allocation, institutional renewal processes, and resource availability every three years, with the first evaluation to be initiated in fall 2023. Interim evaluations may be conducted as needed to address specific concerns or changes in circumstances. The evaluation process will be conducted by the Institutional Assessment Committee (IAC), with assistance from individuals identified by the committee as having expertise in the relevant areas.

Evaluation Areas:

1. Planning Effectiveness:
    a. Evaluate the college's strategic planning processes, including goal setting, objective alignment, and action planning.
    b. Assess the extent to which planning activities are achieving desired outcomes and contributing to the college's mission and vision.
2. Resource Allocation:
    a. Assess the allocation of financial, human, and material resources across departments, programs, and initiatives.
    b. Determine the alignment of resource allocation with the college's strategic priorities and identify areas for optimization or reallocation.
3. Institutional Renewal Processes:
    a. Evaluate the effectiveness of performance management systems, professional development programs, and succession planning processes.
    b. Assess the extent to which these processes foster innovation, employee growth, and organizational adaptability.
4. Resource Availability:
    a. Assess the availability and adequacy of resources required to support the college's operations, programs, and initiatives.
    b. Identify any resource gaps or bottlenecks and develop strategies to address them.

The evaluation will use a combination of qualitative and quantitative methods, including surveys, interviews, data analysis, benchmarking, and external consultations as needed. This comprehensive approach will provide a holistic understanding of the evaluation areas.

A comprehensive evaluation report will be prepared, documenting the findings, recommendations, and proposed action plans. The report will be submitted to the President,

APPENDIX

L

General Education (GE) Coordinator Summary, Analysis, and Recommendations
2021-22 Academic Year
20 March 2023

I. Introduction

GE Coordinators compiled GE course reports for the 21-22 academic year (AY) and produced a GE report (see table below). Using these reports, the GE coordinators met three times, March 14, 15, and 17 2023, to analyze the student learning outcomes, discuss previously planned improvements and how they have impacted educational effectiveness, and decided on recommendations to forward to the general faculty meeting on 28 March 2023.

GE Coordinators for 2021-22 Academic Year

Writing and Oral Comm	Katie Baker
Multiculturalism/Gender	Timothy Jackson
Problem Solving/Critical Thinking	Dennis Perkinson
Foreign Language	Tatiana Ripoll-Paez
Creative Expression	Michael Willse
Ethics in Action	Alan Preti
Theology and Religious Studies	Frank Klose
Information Literacy	Adam Lusk
Global Culture - Awareness	Adam Lusk

II. Analysis and Discussion

- Except for Critical Thinking/Problem Solving, coordinators agreed that the data appears to be valid and provides enough evidence to evaluate student learning. Critical Thinking/Problem Solving has the problem of two different rubrics, leading to confusion and reporting problems.
- Examples of using assessment data to make substantive changes to programs and courses, but challenges for reporting and tracking these changes systematically. The process is dependent on individual course instructors, which gets complicated when courses change instructors or there is a significant time period between course sections (at Rosemont, a course might not run for two years).
- Positive outcomes from Rich Leiby's work and training – there are significantly lower amounts of resistance to assessment, and a deeper appreciation for assessment. Faculty are not just doing assessment "because they have to" but rather

    a. CTL work with Professional Development Committee and Faculty Council to facilitate discussions about assessment and its relationship with curriculum and pedagogy to help all faculty. Other discussions should include the sharing of creative and innovative teaching methods, building of connections between GE areas and specific student learning outcomes, and talking about the results of assessment in small groups.
    b. Create assessment orientation, in particular designed for the onboarding of new faculty, both part-time and full-time.
4. Refresh GE course templates to provide more useful qualitative data.
5. Restore capstone assessment and establish a repository for student artifacts.
6. Provide GE Coordinators with greater institutional data access, e.g. past courses, student data, etc.

APPENDIX
L1

Recommendations approved by General Faculty on 28 March 2023

1. Review and potentially revise student learning outcomes for GE areas and adjust the rubrics based on any changes, including but not limited to the following:
    a. Separate Religious Studies and Theology, revising the entire GE category
    b. Eliminate Problem-Solving and revise Critical Thinking learning outcomes
    c. Separate Humanities from Information Literacy
    d. Include "habits of mind" learning outcomes

Action Plan: Faculty Council charges GE coordinators and Division Chairs to review and revise student learning outcomes

2. Make assessment simpler and clearer from the learning goals and rubrics to the structure and process, especially how we close the loop, with consistent communication, specifically to:
    a. Create an assessment calendar with clear lines of reporting and responsibility, along with redundancy in case people leave or elimination of a position

Action Plan: Faculty Council forwards recommendation to OEIE

    b. Create formal contracts for GE coordinators with a list of responsibilities and expectations and stipends, which could include meeting with course instructors, reviewing the alignment of assignments with learning outcomes, facilitating discussions about how to improve student learning, pedagogy, etc.

Action Plan: Faculty Council forwards to Office of the Provost

    c. Disseminate GE course offerings earlier in the registration process – perhaps the inclusion of GE coordinators in the building of the course schedule

Action Plan: Faculty Council forwards to Office of the UC Academic Dean

    d. Rethink the timing and amount of GE assessment and consider random samples for assessment or allow a longer time period to accumulate more evidence about changes enacted

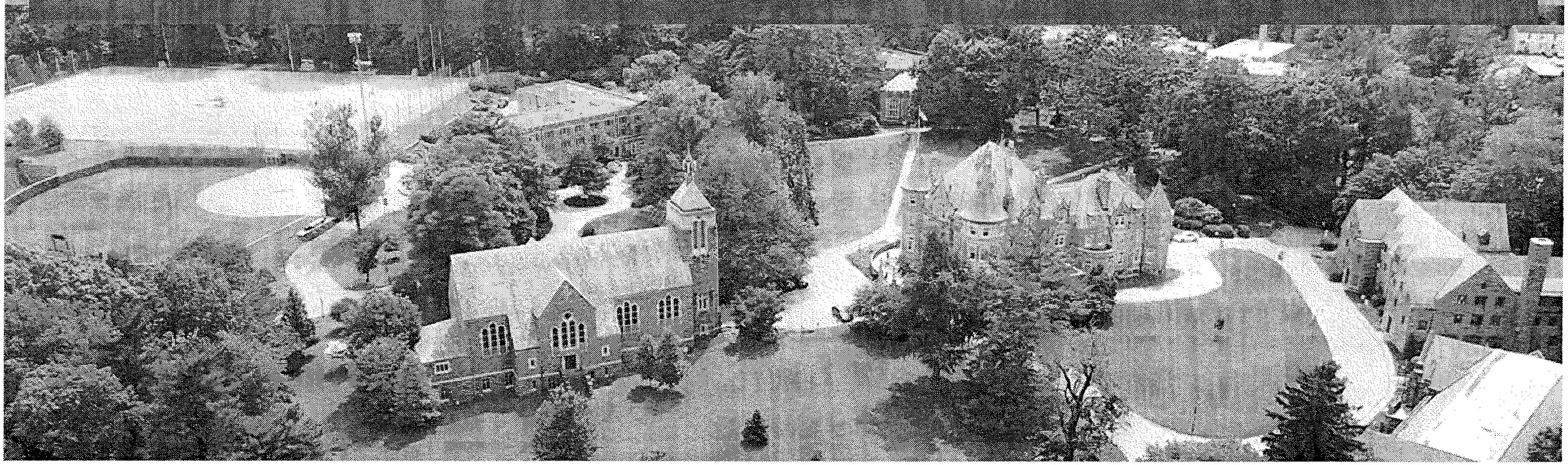
Action Plan: Faculty Council forwards to OEIE

APPENDIX
L2

UC GE Assessment

AY 2021-22
Presentation to General Faculty
28 March 2023

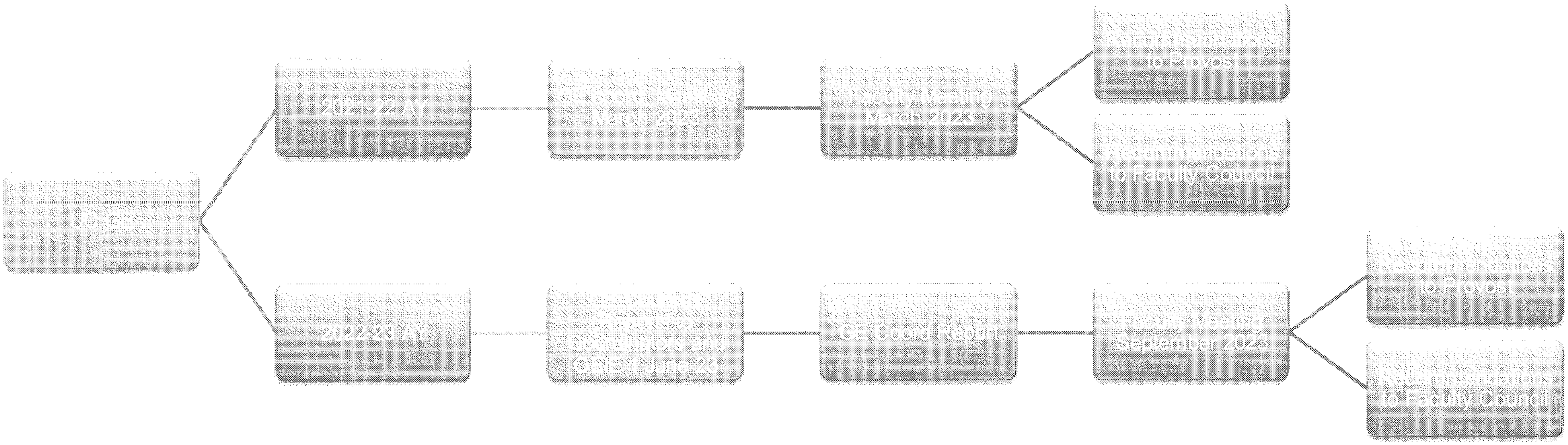
ROSEMONT
COLLEGE



Middle States – Standard V

Need to provide further evidence of:

- The development and implementation of organized and systematic assessments that evaluate the extent of student achievement
- Demonstration of documented use of assessment results to improve educational effectiveness
- Periodic assessment of the effectiveness of the assessment processes utilized by the institution for the improvement of educational effectiveness



[illegible]

2021-22 AY

[illegible] March 2023

Faculty Meeting March 2023

Recommendations to Provost

Recommendations to Faculty Council

2022-23 AY

[illegible] Coordinators and OSIE 1 June 23

GE Coord Report

Faculty Meeting September 2023

Recommendations to Provost

Recommendations to Faculty Council

ROSEMONT COLLEGE

GE Assessment at Rosemont

- Culture of doing assessment
- Culture of ~~doing~~ assessment
- Culture of using assessment
- Culture of using assessment for evidence-based teaching and learning

Recommendations Overview

1. Review and revise GE learning outcomes and rubrics
2. Update structure and process of assessment and provide clear communication
3. Resource the CTL to provide professional development on assessment
4. Refresh GE course templates
5. Restore capstone assessment
6. Provide GE Coordinators with greater institutional data access

Recommendations

1. Review and revise student learning outcomes for GE areas and adjust the rubrics based on any changes, including but not limited to the following:

    a. Separate Religious Studies and Theology, revising the entire GE category
    b. Eliminate Problem-Solving and revise Critical Thinking learning outcomes
    c. Separate Humanities from Information Literacy
    d. Include "habits of mind" learning outcomes

Recommendations

2. Make assessment simpler and clearer from the learning goals and rubrics to the structure and process, especially how we close the loop, with consistent communication, specifically to:
    a. Create an assessment calendar with clear lines of reporting and responsibility, along with redundancy in case people leave or elimination of a position
    b. Create formal contracts for GE coordinators with a list of responsibilities and expectations and stipends, which could include meeting with course instructors, reviewing the alignment of assignments with learning outcomes, facilitating discussions about how to improve student learning, pedagogy, etc.
    c. Disseminate GE course offerings earlier in the registration process – perhaps the inclusion of GE coordinators in the building of the course schedule
    d. Rethink the timing and amount of GE assessment and consider random samples for assessment or allow a longer time period to accumulate more evidence about changes enacted
    e. Revise adjunct contracts to state assessment requirements and expectations

Recommendations

3. Prioritize the development of Center for Teaching and Learning (CTL) to improve professional development around assessment

   a. CTL work with Professional Development Committee and Faculty Council to facilitate discussions about assessment and its relationship with curriculum and pedagogy to help all faculty. Other discussions should include the sharing of creative and innovative teaching methods, building of connections between GE areas and specific student learning outcomes, and talking about the results of assessment in small groups.

   b. Create assessment orientation, designed for the onboarding of new faculty, both part-time and full-time.

Recommendations

4. Refresh GE course templates to provide more useful qualitative data.
5. Restore capstone assessment and establish a repository for student artifacts.
6. Provide GE Coordinators with greater institutional data access, e.g. past courses, student data, etc.

APPENDIX
L3

RE: Reviewing and revising student learning outcomes for Core Curriculum

As the GE coordinator for Global Culture Awareness, you will serve as the point person for reviewing and revising the student learning outcomes for this area of the GE. When going through this review, please consider the following:

1) You may want to reach out to faculty who teach in this area for their input.
2) You should consult past GE coordinator reports and course reports to identify any suggestions or feedback about the learning goals.
3) At least one learning outcome should connect with the part of the Mission that this area of the Core Curriculum falls under and its respective values. You may want to recommend moving to another part of the Mission if there is a better alignment.
4) Think about whether the learning outcomes connect with one (or more) of the skills prioritized by the Middle States: oral and written communication, scientific and quantitative reasoning, critical analysis and reasoning, technological competency, and information literacy.
5) As recommended by GE coordinators and the faculty, the Core Curriculum should include "habits of mind." Think about whether the learning outcomes in this area can include one or more of these habits of mind, for example: professionalism, metacognition, questioning and posing problems, thinking interdependently, listening with empathy, remaining open to continuous learning, or creativity and innovation.
6) Each area should only have 3-5 learning outcomes.

Please email a copy of the learning outcomes by Wednesday, 12 April to me at adam.lusk@rosemont.edu and I will forward them to Faculty Council.

If you have any questions or concerns, please reach out to me at your convenience.

Potential Resources for creating student learning outcomes:
AAC&U LEAP: https://www.aacu.org/trending-topics/essential-learning-outcomes
DQP: https://www.luminafoundation.org/files/resources/dqp.pdf
Disciplinary Associations
Surveys of Employers

With warm regards,
adam

APPENDIX
L4

UC Discipline Assessment

AY 2021-22
Presentation to General Faculty
18 April 2023

ROSEMONT
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Recommendations Overview

1. Plan and set aside resources for discipline external reviews
2. Improve Program Review/Discipline assessment structure and process
    a. Create an assessment calendar with regular meetings
    b. Regular review of learning outcomes for Core Curriculum and Disciplines (suggested 2-year)
    c. Create an electronic records system for the reports and action plans.
    d. Formalize assessment responsibilities and expectations for Division Chairs, Discipline Coordinators, Full-time and Part-time faculty

Recommendations Overview, part 2

2. Improve Program Review/Discipline assessment structure and process
    a. Set a 2-year term for Division Chairs to provide continuity for assessment plans and tracking planned improvements and recommendations.
    b. Keep track of year-to-year recommendations and requests
    c. Start discussion about realigning Divisions
    d. Pay Discipline Coordinators an additional stipend
    e. Request improved feedback from administration.

Recommendations Overview, part 3

2. Improve Program Review/Discipline assessment structure and process
    a. More discussions at Divisional meetings and General Faculty meeting
    b. Training on assessment (see professional development below)
    c. Review and potentially revise the Discipline Assessment form
    d. Rethink how discipline assessment works for smaller programs
    e. Develop template for assignment level assessment
    f. Involve the Curriculum Committee at different levels of assessment

Recommendations Overview, part 4

3. Prioritize professional development for assessment.
    a. Request budget for Center for Teaching and Learning
    b. Build in professional development with assessment, and outline how PDP plans and major reviews connect with assessment and professional development of teaching, especially around evidence-based teaching and learning.

2022-23 Assessment

GE Assessment

- GE course report – due 1 June 2023
  - Use the current GE rubrics
  - Send to GE coordinators (list below) and assessment@rosemont.edu
  - Focus on previous improvements implemented in your courses and evidence of their effectiveness in this recent version of the course.
- GE coordinators – report due 15 June 2023 to assessment@rosemont.edu.
  - Highlight the implementation of changes and evidence of the effectiveness
  - Include any recommendations after analyzing the course reports.

GE Coordinators for 2022-23 Academic Year

Writing and Oral Comm	Katie Baker
Multiculturalism/Gender	Timothy Jackson
Problem Solving/Critical Thinking	Dennis Perkinson
Foreign Language	Tatiana Ripoll-Paez
Creative Expression	Michael Willse
Ethics in Action	Alan Preti
Theology and Religious Studies	Frank Klose
Information Literacy	Adam Lusk
Global Culture - Awareness	Adam Lusk

Discipline/Program Assessment

- Discipline Coordinator/Program Director complete Assessment Report
  - Send to Division Chair and assessment@rosemont.edu by 1 June 2023
  - Focus on assessing student capstone projects – for now, keep these files
  - Highlight previous changes implemented and the results of those changes.

Next Steps – Fall Semester

- GE coordinators will meet at the start of the 23-24 academic year
  - Share GE data and analysis at the September faculty meeting
- Division Chairs will meet at the start of the academic year
  - Share analysis and recommendations at the October faculty meeting
  - Use data to start reviewing program assessment plans, including learning outcomes, curriculum matrices, schedules, priorities, etc.

APPENDIX
M

Rosemont College Core Curriculum Learning Objectives

The "Wants of the Age" Core Curriculum

The "Wants of the Age" Core Curriculum is a student's introduction to the mission of Rosemont College. It exposes a student to the fundamental ideas and intellectual activities in the spirit of Cornelia Connelly.

"A lifelong community of learners"

FYCS 100 The First Year Connection Seminar (3 cr.)

Student Learning Outcomes

Students taking First Year Connections Seminar will:

1. Build the necessary academic skills and knowledge needed to succeed at Rosemont College by developing
   a. Awareness and use of campus learning resources.
   b. Sufficient technological prowess to function on the college level.
   c. Study skills to support the demands of college-level courses.
2. Set Academic and Professional Goals by
   a. Developing an understanding of the Rosemont Core Curriculum Requirements, Advising, and Degree Audits.
   b. Incorporating an awareness of possible majors, experiential learning and co-curricular activities, and related career paths.
3. Initiate connections to the Rosemont College Community of Learners through
   a. Exposure to co-curricular guest speakers and awareness of co-curricular activities that include first-year students within the Rosemont College community.
   b. Participation in the First Year Experience Common Reading in class, and opportunities for related activities outside of the classroom.
4. Demonstrate proficiency in information literacy skills through
   a. Accessing and using academic research to successfully complete the First Year Seminar Research Project.
   b. Learning the College's policies on Academic Integrity, including the severity of plagiarism and skills to avoid plaigiarising.

Rosemont College Core Curriculum Learning Objectives

"Fostering joy in the pursuit of knowledge"

WRT 110 First Year Composition – Writing (3 cr.)

WRT 170 Advanced Composition and Oral Communication (3 cr.)

Written and Oral Communication

Student Learning Outcomes

Students taking written and oral communication courses will:

1. Understand and practice writing and oral communication as a process, using strategies of research, drafting, revision, editing, and reflection.
2. Communicate correctly and effectively in writing and in speech, considering both their audience and purpose.
3. Locate and evaluate (for credibility, sufficiency, accuracy, timeliness, bias, and so on) primary and secondary research materials.
4. Observe the rules of academic honesty, intellectual property, and citation style(s).

"We seek to develop...open and critical minds"

Critical Thinking (3 cr.)

Goal: Students will analyze information and ideas carefully and logically from multiple perspectives and develop reasoned solutions to problems.

Student Learning Outcomes

After completing a Critical Thinking course in the Rosemont College Core Curriculum, students will be able to:

1. Explain and apply the basic concepts essential to a critical examination and evaluation of argumentative discourse.
2. Use investigative and analytical thinking skills to examine alternatives, explore complex questions, and solve challenging problems.
3. Synthesize information to arrive at reasoned conclusions.
4. Evaluate the logic and validity of arguments, as well as the relevance of data and information.

Rosemont College Core Curriculum Learning Objectives

Natural Sciences (3 cr.)

Goal: Students will learn and develop the ability to solve scientific problems using scientific and quantitative reasoning.

Student Learning Outcomes

After completing a Natural Science course in the Rosemont College Core Curriculum, students will be able to:

1. Apply scientific concepts to define natural phenomena and scientific problems.
2. Propose a hypothesis to answer an investigative question and/or develop a strategy to solve a scientific problem quantitatively.
3. Generate solutions to test the hypothesis or produce quantitative results.
4. Evaluate the logic and accuracy of the results and identify potential flaws in the outcome.

"The ability to make reasoned moral decisions"

Ethics in Action (3 cr.)

Goal: Students completing any of the courses in the Ethics in Action area of the Core Curriculum will be able to assess their own ethical values, identify the ethical issues at stake in morally significant contexts, and effectively analyze and evaluate a variety of moral issues and situations.

Student Learning Outcomes:

After completing an Ethics in Action course in the Rosemont College Core Curriculum, students will be able to:

1. Demonstrate an understanding of their core moral beliefs and the origins of their core moral beliefs.
2. Demonstrate an understanding of fundamental ethical perspectives and concepts.
3. Be able to identify issues and situations with moral implications and explain what is morally at stake in such cases.
4. Be able to independently apply ethical perspectives and concepts to an ethical issue or situation accurately and articulate the implications of the application.
5. Be able to identify standard objections to a variety of ethical perspectives and concepts, and reasonably defend against the objections.

Rosemont College Core Curriculum Learning Objectives

"A sense of responsibility to serve others in a global society"

Global Awareness (3 cr.)

Goal: Students who complete the Global Cultural Awareness requirement of the Core Curriculum will have knowledge of multiple cultural perspectives, historical as well as contemporary, and become informed and open-minded global citizens who are attentive to the world around them.

Student Learning Outcomes:

After completing a Global Awareness course in the Rosemont College Core Curriculum, students will be able to:

1. Demonstrate an understanding of multiple cultural worldviews and experiences in relation to their history, artistic traditions, rituals, values, politics, communication styles, economy, and/or beliefs and practices.
2. Analyze global issues and experiences from the perspective of more than one worldview.
3. Apply knowledge and skills to examine a problem or issue in today's world and/or in past historical periods from multiple cultural worldviews in a systematic and comprehensive way.

"Rooted in Catholicism" (THE courses)

Catholic Theology (3 cr.)

Student Learning Outcomes

After completing a Catholic Theology course in the Rosemont College Core Curriculum, students will be able to:

1. Develop a critical understanding of the Roman Catholic intellectual tradition and the theological reflection that shapes the Church.
2. Articulate the influence of Scripture and Tradition to the practice of Roman Catholicism.
3. Apply the foundational texts of Catholic social teaching to important issues in the world.
4. Synthesize and defend a position regarding the impact of theological reflection in the world.

Rosemont College Core Curriculum Learning Objectives

"Rosemont welcomes all faiths" (REL courses)

Religious Studies (3 cr.)

Student Learning Outcomes

After completing a Religious Studies course in the Rosemont College Core Curriculum, students will be able to:

1. Develop a critical understanding of religious traditions and the values that shape them.
2. Identify key lived religious experiences from the major religions of the world.
3. Demonstrate the influence of religious faith in history, both within and across religious traditions.
4. Synthesize and defend a position regarding the need for religious literacy in a diverse world.

"Trust in and reverence for the dignity of the Human Person"

Humanities (3 cr.)

Student Learning Outcomes

After completing a Humanities course in the Rosemont College Core Curriculum, students will be able to:

1. Identify human values as demonstrated through critical reflection of the written, verbal, or performance arts.
2. Articulate underlying premises in movements or periods in time and the ideas that shape them.
3. Compare diverse perspectives across cultures, present and past.
4. Use appropriate information technologies to conduct research.

Rosemont College Core Curriculum Learning Objectives

Social Sciences (3 cr.)

Goal: Students will apply social science perspectives to further understand individual, group, and societal behavior within psychological, political, sociological, and economic contexts.

Student Learning Outcomes

After completing a Social Science course in the Rosemont College Core Curriculum, students will be able to:

1. Demonstrate knowledge of theoretical frameworks, concepts, terms, and important thinkers and ideas from one of the social sciences to discuss contemporary social phenomena.
2. Apply knowledge from at least one of the social sciences to explain political, social, and/or economic issues and their effects on individuals and groups.
3. Use effective critical thinking skills by applying empirically based information in the social sciences to analyze social interactions and how institutions operate.
4. Demonstrate open-mindedness through an appreciation of the diversity of human experience and understanding of how culture affects human behavior.

"Diversity with a commitment to building an intercultural community"

Multicultural/Gender (3 cr.)

Student Learning Outcomes

After completing a Multicultural/Gender course in the Rosemont College Core Curriculum, students will be able to:

1. Identify and differentiate key concepts and experiences of identity formation – including race/ethnicity, sex and gender, and religion.
2. Ask critical and caring questions that foster knowledge of the concepts and experiences of identity formation.
3. Articulate factors, including biases, that influence identity formation among different groups of people in different times and places.
4. Make sound arguments based on research, not opinions, from differing identity perspectives in a way that addresses contemporary social problems and issues of multiculturalism, gender, race, ethnicity, and social inequality in a clear and articulate manner.

Rosemont College Core Curriculum Learning Objectives

"Promoting Justice with compassion" and "Care for the Earth as our common home"

Sustainability (3 cr.)

Goal: Students who complete the Sustainability requirement of the Core Curriculum program at Rosemont College will have a foundational knowledge of sustainability and think critically about the environmental challenges we face so they may "care for the Earth as our common home."

Student Learning Outcomes

After completing a Sustainability course in the Rosemont College Core Curriculum, students will be able to:

1. Understand key concepts for sustainability from multiple disciplinary perspectives.
2. Apply concepts of sustainability to address challenges in global and local contexts.
3. Analyze sustainability and key topics, including the relationship between human and natural systems.
4. Recognize, act on, and evaluate how their professional and personal actions impact sustainability with the knowledge and appreciation of interconnections among economic, environmental, and social perspectives.

"Learning opportunities that enable students to respond to life with joy, zeal, and compassion"

Creative Expression (3 cr.)

Student Learning Outcomes

After completing a Social Science course in the Rosemont College Core Curriculum, students will be able to:

1. Demonstrate technical competence in a work of creative expression.
2. Analyze form or content in works of creative expression.
3. Understand broad cultural contexts from which works of art are produced, as well as defining the relationship of the artist, creative work, and audience.
4. Demonstrate evidence of creative production or activity through engagement and a command or materials and/or process.

Total Credits: 42 plus Experiential Learning and Capstone within Major

APPENDIX M1

New Core Curriculum Categories - Approved courses as of June 15, 2023	Application	FYCS 100	Written and Oral Communication	Critical Thinking	Natural Sciences	Ethics in Action	Global Awareness	Catholic Theology	Religion Courses	Humanities	Social Sciences	Multicultural/ Gender	Sustainability	Creative Expression
WRT 110 Writing 110	X		X											
ENV 101(SUS 101) Healing Earth	X												X	
SUS 230 Introduction to Sustainability	X												X	
COM 215 Intercultural Communication	X											X		
AFR 100 Introduction to African Studies	X											X		
PSC 247 Race and Ethnicity in Amer. Politics	X											X		
HIS 120 World History since 1450	X						X							
ENG 204 Survey of Brit Lit Medieval to 1498	X									X				
ENG 220 Development of the Novel in English	X									X				
ENG 222 Major American Writers beg. To 1890	X									X				
ENG 223 Major American Writers 1890-1940	X									X				
MUS 220 Music Appreciation	X													
BIO 115 Science for Life	X				X									
BIO 150 General Biology I	X				X									
CHE 130 General Chemistry Fundamentals	X				X									
CHE 0135 Global Environmental Issues	X				X									
CHE 142 General Chemistry I	X				X									
SOC 100 Principles of Sociology	X										X			
PSC 101 Introduction to Political Science	X										X			
CSC 140 Introduction to Computer Programming	X			X										
HIS 200 Analyzing the Past US History to 1877	X			X										
MAT 112 introductory Algebra	X			X										
MAT 115 College Algebra	X			X										
PSY 100 Basic Concepts in Psychology	X										X			
THE 201 The Catholic Intellectual Tradition	X							X						
THE 202 Black Catholics and the Church	X							X						
COM 279 Media Law and Ethics	X					X								
REL 124 World Religions	X								X					
REL 102 Humanity's Search for Meaning	X								X					
THE 210 The Meaning of Christ	X							X						
THE 215 The Church in the Modern World	X							X						
WRT 205 Introduction to Creative Writing	X													X
SPA 100 Introductory Spanish I	X						X							
SPA 101 Introductory Spanish II	X						X							
ARS 130 Introduction to Watercolor	X													X

DOCUMENT

GG

DATA SURVEY

Introduction:

This survey aims to gather information about the collection, utilization, storage, accessibility, and authorized personnel of data within various units. Data refers to factual information and numbers used for analysis and decision-making. Examples of data include enrollment by program, GPA, vendors, number of students seen, events, participants, and more.

The purpose of this survey is to assist the Institutional Assessment Committee (IAC) in gaining a comprehensive understanding of the data landscape within the institution. This understanding will enable them to identify potential areas for improvement and establish a more cohesive and efficient data management framework.

Survey Questions (Fill in the blank):

1. Your Name:	
2. Department/Office Name	
3. Do you collect data? (e.g., number of walk-ins, event type, participation numbers, cost, etc.) (Y/N)	
Yes	No
4. What types of data do you regularly collect? Please list all that apply. (e.g., number of walk-ins, event type, participation numbers, cost, etc.) 5. Please list the systems and software where the collected data is stored. (e.g., Salesforce, OneDrive, Excel) 6. Besides yourself, who else has authorized access to this data? 7. What data do you utilize to perform your job? 8. How do you obtain the data you use? 9. What additional data would be helpful for you to perform your job effectively?	7. What data do you utilize to perform your job? 8. How do you obtain the data you use? 9. What additional data would be helpful for you to perform your job effectively?

Closing:

Thank you for participating in this survey. Your responses will contribute to improving data management practices and enhancing overall institutional assessment efforts.

APPENDIX

N

ROSEMONT COLLEGE

UC Course Application

revised April 2023

Basic Course Information

Year: Click or tap here to enter text. **Semester**: Click or tap here to enter text.

New ☐ **Existing** ☐

If existing, list current course number: Click or tap here to enter text.

Course Title: Click or tap here to enter text.

Faculty Member(s): Click or tap here to enter text.

Frequency of offering: Choose an item.

For changes to existing courses, please note the changes here:

Click or tap here to enter text.

Discipline and Division Information

Division: Click or tap here to enter text.

Discipline: Click or tap here to enter text.

Additional Discipline (if cross-listed): Click or tap here to enter text.

Course Designations

Honors: Yes ☐ No ☐

Course Level: Choose an item. **Credit Hours:** Click or tap here to enter text.

Prerequisites: Click or tap here to enter text.

Is this course being proposed for inclusion in the Core Curriculum? Yes ☐ No ☐

Core Curriculum Designation: Click or tap here to enter text.

Course Descriptions & Syllabus Information

Catalog Description

A clear, brief description (50 words of less) as it should appear in the Academic Catalog.

Click or tap here to enter text.

Course Description
A brief but thorough description of the course as it should appear in the syllabus.

Click or tap here to enter text.

Have you consulted a Librarian regarding options for required course texts?

Yes ☐ No ☐

Course Materials
List any proposed course materials below.

Click or tap here to enter text.

Syllabus Attached? Yes ☐ No ☐

Learning Outcomes and Assessment

Learning Outcomes

Click or tap here to enter text.

Course Assessment Plan

Click or tap here to enter text.

Core Curriculum Assessment
For courses submitted under the Core Curriculum, show how the course learning goals align with the learning outcomes for that specific area of the Core Curriculum. Use the table below:

What students will learn in the course (course learning outcomes)	How learning this will help you learn Core Curriculum learning outcome	This is how students will learn how to do it (homework, classwork, assignment, etc.)	This is how students will show you that they have learned how to do it (final assessment)
Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.

Rubric for Assessment: Click or tap here to enter text.

Required: Attach Assessment Rubric Completed ☐

Notes

Enter any notes or relevant context to this application below.

Click or tap here to enter text.

Approvals

Division Chair: ______________________________ **Date:** __________

Discipline Coordinator: ______________________________ **Date:** __________

2nd Discipline Coordinator: ______________________________ **Date:** __________

Core Curriculum Coordinator: ______________________________ **Date:** __________

Curriculum Committee

Approved ☐ Denied ☐ Date: Click or tap to enter a date.

Registrar Assigned Course Number: Click or tap here to enter text.

APPENDIX

N1

General Criteria Established to Guide the Review of Submissions for Courses for Inclusion in the new Core Curriculum

1. Courses can only be submitted for inclusion in a single category.
2. A discipline can only have courses in 2 separate categories.
3. A course submitted under a category of the new core curriculum must demonstrate their compliance with each and every course learning outcomes and student learning objectives for that category of the Core Curriculum.
4. Categories of the Core Curriculum will be kept small to enhance the likelihood that students will share common course experiences as part of their academic career.
5. The Course Application form, utilizing the 4 column grid must use action oriented verbs and show a progression of higher order thinking as the course progresses.

APPENDIX

O

Critical Thinking

Goal: Students will analyze information and ideas carefully and logically from multiple perspectives and develop reasoned solutions to problems.

Student Learning Outcomes

Students will:

1. Explain and apply the basic concepts essential to a critical examination and evaluation of argumentative discourse.
2. Use investigative and analytical thinking skills to examine alternatives, explore complex questions, and solve challenging problems.
3. Synthesize information to arrive at reasoned conclusions.
4. Evaluate the logic and validity of arguments, as well as the relevance of data and information.

APPENDIX
O1

Critical Thinking Rubric

Learning Outcome	Objective Exceeded 4	Objective Fully Met 3	Objective Minimally Met 2	Objective Not Met 1
Explain and apply the basic concepts essential to a critical examination and evaluation of argumentative discourse	Clearly identifies and summarizes main issues and successfully explains why/how they are problems or questions; and identifies embedded or implicit issues, addressing their relationships to each other.	Successfully identifies and summarizes the main issues but does not explain why/how they are problems or create questions. Some relationships between issues identified.	Identifies main issues but does not summarize or explain them clearly or sufficiently. Little relationship between issues identified.	Fails to identify, summarize, or explain the main problem or question. Represents the issues inaccurately or inappropriately. No relationship between issues.
Use investigative and analytical thinking skills to examine alternatives, explore complex questions, and solve challenging problems	Analyzes issues with a clear sense of scope and context. Identifies influence of context. Thoroughly explores alternatives. Questions assumptions.	Presents and explores relevant contexts and assumptions, although in a limited way. Analysis includes some outside verification, but primarily relies on authorities. Provides some consideration of alternatives.	Approach to the issue is narrowly focused with little relation to other contexts. Analysis is grounded in absolutes, with little acknowledgement of own biases. Little consideration of alternatives.	Approach to the issue shows no relation to other contexts. Analysis is grounded in absolutes, with no acknowledgement of own biases or influence of other contexts. No consideration of alternatives.
Synthesize information to arrive at reasoned conclusions	Incorporates the results of analysis into a coherent personal conclusion that is well reasoned, based on well supported inferences, and that recognizes and responds to disparate claims and points of view while remaining aware of the influence of personal or confirmation bias where appropriate.	Incorporates the results of analysis into a coherent personal conclusion that is adequately reasoned, based on reasonably well supported inferences, and that recognizes and responds to most disparate claims and points of view while for the most part avoiding personal or confirmation bias where appropriate.	Attempts to incorporate the results of analysis and arrive at a reasonable conclusion, but one that lacks support; student nominally recognizes disparate claims and points of view; personal or confirmation bias may be evident.	Unable to incorporate the results of analysis into a coherent personal conclusion; conclusion is not based on sound reasoning or well supported inferences. Student fails to recognize and/or respond to disparate claims and points of view; does not avoid personal or confirmation bias.

Critical Thinking Rubric

Learning Outcome	Objective Exceeded 4	Objective Fully Met 3	Objective Minimally Met 2	Objective Not Met 1
Evaluate the logic and validity of arguments, as well as the relevance of data and information	Evaluation of arguments is deep and elegant (e.g., contains thorough and insightful explanation) and considers, deeply and thoroughly, validity, bias, unchecked assumptions and/or other criteria. Conclusions are complete and fully justified.	Evaluation of arguments is adequate (e.g., contains thorough explanation) and considers validity, bias, unchecked assumptions and/or other criteria. Conclusions are mostly complete and largely justified.	Evaluation of arguments is brief (e.g., explanation lacks depth) and considers validity, bias, unchecked assumptions and/or other criteria. Conclusions are not fully complete and only minimally justified.	Evaluation of arguments is superficial (e.g., contains cursory, surface level explanation) and might not consider validity, bias, unchecked assumptions and/or other criteria. Conclusions are missing or incorrect and lack justification.

APPENDIX

P

ACADEMIC DISCIPLINE AND GENERAL EDUCATION ASSESSMENT CALERDAR

ACADEMIC YEAR 2022-23

	September 1, 2022	Summer GE Instructors Reports due to GE Coordinators
	January 17, 2023	Fall and Winter GE Instructors Reports due to GE Coordinators with a cc to assessment@rosemont.edu
	March 14-15, 2023	Academic Program Assessment Coordinator meetings with GE Coordinators
	March 20-29, 2023	Academic Program Assessment Coordinator meetings with UC Divisions
	April 11, 2023	2021-22 SGPS Yearly Discipline Assessment Reports due to Dean of School of Graduate and Professional Studies
	June 1, 2023	Spring GE course reports due to GE Coordinators with a cc to assessment@rosemont.edu and UC Discipline Assessment reports to Division Chairs with a cc to assessment@rosemont.edu
	June 15, 2023	GE coordinator reports due

ACADEMIC YEAR 2023-24

	September 5, 2023	Summer GE Instructors Reports due to GE Coordinators with a cc to assessment@rosemont.edu
	September X, 2023	GE Coordinators meeting
	September X, 2023	General Faculty Meeting -GE Reports and Recommendations
	September X, 2023	Divisional Meeting with Discipline Coordinators
	September X, 2023	Division Chairs Meeting with UC Dean
	October X, 2023	General Faculty Meeting -Discipline Assessment Reports and Recommendations
	November 1, 2023	2022-23 SGPS Yearly Discipline Assessment Reports due to Dean of School of Graduate and Professional Studies
	December X, 2023	SGPS Council -Discipline Assessment Report Reccomendations
	January 16, 2024	Fall and Winter GE Reports due to GE Coordinators with a cc to assessment@rosemont.edu
	May 31, 2024	GE course reports due to OEIE and GE Coordinators and UC Discipline Assessment reports to Division Chairs with a cc to assessment@rosemont.edu
	July 1, 2024	GE coordinator reports due

UC Academic Program Review	Spring of 2024	Fall of 2024	Spring of 2025	Fall of 2025	Spring of 2026	Fall of 2026	Spring of 2027	Fall of 2027	Spring of 2028	Fall of 2028
Biology	X									
Chemistry	X									
Sociology		X								
Religion			X							
Theology			X							
Mathematics				X						
Business Programs					X					
Political Science						X				
English							X			
Philosophy								X		
Language								X		
Communication									X	
Studio Art/Graphic Design										X
History and Psychology were done in the academic year prior to Covid										
The Education Programs were reviewed by PDE and final approval was given on May 13, 2020.										

APPENDIX

Q

UC Academic Program Review	**Spring of 2024**	**Fall of 2024**	**Spring of 2025**	**Fall of 2025**	**Spring of 2026**	**Fall of 2026**	**Spring of 2027**	**Fall of 2027**	**Spring of 2028**	**Fall of 2028**
Biology	X									
Chemistry	X									
Sociology		X								
Religion			X							
Theology			X							
Mathematics				X						
Business Programs					X					
Political Science						X				
English							X			
Philosophy								X		
Language								X		
Communication									X	
Studio Art/Graphic Design										X
History and Psychology were done in the academic year prior to Covid										
The Education Programs were reviewed by PDE and final approval was given on May 13, 2020.										

APPENDIX
Q1

	Engaged in Assessment Discussions	**Learning Outcomes Exist**	**Learning Outcomes Published**	**Curriculum Map Exists**	**Direct Evidence of Student Learning Collected**	**Have Acheivement Results for Learning Outcomes**	**Used Assessment Results**	**Notes**
GE/Core Curriculum	Yes	Yes; revised 2023	Yes; Catalog	Yes	Yes	Yes	Yes; curriculum, assess process	1. Adopted new GE program with new categories and learning outcomes; 2. Changed asssessment process to improve feedback and track implemented changes
UC Academic Programs								
Art, History of Art	Yes	Yes	Yes; Catalog	Yes	Yes; capstone project	No	No	Not collected due to lack of students and discipline coordinator leaving
Art, Studio Art and Design	Yes	Yes	Yes; Catalog	Yes	Yes; senior show, assignments	Yes; scoresheet, external reviewers	Yes, pedagogy, curriculum, assessment	Move away from final arts to graphic design with courses; using external reviewers
Biology	Yes	Yes	Yes; Catalog	Yes	Yes; ETS test, Capstone project, Lab report	Yes; ETS scores, rubric	Yes, curriculum	
Business	Yes	Yes	Yes; Catalog	Yes	Yes; capstone project	Yes	Yes; curriculum, pedagogy, assess process	Separation of majors into disciplines; creating new learning outcomes, responding to external and internal reviews
Chemistry	Yes	Yes	Yes; Catalog	Yes	Yes; ETS test, Capstone project, Lab report	Yes	Yes; pedagogy	
Communication, New Media	Yes	Yes	Yes; Catalog	Yes	Yes; capstone project	Yes	Yes; curriculum, assess process	

Criminology	Yes	Yes	Yes; Catalog	No, Fall 23	No, Fall 23	No, Fall 23	No, Spring 24	Not independently assessed separate from Sociology; creating assessment plan in Fall 23
Education	Yes	Yes	Yes; Catalog	Yes	Yes; student teaching	Yes; rubic, external reviewers; reflective journal	Yes; curriculum, pedagogy	
English, Theater, Writing and Reading	Yes	Yes	Yes; Catalog	Yes	Yes; portfolio, presentation	Yes; rubric	Yes; curriculum	
English and Communication	Yes	Yes	Yes; Catalog	Revising	Yes; portfolio, presentation	Yes; rubric	Yes; curriculum	
Environmental Studies	Yes	Yes	Yes; Catalog	Yes	Yes; capstone project	Yes; rubric	Yes; curriculum, pedagogy	
History	Yes	Yes	Yes; Catalog	Yes	Yes; capstone project, portfolio	Yes; rubric	Yes; curriculum	
Mathematics	Yes	Yes	Yes; Catalog	Yes	Yes; senior seminar	Yes	Yes; curriculum, pedagogy	
Modern Languages-Spanish	Yes	Yes	Yes; Catalog	No	Yes; comp exam, rubric	Yes; rubric	Yes; pedagogy	
Philosophy	Yes	Yes	Yes; Catalog	Yes	Yes; capstone project	Yes, rubric	Yes; pedagogy	
Political Science	Yes	Yes	Yes; Catalog	Yes	Yes; capstone project; presentatation	Yes; rubric	Yes; curriculum, pedagogy, assess process	
Psychology	Yes	Yes	Yes; Catalog	Yes	Yes; senior seminar paper	Yes; rubric	Yes; pedagogy	Eliminated the comprehensvie exam for senior capstone paper

Sociology	Yes	Yes	Yes; Catalog	Yes	Yes; comp exam, presentation	Yes; score guide, rubric	Yes; curriculum, pedagogy;	Comp exam used for all learning goals with high pass, pass, and fail
Theology & Religious Studies	Yes	Yes	Yes; Catalog	Yes	Yes; comp exam, research paper	Yes	Yes; curriculum, assess process	Current comprehensive exam; revising program to separate Theology and Religious Studies
SGPS Academic Program								
Professional Studies Programs								
Applied Psychology	Yes	Yes	Yes; Catalog, Website	No	Yes	Yes	Yes, curriculum, pedagogy	
Business Administration	Yes	Yes	Yes; Catalog	Yes	Yes; portfolio	Yes	Yes, Made recommendations	
Criminal Justice	Yes	Yes	Yes; Catalog, Website	Yes	Yes; portfolio	Yes, Rubric	Yes, curriculum (tracks)	
Global Cybersecurity	Yes	Yes	Yes; Catalog, Website	Yes	No	No, Revising Rubric	In process	New program; assessing outcomes at the capstone in Spring 24.
Integrated Studies	Yes	Yes	Yes; Catalog, Website	Yes	No	No	In process	New program, started Fall 21; Use two courses for assessment (BUS 495, Ethical Decision Making in Business; and Capstone)
Writing Studies	Yes	Yes	Yes; Catalog	Yes	No	No	No	Revising assessment plan; low enrollment, considering sunset
Graduate Studies Programs								
Business Administration	Yes	Yes	Yes; Catalog, Website	Yes	Yes; thesis	Yes, rubric	Yes; curriculum, assess	See Chris Harding files
Counseling	Yes	Yes	Yes; Catalog, Website	Yes	Yes	Yes; CECE, KPI, Rubrics	Yes; curriculum, pedagogy	Curriculum map matches CACREP
Creative Writing	Yes	Yes	Yes; Catalog, Website	No, Fall 23	Yes; thesis, portfolio	Yes	Yes	

Education	Yes	Yes	Yes; Catalog, website	Yes	Yes; Praxis exam	Yes; rubric	Yes	
Global Cybersecurity	Yes	Yes	Yes; Catalog, Website	Yes	No	No	No	
Healthcare Administration	No	Yes	Yes; Catalog, website	No	No	No	No	Started Dean's Advisory Council, met three times to rebuild program; Summer 23
Higher Education and Student Affairs	Yes	Yes	Yes; Catalog, Website	No (Mika)	Yes; capstone	Yes; rubric	Yes	First group Spring 23; change in curriculum (credit hours)
Homeland Security and Emergency Management	Yes	Yes	Yes; Catalog, website	Yes	Yes; project	Yes, rubric	No	
Publishing	Yes	Yes	Yes; Catalog, Website	No, Fall 23	Yes; thesis	Yes	Yes	
Strategic Leadership	No	Yes	Yes; Catalog, Website	No	No	No	No	Started Dean's Advisory Council, met three times to rebuild program; Summer 23
Total (out of 36)	34	35	35/35	27	29	28	27	
Note: 36 includes GE; using 35 for Disc	0.94444444	1	1	0.74285714	0.8	0.771428571	0.74285714	

	Engaged in Assessment Discussions	Learning Outcomes Exist	Learning Outcomes Published	Curriculum Map Exists	Direct Evidence of Student Learning Collected	Have Achievement Results for Learning Outcomes	Used Assessment Results
Jan-23	n/a	100% (35/35)	100% of UC in Catalog; 100% of SGPS on website and catalog	57% (20/35)	57% (20/35)	54% (19/35)	54% (19/35)
May-23	94% (33/35)	100% (35/35)	100% of UC in Catalog; 100% of SGPS on website and catalog	74% (26/35)	80% (28/35)	77% (27/35)	74% (26/35)
Jun-23	94% (33/35)	100%	100% of UC in Catalog; 100% of SGPS on website and catalog	74% (26/35)	80% (28/35)	77% (27/35)	74% (26/35)

APPENDIX
R

March 2023
Attend Divisional meetings to close the loop on UC program assessment for 21-22 AY

Objectives: 1) Analyze assessment materials from last two years; 2) Discuss previously planned improvements and how they have impacted educational effectiveness; 3) Decide on plans for upcoming academic year and forward any recommendations to faculty

Before the meeting, please review your annual discipline assessment reports, curriculum matrices, capstone projects, and other assessment plans or evidence. When reviewing these materials, please note any revisions that need to be made to your learning goals and objectives or curriculum matrices and include in part 2 (plans).

1. Review and analyze your assessment materials from the last two years
a) What are the assessment results telling you about student achievements?
b) What are examples of planned improvements that were implemented?
- Do you have an example of changes made in 2020-21 that produced effects in 21-22?
- How have previously implemented changes improved your program?
c) How can we improve the assessment process?
- What is not being documented that we should start doing?
- Where are gaps in implementation? What is working and not working?
- Any changes to templates, timeline, policies, professional development, etc.?

2. What are plans to move forward? Forward recommendations to general faculty
a) Course level
b) Program level
c) Institutional level

Important note: if you have a pre-meeting with other faculty members, inside or outside of your discipline, please make sure to document this meeting and the discussions.

APPENDIX
R1

Humanities Division Meeting – Discipline Assessment
23 March 2023
Attendance: Alan Preti (Discipline Coordinator for Philosophy), Michelle Moravec (Discipline Coordinator for History), Frank Klose (Discipline Coordinator for Theology and Religious Studies), Adam Lusk

Desire to revise assessment plan for History, need to have better alignment with new goals and revised program

Theology and Religious studies reviewing assessment plan and revising the learning outcomes

Challenge to separate discipline assessment from GE assessment, and when and how to separate, especially in a discipline that is low in majors but provides a significant number of GE courses – how to get effective evidence without just repeating the same information, etc. How can the DAR be adapted or used for these types of disciplines?

Challenge of low numbers in the courses and small sized majors – what are the best practices for assessment

Phrasing of the discipline assessment report, and how it is set up, around the concept of perennial improvement makes it seem like an endless task

Meeting the needs of the students as a challenge, especially around motivation issues (constant trauma of the generation, role of anxiety)

Having external program review was critical in the growth and assessment of the History discipline – this needs to be a priority for all disciplines moving forward, much more valuable than internal assessment

Challenge of doing discipline assessment, especially the critical discussions and analysis, when a department of one? When we had two people, it worked and was a very helpful process, but as a department of one, it seems performative

Is there a way to create a different type of form or process for small disciplines?

How to involve adjuncts in discipline assessment that is also fair and equitable?

Understand the importance of having discussion around targets and benchmarks, but need to have discussions about how to define success, especially as a one-person department.

Recommendations:

- Discipline Coordinators should be paid an additional stipend for the additional assessment work above faculty salary (even if small amount)
- Schedule and create a system of assessment that reduces to every other year, especially for smaller disciplines
- Review and potentially revise the form to make it shorter and/or easier to use, or perhaps unique to the disciplines so that can be more useful for the discipline to focus on student learning and teaching improvements
- Need a focus on pedagogy – critical that we become better teachers. How to build in professional development with assessment. PDP plans and major reviews should connect to assessment and professional development of our teaching, especially around evidence-based teaching and learning

APPENDIX
R2

Math, Business, and Social Science Division Meeting
23 March 2023
Attendance: Dennis Perkinson (Math Discipline Coordinator), Christine Hagedorn (Business Discipline Coordinator), Joanne Campbell (Sociology and Criminology Discipline Coordinator), Steve Alessandri (Psychology Discipline Coordinator), John Henderson, Theresa Shea

Current Business program as having six different program assessed as one – in the process of creating new assessment plan with specific discipline learning outcomes and assessment plans

Sociology having a similar situation with four different majors

Psychology – utilizing the data to make decisions

Need for a repository for documentation, seems to be a chronic problem of systems and processes, including collecting of the data

Business – able to measure the effectiveness of courses and programs, helpful to have more of a system and routine that occurs more than once a year to capture all the data; using assessment data to redo the MIS course and how, interviewing interns and graduates to see what is missing from the program

Need for a central database and location for assessment

Challenges of assessment and adjuncts

Challenges of setting targets and benchmarks

Important potential role of the Curriculum committee – source of critical data from faculty that is included in materials for proposing new courses, creating new minors, revising learning outcomes, and interdisciplinary connections; important data that needs to be included and captured

How should we collaborate with admissions and marketing as part of assessment?

Challenge of few majors – how to do effective assessment as a small program?

As we adjust our courses and think about how to improve them, how to make these observations as the course level connect with discipline assessment? How can we capture these important changes based on assessment?

How to use the DAR more effectively so that it can better document the changes and make it clearer?

Important to receiving feedback and discussions about assessment – something that has been lacking at every level

Need for a calendar and regular meetings about assessment

Make sure to have learning outcomes in the syllabi and how connected to the assignments, critical to have this language in the syllabi

Develop template for assignment level assessment, especially useful for adjuncts

Role of adjuncts – how to train and encourage good assessment practices?

How to make assessment clearer and more transparent

Challenges of doing all this work as a discipline coordinator

Would be helpful to have some sort of peer-review and sharing of data-driven decisions – see how other disciplines are doing this and celebrate our successes (form of an assessment data or party?)

No one seems to care about assessment – no reply, no feedback

Is there an opportunity for assessment to be part of a faculty retreat?

Assessment needs to be valued and acknowledged

APPENDIX
R3

Natural Sciences Division Meeting
Lawrence Conference Room
20 March 2023, 12-1 pm

Attendance: Xiuni Wu (Division Chair, Chemistry Discipline Coordinator), Denise Falconi (Education Discipline Coordinator), Tatiana Ripoll-Paez (Modern Languages Discipline Coordinator), Adam Lusk

Note: Discipline Coordinator for Modern Languages reports to the Humanities Division Chair, but due to scheduling issues, agreed to meet and discuss discipline assessment with the Natural Sciences Division

Education has significant and extensive assessment requirement due to PA Department of Education certification of the program
- Use of external evaluations and significant amounts of data
- Using assessment to change the program (change curriculum, courses, assignments, etc.)
- Helpful to have assessment reviews and conversation about assessment to make sure doing it right, have resources confirm plans and practices on assessment

Spanish – changes made based on assessment data; change methods of teaching languages to focus on student engagement; switch to conversational

Concerns about assessment and small numbers of majors or years when there are no graduating seniors – harder to see what needs to be done, less data to make decisions

Question about how to assess minors

How to work with other disciplines for shared goals – how to communicate evidence and plans for addressing these interdisciplinary learning outcomes and critical transferable skills for post-graduation. Where are these skills and knowledge being introduced, practiced, and mastered? How to connect together assessment across the college?

Recommendation and Plans Moving Forward
- Have specific goals (1-2) for each discipline and set priorities; share these goals across the faculty and make connections between GE, institutional goals, co-curricular activities, etc.
- More discussions about assessment – at multiple levels, especially at Divisional meetings and general Faculty meeting; ability to inspire one another and encourage

to review and rethink assessment; member talked about how just having this meeting forced them to re-read their assessment plans, goals, and evidence from last year and brought forth numerous questions and curiosities

  - Faculty meeting as a place to talk about assessment, how to improve instruction, make it practical
- Importance of having an idea of what is working and not working
- Involve the Curriculum Committee at different levels of assessment – reviewing assessment, discipline learning goals, working with the faculty about assessment plans, etc.
- Need more time to think about assessment and how to use it with all other responsibilities
- Finding ways to collaborate more around assessment and shared goals
- Revising the Discipline Assessment Report to give specific examples of where and how to use quantitative data
- Create a better electronic records system and reports – using database and/or excel or Canvas for assessment purposes

APPENDIX
R4

Visual Arts and Letters Division Meeting
Discipline Assessment
29 March 2023
Attendance: Brittney Nix-Crawford (Division Chair, Discipline Coordinator for New Media Communication), Katie Baker (Discipline Coordinator, English, Writing, Reading & Theater), Maggie Hobson-Baker (Discipline Coordinator, Studio Art and Design)

Significant difference in terms of documentation and turnover – previous English coordinator left instructions, assessment plans, and defined goals for capstone projects etc. while Communication discipline coordinator left no information

Important to find time to review and update assessment plans

Very helpful when Rich Leiby would follow up with discipline assessment and give feedback

Discipline assessment easier than GE, especially when connected to the capstone projects

Having outside critics at the Studio Art and Design senior shows is extremely useful and provides significant feedback about the student outcomes and the curriculum

Often feeling that Discipline Assessment and Program Review is not important to administration – doesn't affect budgets or resource-allocation, when making recommendations or suggestions, there is no response, never any follow-up. Would rather be heard and told no or not now than ignored.
- Where does discipline assessment go and what happens with it?

To some degree, we and the administration are always putting out fires and never thinking about how to prevent them in the first place

Important to have assessment work recognized by the College and RTC – how Faculty go above and beyond on many of these additional assignments; Faculty gets students, despite significant lack of resources and supports, to achieve learning outcomes and to graduation

Helpful to learn more about how to do assessment, creating a calendar

Review and revise assessment matrices, creating useful charts and tables

Important to connect with graduates and know what is happening outside

Recommendations:

- Feedback from administration and accountability on the recommendations – keep track of year-to-year
- Position of CTL is critical – assessment as organic, dynamic and continual; important to also bring in outside expertise on these issues
- Need time to think about assessment, not just at the end of the semester; making the connections before the class happens between assignments and learning outcomes

APPENDIX

S

Meeting with Division Chairs
3 April 2023
Attendance: Dennis Perkinson (Math, Business, and Social Sciences), Frank Klose (Humanities), Brittney Nix-Crawford (Visual Arts and Letters), Xiuni Wu (Natural Sciences), Adam Lusk

Review of the draft summary of meetings with disciplines coordinators

Recommendation to have Division Chairs on a 2-year rotation and clearly articulated responsibilities, including assessment for this position

Concern about the lack of balance between the divisions and whether they make sense

Need for an assessment calendar

Important to stay on track and keep year to year records what implementation

Recommendation to integrate assessment and reports into the Division meetings and regular discussions among faculty

Challenge of doing effective assessment when you only have 2-3 students in the major

Recognize and pay discipline coordinators when they are doing a significant bulk of assessment work above and beyond the faculty role

Training of adjuncts on assessment is critical, also need to include in the contract the assessment requirements

Role of a faculty member and continuous presence of faculty for supporting assessment (need to have a faculty member directing academic assessment activities)

Need for a coordinated assessment structure – who is responsible for what and when and then put it in place

APPENDIX

T

UC Discipline Assessment and Program Review Summary, Analysis, and Recommendations

3 April 2023

I. Introduction

Discipline Coordinators compiled Discipline Assessment Reports for the 2021-22 academic year. Using these reports and previous assessment plans and matrices, each Division Chair held a meeting with the Discipline Coordinators to analyze assessment materials and data, discuss previously planned improvements, and forward recommendations to the general faculty meeting on 18 April 2023. The Division Chairs then met on 5 April 2023 to review the analysis and recommendations and summarize the findings in this report.

Division	Division Chair	Academic Programs
Humanities	Frank Klose	History, Modern Languages, Philosophy, Theology and Religious Studies
Natural Science	Xiuni Wu	Biology, Chemistry, Education
Social Science	Dennis Perkinson	Business, Math, Political Science, Psychology, Sociology
Visual Arts and Letters	Brittney Nix-Crawford	New Media Communication, English, Theater, Writing and Reading, Studio Art and Design

II. Analysis and Discussion

- Disciplines at different levels of planning, implementation, and action for assessment
    - Several disciplines considering how to assess multiple majors to get better data, including separating learning outcomes for each major.
    - Challenge of doing discipline assessment, especially having critical discussions and analysis, when a department of one.

  - Concerns about assessment and best practices for disciplines with low enrollments and years without any graduating students and therefore no capstone - harder to see what needs to be done, less data to make decisions
  - For disciplines that have courses with high proportion of students who are non-majors, how to separate discipline assessment from Core Curriculum assessment without simply repeating the same information
  - How to relate Discipline and Core Curriculum assessments– determine areas of differentiation and commonality (should the focus of the two assessments be different? Supportive?)
  - Desire to work with other disciplines for shared goals – how to communicate evidence and plans for addressing these interdisciplinary learning outcomes and critical transferable skills for post-graduation. Where are these skills and knowledge being introduced, practiced, and mastered? How to connect assessment across the college?
  - As we adjust our courses and think about how to improve them, how to make these observations as the course level connects with discipline assessment? How can we capture these important changes based on assessment?
- Challenges of doing additional assessment work as a discipline coordinator
  - Recognize the need but difficult to find time to review, reflect, and revise assessment plans.
- Important have assessment work recognized by the College
  - Critical to have discussions, feedback, and follow-up, with clear understanding of where plans go and what happens to them
- External program review was critical in the growth and assessment plans for disciplines that went through this process or have this embedded in their current structure – should be a priority for all disciplines moving forward
- Problems with systems and processes – making assessment clearer and simpler
  - How to use the DAR more effectively so that it can better document the changes and make it clearer?
  - Need for a faculty presence throughout the assessment structure and process
- Role of adjuncts – questions on how to train and encourage good assessment practices and involve adjuncts in discipline assessment that is also fair and equitable.
- Important potential role of the Curriculum committee – source of critical data from faculty that is included in materials for proposing new courses, creating new minors, revising learning outcomes, and interdisciplinary connections; important data that needs to be included and captured.
- Helpful to have some sort of peer-review and sharing of data-driven decisions – see how other disciplines are doing this and celebrate our successes (form of an assessment date or party)

III. Recommendations

- Develop plan and set aside resources for discipline external reviews
- Improve Program Review/Discipline assessment structure and process
    - Create an assessment calendar with regular meetings
        - Regular review of learning outcomes for Core Curriculum and Disciplines (suggested 2-year)
    - Create an electronic records system for the reports and action plans.
    - Formalize assessment responsibilities and expectations for Division Chairs, Discipline Coordinators, Full-time and Part-time faculty
    - Set a 2-year term for Division Chairs to provide continuity for assessment plans and tracking planned improvements and recommendations.
    - Start discussion about realigning Divisions to help with
    - Pay Discipline Coordinators an additional stipend for the additional assessment work above faculty salary
    - Request improved feedback from administration.
    - Keep track of year-to-year recommendations and requests based on assessment.
    - More discussions about assessment at multiple levels, especially at Divisional meetings and General Faculty meetings as places to talk about teaching and learning
    - Training on assessment (see also professional development on assessment) and streamline the process so that it is easier and clearer for faculty to know what to do, when to do it, and what happens next
    - Review and potentially revise the Discipline Assessment form to make it shorter and/or easier to use, or perhaps unique to the disciplines so that can be more useful for the discipline to focus on student learning and teaching improvements
        - Rethink how discipline assessment works for program with one full-time member and/or small number of majors
    - Develop template for assignment level assessment, especially useful for adjuncts.
    - Involve the Curriculum Committee at different levels of assessment – reviewing assessment, discipline learning goals, working with the faculty about assessment plans, etc.
- Prioritize professional development for assessment.
    - Request budget for Center for Teaching and Learning
    - Build in professional development with assessment, and outline how PDP plans and major reviews connect with assessment and professional development of teaching, especially around evidence-based teaching and learning.

APPENDIX
T1

Discipline Assessment Reports, 2021-22
Received 15/35 reports; only 11/35 received by 1 September 2022.

Program	Date Report Submitted	# of courses used
Applied Psychology	19 August 2022	12
Biology	13 Feb 2023	12
Business	1 June 2022	28
Chemistry	1 June 2022	3
Counseling Psychology	1 September 2022	8
Creative Writing	31 August 2022	16
Education (Graduate)	1 July 2022	6
Education (Undergraduate)	1 July 2022	17
Mathematics	21 June 2022	7
Modern Languages	14 Feb 2023	12
Political Science	15 June 2022	9
Psychology	13 Feb 2023	17
Publishing	30 August 2022	14
Sociology	28 June 2022	13

Discipline Assessment Reports, 2022-23 AY (n/a= not available, did not submit report)

UC Academic Programs	Date Submitted	Number of Courses	Results	Planned Improve?	Previous Plans?
Art, History of Art	n/a	n/a	n/a	n/a	n/a
Art, Studio Art and Design	31 May 2023	2	Y	Y	Y
Biology	2 June 2023	14	Y	N	N
Business	2 June 2023	14	Y	Y	Y
Chemistry	31 May 2023	3	Y	Y	Y
Communication, New Media	1 June 2023	6	Y	Y	Y
Criminology	1 June 2023	4	Y	Y	Y
Education	30 May 2023	8	Y	Y	Y
English, Theater, Writing and Reading	30 May 2023	8	Y	Y	Y
English and Communication	n/a	n/a	n/a	n/a	n/a
Environmental Studies	1 June 2023	2	Y	Y	Y

History	2 June 2023	3	Y	Y	Y
Mathematics	4 June 2023	11	Y	Y	Y
Modern Languages-Spanish	n/a	n/a	n/a	n/a	n/a
Philosophy	7 June 2023	9	Y	Y	Y
Political Science	20 May 2023	5	Y	Y	Y
Psychology	1 June 2023	11	Y	Y	Y
Sociology	1 June 2023	3	Y	Y	Y
Theology & Religious Studies	2 June 2023	13	Y	Y	Y
SGPS Academic Program					
Professional Studies Programs					
Applied Psychology	31 May 2023	8	Y	Y	Y
Business Administration	n/a	n/a	n/a	n/a	n/a
Criminal Justice	n/a	n/a	n/a	n/a	n/a
Global Cybersecurity	n/a	n/a	n/a	n/a	n/a
Integrated Studies	n/a	n/a	n/a	n/a	n/a
Writing Studies	4 June 2023	8	Y	Y	Y
Graduate Studies Programs					
Business Administration	N				
Counseling	31 May 2023	8	Y	Y	Y
Creative Writing	1 June 2023	10	Y	Y	Y
Education	4 June 2023	12	Y	Y	Y
Global Cybersecurity	n/a	n/a	n/a	n/a	n/a
Healthcare Administration	n/a	n/a	n/a	n/a	n/a
Higher Education and Student Affairs	n/a	n/a	n/a	n/a	n/a
Homeland Security and Emergency Management	n/a	n/a	n/a	n/a	n/a
Publishing	1 June 2023	11	Y	Y	Y
Strategic Leadership	n/a	n/a	n/a	n/a	n/a

APPENDIX

T2

UC Academic Programs	**Report**	**Map?**	**Notes**
Art, History of Art	N	Y	Consider Moratorium
Art, Studio Art and Design	Y	Y	
Biology	Y	Y	
Business	Y	Y	Currently revising
Chemistry	Y	Y	
Communication, New Media	Y	Y	
Criminology	Y	N	Currently revising
Education	Y	Y	
English, Theater, Writing and Reading	Y	Y	
English and Communication	N	N	Currently revising
Environmental Studies	Y	Y	
History	Y	Y	
Mathematics	Y	Y	
Modern Languages-Spanish	N	N	Consider moratorium
Philosophy		Y	
Political Science	Y	Y	
Psychology	Y	Y	
Sociology	Y	Y	
Theology & Religious Studies	Y	Y	
	0.842105	0.842105	

	Report 21-22	Report 22-23	Map 21-22	Map 22-23
UC Academic Programs				
Art, History of Art	N	N	Y	Y
Art, Studio Art and Design	N	Y	N	Y
Biology	Y	Y	Y	Y
Business	Y	Y	N	Y
Chemistry	Y	Y	Y	Y
Communication, New Media	N	Y	N	Y
Criminology	N	Y	N	N
Education	Y	Y	Y	Y
English, Theater, Writing and Reading	N	Y	Y	Y
English and Communication	N	N	N	N
Environmental Studies	Y	Y	Y	Y
History	N	Y	Y	Y
Mathematics	Y	Y	Y	Y
Modern Languages-Spanish	Y	N	N	N
Philosophy	N	Y	Y	Y
Political Science	Y	Y	Y	Y
Psychology	Y	Y	Y	Y
Sociology	Y	Y	Y	Y
Theology & Religious Studies	N	Y	Y	Y
UC Total	0.52631579	0.84210526	0.6842105	0.842105
SGPS Academic Program				
Professional Studies Programs				
Applied Psychology	Y	Y	N	Y
Business Administration	N	N	Y	Y
Criminal Justice	N	N	Y	Y
Global Cybersecurity	N	N	Y	Y
Integrated Studies	N	N	Y	Y
Writing Studies	N	Y	Y	Y
Graduate Studies Programs				
Business Administration	N	N	Y	Y
Counseling	Y	Y	Y	Y
Creative Writing	Y	Y	N	N
Education	Y	Y	Y	Y
Global Cybersecurity	N	N	Y	Y
Healthcare Administration	N	N	N	N
Higher Education and Student Affairs	N	N	N	N
Homeland Security and Emergency Management	N	N	Y	Y
Publishing	Y	Y	N	N
Strategic Leadership	N	N	N	N
SGPS Total	0.3125	0.375	0.625	0.6875
College wide totals	0.42857143	0.62857143	0.4	0.771429

UC Academic Programs	Date Submitted	Number of Courses	Results	Planned Improve?	Previous Plans?
Art, History of Art	n/a	n/a	n/a	n/a	n/a
Art, Studio Art and Design	31-May-23	2	Y	Y	Y
Biology	2-Jun-23	14	Y	N	Y
Business	2-Jun-23	14	Y	Y	Y
Chemistry	31-May-23	3	Y	Y	Y
Communication, New Media	1-Jun-23	6	Y	Y	Y
Criminology	1-Jun-23	4	Y	Y	Y
Education	30-May-23	8	Y	Y	Y
English, Theater, Writing and Reading	30-May-23	8	Y	Y	Y
English and Communication	n/a	n/a	n/a	n/a	n/a
Environmental Studies	1-Jun-23	2	Y	Y	Y
History	2-Jun-23	3	Y	Y	Y
Mathematics	4-Jun-23	11	Y	Y	Y
Modern Languages-Spanish	n/a	n/a	n/a	n/a	n/a
Philosophy	7-Jun-23	9	Y	Y	Y
Political Science	20-May-23	5	Y	Y	Y
Psychology	1-Jun-23	11	Y	Y	Y
Sociology	1-Jun-23	3	Y	Y	Y
Theology & Religious Studies	2-Jun-23	13	Y	Y	Y
SGPS Academic Program					
Professional Studies Programs					
Applied Psychology	31-May-23	8	Y	Y	Y
Business Administration	n/a	n/a	n/a	n/a	n/a
Criminal Justice	n/a	n/a	n/a	n/a	n/a
Global Cybersecurity	n/a	n/a	n/a	n/a	n/a
Integrated Studies	n/a	n/a	n/a	n/a	n/a
Writing Studies	4-Jun-23	8	Y	Y	Y
Graduate Studies Programs					
Business Administration	n/a	n/a	n/a	n/a	n/a
Counseling	31-May-23	8	Y	Y	Y
Creative Writing	1-Jun-23	10	Y	Y	Y
Education	4-Jun-23	12	Y	Y	Y
Global Cybersecurity	n/a	n/a	n/a	n/a	n/a
Healthcare Administration	n/a	n/a	n/a	n/a	n/a
Higher Education and Student Affairs	n/a	n/a	n/a	n/a	n/a
Homeland Security and Emergency Management	n/a	n/a	n/a	n/a	n/a
Publishing	1-Jun-23	11	Y	Y	Y
Strategic Leadership	n/a	n/a	n/a	n/a	n/a
Count			22	21	22
			0.6286	0.6	0.628571429

Notes = 100% of programs that submitted reports included results and previous plans for improvement; only one program did not include planned upcoming improvements due to the success of previous implemented improvements.

APPENDIX

T3

GE Coordinator Reports 2021-2022: 6/9 received by June 2022

GE Area	Date Report Submitted	# of Courses Used for Assessment Report
Writing and Oral Comm	1 June 2022	9
Multiculturalism/Gender	27 Feb 2023	2
Problem Solving/Critical Thinking	1 June 2022	8
Foreign Language	1 June 2022	12
Creative Expression	1 June 2022	7
Ethics in Action	1 June 2022	7
Theology and Religious Studies	1 June 2022	15
Information Literacy	27 Feb 2023	5
Global Culture - Awareness	27 Feb 2023	5

GE Coordinator Reports, 2022-23; 9/9 received by June 2023

GE Area	Date Report Submitted	# of Courses Used for Assessment Report
Writing and Oral Comm	5 June 2023	12
Multiculturalism/Gender	15 June 2023	9
Problem Solving/Critical Thinking	5 June 2023	10

Foreign Language	19 May 2023	2
Creative Expression	1 June 2023	10
Ethics in Action	2 June 2023	8
Theology and Religious Studies	21 June 2023	16
Information Literacy	15 June 2023	9
Global Culture - Awareness	15 June 2023	11

APPENDIX

T4

UC Academic Programs	**Report**	**Map?**	**Notes**
Art, History of Art	N	Y	Consider Moratorium
Art, Studio Art and Design	Y	Y	
Biology	Y	Y	
Business	Y	Y	Currently revising
Chemistry	Y	Y	
Communication, New Media	Y	Y	
Criminology	Y	N	Currently revising
Education	Y	Y	
English, Theater, Writing and Reading	Y	Y	
English and Communication	N	N	Currently revising
Environmental Studies	Y	Y	
History	Y	Y	
Mathematics	Y	Y	
Modern Languages-Spanish	N	N	Consider moratorium
Philosophy		Y	
Political Science	Y	Y	
Psychology	Y	Y	
Sociology	Y	Y	
Theology & Religious Studies	Y	Y	
	0.842105	0.842105	

	Report 21-22	Report 22-23	Map 21-22	Map 22-23
UC Academic Programs				
Art, History of Art	N	N	Y	Y
Art, Studio Art and Design	N	Y	N	Y
Biology	Y	Y	Y	Y
Business	Y	Y	N	Y
Chemistry	Y	Y	Y	Y
Communication, New Media	N	Y	N	Y
Criminology	N	Y	N	N
Education	Y	Y	Y	Y
English, Theater, Writing and Reading	N	Y	Y	Y
English and Communication	N	N	N	N
Environmental Studies	Y	Y	Y	Y
History	N	Y	Y	Y
Mathematics	Y	Y	Y	Y
Modern Languages-Spanish	Y	N	N	N
Philosophy	N	Y	Y	Y
Political Science	Y	Y	Y	Y
Psychology	Y	Y	Y	Y
Sociology	Y	Y	Y	Y
Theology & Religious Studies	N	Y	Y	Y
UC Total	0.52631579	0.84210526	0.6842105	0.842105
SGPS Academic Program				
Professional Studies Programs				
Applied Psychology	Y	Y	N	Y
Business Administration	N	N	Y	Y
Criminal Justice	N	N	Y	Y
Global Cybersecurity	N	N	Y	Y
Integrated Studies	N	N	Y	Y
Writing Studies	N	Y	Y	Y
Graduate Studies Programs				
Business Administration	N	N	Y	Y
Counseling	Y	Y	Y	Y
Creative Writing	Y	Y	N	N
Education	Y	Y	Y	Y
Global Cybersecurity	N	N	Y	Y
Healthcare Administration	N	N	N	N
Higher Education and Student Affairs	N	N	N	N
Homeland Security and Emergency Management	N	N	Y	Y
Publishing	Y	Y	N	N
Strategic Leadership	N	N	N	N
SGPS Total	0.3125	0.375	0.625	0.6875
College wide totals	0.42857143	0.62857143	0.4	0.771429

UC Academic Programs	Date Submitted	Number of Courses	Results	Planned Improve?	Previous Plans?
Art, History of Art	n/a	n/a	n/a	n/a	n/a
Art, Studio Art and Design	31-May-23	2	Y	Y	Y
Biology	2-Jun-23	14	Y	N	Y
Business	2-Jun-23	14	Y	Y	Y
Chemistry	31-May-23	3	Y	Y	Y
Communication, New Media	1-Jun-23	6	Y	Y	Y
Criminology	1-Jun-23	4	Y	Y	Y
Education	30-May-23	8	Y	Y	Y
English, Theater, Writing and Reading	30-May-23	8	Y	Y	Y
English and Communication	n/a	n/a	n/a	n/a	n/a
Environmental Studies	1-Jun-23	2	Y	Y	Y
History	2-Jun-23	3	Y	Y	Y
Mathematics	4-Jun-23	11	Y	Y	Y
Modern Languages-Spanish	n/a	n/a	n/a	n/a	n/a
Philosophy	7-Jun-23	9	Y	Y	Y
Political Science	20-May-23	5	Y	Y	Y
Psychology	1-Jun-23	11	Y	Y	Y
Sociology	1-Jun-23	3	Y	Y	Y
Theology & Religious Studies	2-Jun-23	13	Y	Y	Y
SGPS Academic Program					
Professional Studies Programs					
Applied Psychology	31-May-23	8	Y	Y	Y
Business Administration	n/a	n/a	n/a	n/a	n/a
Criminal Justice	n/a	n/a	n/a	n/a	n/a
Global Cybersecurity	n/a	n/a	n/a	n/a	n/a
Integrated Studies	n/a	n/a	n/a	n/a	n/a
Writing Studies	4-Jun-23	8	Y	Y	Y
Graduate Studies Programs					
Business Administration	n/a	n/a	n/a	n/a	n/a
Counseling	31-May-23	8	Y	Y	Y
Creative Writing	1-Jun-23	10	Y	Y	Y
Education	4-Jun-23	12	Y	Y	Y
Global Cybersecurity	n/a	n/a	n/a	n/a	n/a
Healthcare Administration	n/a	n/a	n/a	n/a	n/a
Higher Education and Student Affairs	n/a	n/a	n/a	n/a	n/a
Homeland Security and Emergency Management	n/a	n/a	n/a	n/a	n/a
Publishing	1-Jun-23	11	Y	Y	Y
Strategic Leadership	n/a	n/a	n/a	n/a	n/a
Count			22	21	22
			0.6286	0.6	0.628571429
Notes = 100% of programs that submitted reports included results and previous plans for improvement; only one program did not include planned upcoming improvements due to the success of previous implemented improvements.					

APPENDIX

U

		Recommendation	**Based on Assessement**	**Responsible Party**	**Strategic Plan**	**Timeline for Implement**	**Status and notes**
Assess	Structure	Revise student learning outcomes for GE areas and adjust the rubrics based on any changes	GE Assessment	GE Coordinators; Division Chairs		Sep-23	Learning outcomes completed 18 April 23; Rubric scheduled for Fall 23 semester
Assess	Structure	Create an assessment calendar with clear lines of reporting and responsibility	GE Assessment; Discipline Assessment	OEIE		May-23	
Assess	Structure	Formalize assessment responsibilities and expectations for Division Chairs, Discipline Coordinators, GE Coordinators, Full-time and Part-time faculty	GE Assessment; Discipline Assessment	Faculty Council and Office of Provost			Policy for Faculty Handbook
Assess	Structure	Create formal contracts for GE coordinators with a list of responsibilities and expectations and stipend	GE Assessment	Faculty Council and Office of Provost		Jun-23	Policy for Faculty Handbook; Budget request
Assess	Structure	Pay Discipline Coordinators an additional stipend for the additional assessment work above faculty salary	Discipline Assessment	Faculty Council; Subcommittee on Faculty Compensation			Budget request
Assess	Structure	Revise adjunct contracts specifically state assessment requirements and expectations	GE Assessment; Discipline Assessment	Office of UC Academic Dean; Office of the Provost		1-Aug	
Assess	Structure	Set a 2-year term for Division Chairs to provide continuity for assessment plans and tracking planned improvements and recommendations.	Discipline Assessment	Faculty Council and Office of Provost			Policy for Faculty Handbook
Assess	Structure	Start discussion about realigning Divisions	Discipline Assessment	Faculty Council			

Assess	Structure	Develop plan and set aside resources for discipline external reviews	GE Assessment; Discipline Assessment	Faculty Council and Office of Provost			Budget Request
Aseess	Structure	Create an electronic records system for the reports and action plans	GE Assessment; Discipline Assessment	Office of the Provost; Registrar			
Assess	Process	Rethink the timing and amount of GE assessment and consider random samples for assessment or allow a longer time period to accumulate more evidence about changes enacted	GE Assessment	OEIE		Dec-23	
Assess	Process	Restore capstone assessment and establish a repository for student artifacts.	GE Assessment; Discipline Assessment	OEIE		May-23	
Assess	Process	Regular review of learning outcomes for Core Curriculum and Disciplines	GE Assessment; Discipline Assessment	GE Coodinators; Discipline Coordinators; Division Chairs			Add to Assessment Calendar
Assess	Process	Request improved feedback from administration on assessment	Discipline Assessment	Faculty Council and Office of Provost			Add to Assessment Calendar
Assess	Process	Keep track of year-to-year recommendations and requests based on assessment	Discipline Assessment	Division Chairs; Disicpline Coordinators; GE Coordinators			Build into calendar, electronic system, and/or position responsibilities
Assess	Process	More discussions about assessment at multiple levels, especially at Divisional meetings and General Faculty meetings as places to talk about teaching and learning	GE Assessment; Discipline Assessment	Faculty Council; Division Chairs; Discipline Coordinators			Build into calendar

Assess	Process	Review and potentially revise the Discipline Assessment form to make it shorter and/or easier to use, or perhaps unique to the disciplines so that can be more useful for the discipline to focus on student learning and teaching improvements	Discipline Assessment	OEIE			
Assess	Process	Rethink how discipline assessment works for program with one full-time member and/or small number of majors	Discipline Assessment	Office of the Provost; OEIE			
Asess	Process	Develop template for assignment level assessment, especially useful for adjuncts.	Discipline Assessment	OEIE			
Assess	Process	Involve the Curriculum Committee at different levels of assessment – reviewing assessment, discipline learning goals, working with the faculty about assessment plans, etc.	Discipline Assessment	Faculty Council; Office of the Provost			
CTL	Budget	Add a budget line for a Director of the Center for Teaching and Learning	GE Assessment; Discipline Assessment	Office of the Provost		Open	Budget request
CTL	Prof. Develop	CTL work with Professional Development Committee and Faculty Council to facilitate discussions about assessment and its relationship with curriculum and pedagogy	GE Assessment; Discipline Assessment	Office of the Provost		Open	
CTL	Prof. Develop	Create assessment orientation, in particular designed for the onboarding of new faculty, both part-time and full-time.	GE Assessment; Discipline Assessment	Office of the Provost; Office of UC Academic Dean		Open	

CTL	Prof. Develop	Training on assessment (see also professional development on assessment) and streamline the process so that it is easier and clearer for faculty to know what to do, when to do it, and what happens next	GE Assessment; Discipline Assessment	Office of the Provost			
Admin	Task	Provide GE Coordinators with greater institutional data access, e.g. past courses, student data, etc.	GE Assessment	Office of the Provost, Registrar, Office of UC Academic Dean		Sep-23	
Admin	Policy	Include GE coordinators in the building of the course schedule and disseminate GE course offerings earlier in the registration process	GE Assessment	Office of UC Academic Dean		Sep-23	
	Prof. Develop	Build in professional development with assessment, and outline how PDP plans and major reviews connect with assessment and professional development of teaching, especially around evidence-based teaching and learning.	GE Assessment; Discipline Assessment	Faculty Council; RTC; Professoinal Development Committee			

APPENDIX

V

MASTER ASSESSMENT CALENDAR
ACADEMIC YEAR 2022-23

September 1, 2022	Summer GE Instructors Reports due to GE Coordinators
January 17, 2023	Fall and Winter GE Instructors Reports due to GE Coordinators with a cc to assessment@rosemont.edu
March 1, 2023	Academic Support and Administrative Unit: Develop initial unit Assessment Plans (IE Map)
March 14-15, 2023	Academic Program Assessment Coordinator meetings with GE Coordinators
March 16, 2023	Mid-Point Academic Support and Administrative Unit Assessment Reporting begins (Reports due April 17)
March 20-29, 2023	Academic Program Assessment Coordinator meetings with UC Divisions
April 17, 2023	Academic Support and Administrative Unit Assessment Reports due
April 11, 2023	2021-22 SGPS Yearly Discipline Assessment Reports due to Dean of School of Graduate and Professional Studies
April 19, 2023	Institutional Assessment Committee review reports and complete rubrics to share with Unit Assessment Coordinators
April 20-28, 2023	Each Unit Assessment Coordinator (UAC) meets with their division leader to review feedback and approve next steps
June 1, 2023	Spring GE course reports due to GE Coordinators with a cc to assessment@rosemont.edu and UC Discipline Assessment reports to Division Chairs with a cc to assessment@rosemont.edu
June 15, 2023	GE coordinator reports due

ACADEMIC YEAR 2023-24

August 21, 2023	2022-2023 Annual Academic Support and Administrative Unit Assessment Reports due
August 23, 2023	Institutional Assessment Committee review reports and complete rubrics to share with Unit Assessment Coordinators
June 15-22, 2023	Each Unit Assessment Coordinator (UAC) meets with their division leader to review feedback and approve next steps
August 21-24, 2023	Annual Update of Unit Assessment Plans (IE Map)
September 5, 2023	Summer GE Instructors Reports due to GE Coordinators with a cc to assessment@rosemont.edu
September X, 2023	GE Coordinators meeting
September X, 2023	General Faculty Meeting -GE Reports and Recommendations
September X, 2023	Divisional Meeting with Discipline Coordinators
September X, 2023	Division Chairs Meeting with UC Dean
October X, 2023	General Faculty Meeting -Discipline Assessment Reports and Recommendations
November 1, 2023	2022-23 SGPS Yearly Discipline Assessment Reports due to Dean of School of Graduate and Professional Studies
December X, 2023	SGPS Council -Discipline Assessment Report Recommendations
December 22, 2023	Fall 2023 Academic Support and Administrative Unit Assessment Reporting begins (Reports due January 29)
January 16, 2024	Fall and Winter GE Reports due to GE Coordinators with a cc to assessment@rosemont.edu
January 29, 2024	Fall 2023 Academic Support and Administrative Unit Reports due
January 31, 2024	Institutional Assessment Committee review reports and complete rubrics to share with Unit Assessment Coordinators
February 5-9, 2024	Each Unit Assessment Coordinator (UAC) meets with their division leader to review feedback and approve next steps
May 20, 2024	2023-24 Annual Academic Support and Administrative Unit Annual Assessment Reporting begins (Reports due June 10)
May 31, 2024	GE course reports due to OEIE and GE Coordinators and UC Discipline Assessment reports to Division Chairs with a cc to assessment@rosemont.edu
June 10, 2024	2023-24 Annual Academic Support and Administrative Unit Assessment Reports Due
June 12, 2024	Institutional Assessment Committee review reports and complete rubrics to share with Unit Assessment Coordinators
June 17-20, 2024	Each Unit Assessment Coordinator (UAC) meets with their division leader to review feedback and approve next steps
July 1, 2024	GE coordinator reports due

*Academic Assessment schedule shown in blue

APPENDIX

W

Rubric for Assessment Structures, Policies, and Outcomes

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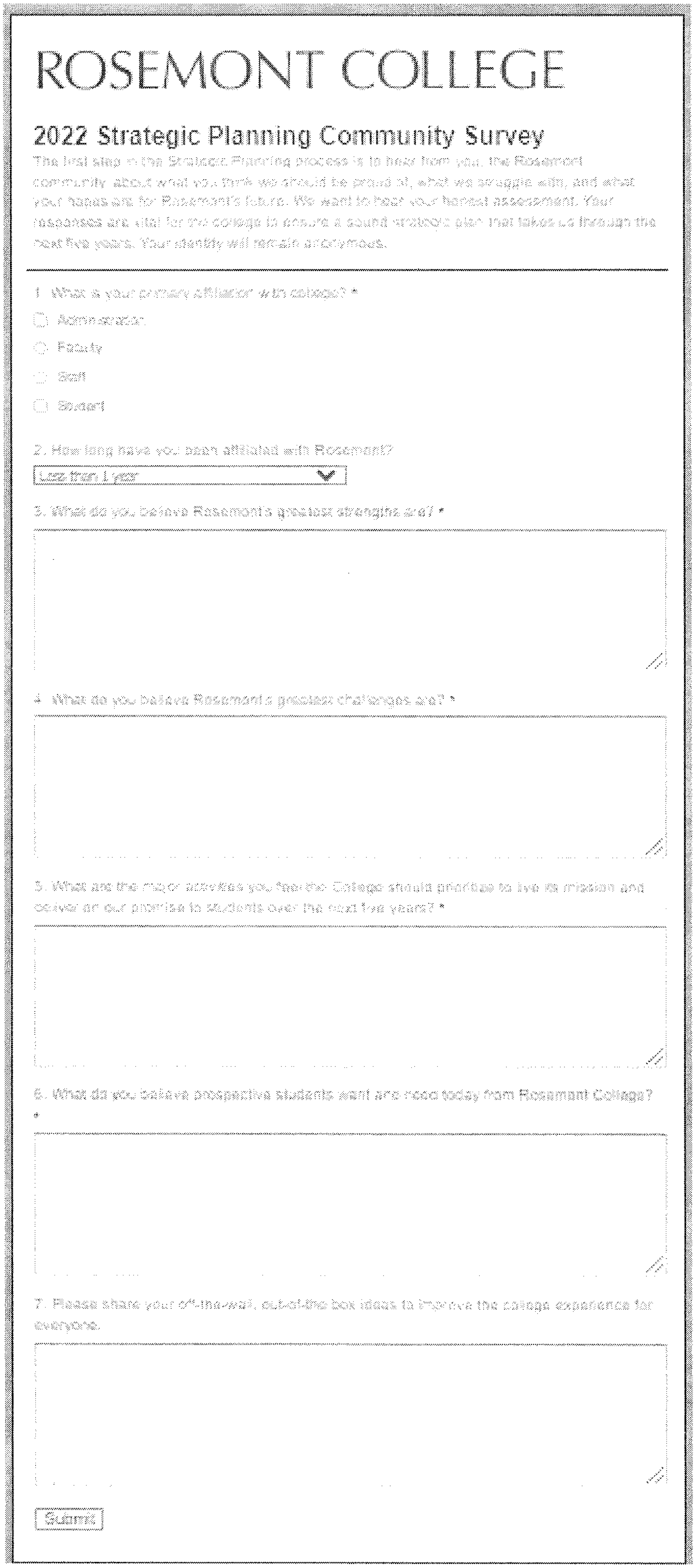
Learning Outcomes	Clearly defined, connected to mission, and assessable using rubrics	Clearly defined learning outcomes that are assessable using rubrics	Learning outcomes are defined, but need revisions; rubrics are used but need revision	Poorly defined learning outcomes, lack of connection to mission or program goals, or lack of rubrics	No evidence
Curriculum Alignment with Learning Outcomes	Curriculum map, pedagogy, assignments, advising, and grading align with outcomes	Evidence of systematic curriculum alignment across multiple areas	Some evidence of systematic curriculum alignment	Some evidence of curriculum alignment, but not systematic or regular	No evidence
Implementation	Reviewers are assessing learning consistently with inter-rater reliability	Reviewers are assessing learning consistently with some reliability	Reviewers are assessing learning, but lack reliability	Reviewers do not consistently assess learning	No evidence
Using Results	Relevant faculty and administrators are routinely discussing results, planning improvements, securing resources, and implementing changes	Faculty and administrators are discussing results and planning improvements	Faculty or administrators are discussing results	Lack of consistent and systematic discussion about assessment results	No evidence

APPENDIX

X



ROSEMONT COLLEGE

2022 Strategic Planning Community Survey

The first step in the Strategic Planning process is to hear from you, the Rosemont community, about what you think we should be proud of, what we struggle with, and what your hopes are for Rosemont's future. We want to hear your honest assessment. Your responses are vital for the college to ensure a sound strategic plan that takes us through the next five years. Your identity will remain anonymous.

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1. What is your primary affiliation with college? *

○ Administration

○ Faculty

○ Staff

○ Student

2. How long have you been affiliated with Rosemont?

Less than 1 year

3. What do you believe Rosemont's greatest strengths are? *

4. What do you believe Rosemont's greatest challenges are? *

5. What are the major activities you feel the College should prioritize to live its mission and deliver on our promise to students over the next five years? *

6. What do you believe prospective students want and need today from Rosemont College? *

7. Please share your off-the-wall, out-of-the box ideas to improve the college experience for everyone.

APPENDIX

Y

FOCUS GROUP HANDOUTS

Did you complete an online survey? YES NO

Please answer the question below and then rank your top five (1-5), with 1 being what you believe is the greatest strength. If you do not see one that you believe should be there please add to the bottom of the list.	
3. What do you believe Rosemont's greatest strengths are?	**Rank your top five (1-5)**
Academic Programs	
Accreditation	
Affordability	
Alumni	
Athletics	
Campus	
Catholic Heritage	
Communication	
Community	
Dedication	
Diversity	
Employees	
Location	
Mission	
Partnerships	
Potential	
Safety	
Size	
Student Focused	
Students	
Upward mobility	

FOCUS GROUP HANDOUTS

Please rank your top five (1-5), with 1 being what you believe is the greatest challenge. If you do not see one that you believe should be there, please add to the bottom of the list.

4. What do you believe Rosemont's greatest challenges are?	**Rank your top five (1-5)**
Academic Programs	
Accessibility	
Alumni Relations	
Athletics	
Board of Trustees	
Communication	
Community	
Differentiation	
Diversity	
Employee Satisfaction	
Employees	
Enrollment	
Finances	
Infrastructure	
Leadership	
Marketing	
Mission	
Opportunities	
Parking	
Recruitment	
Resources	
Retention	
Size	
Student Engagement	
Student Support	
Technology	
Vision	

FOCUS GROUP HANDOUTS

Please answer the question below and then rank your top five (1-5), with 1 being what you believe is should be the greatest priority. If you do not see one that you believe should be there, please add to the bottom of the list.	
5. What are the major activities you feel the College should prioritize to live its mission and deliver on our promise to students over the next five years?	**Rank your top five (1-5)**
Academic Programs	
Accessibility	
Alumni	
Athletics	
Communication	
Community	
Differentiation	
Diversity	
Employee Satisfaction	
Finances	
Infrastructure	
Leadership	
Marketing	
Mission	
Partnerships	
Program Review	
Recruiting	
Stay the Course	
Strategic Planning	
Student Support	
Sustainability	
Technology	

Please answer the question below and then rank your top five (1-5), with 1 being what you believe is the greatest want/need. If you do not see one that you believe should be there, please add to the bottom of the list.

6. What do you believe prospective students want and need today from Rosemont College?	**Rank your top five (1-5)**
Academic Programs	
Accessibility	
Affordability	
Communication	
Community	
Differentiation	
Diversity	
Employee Satisfaction	
Infrastructure	
Innovation	
Partnerships	
Recruitment	
Resources	
Safety	
Stability	
Stay the Course	
Student Support	
Technology	

FOCUS GROUP HANDOUTS

Please answer the question below and then rank your top five (1-5), with 1 being what you believe is the most important area for us to be thinking outside the box. If you do not see one that you believe should be there, please add to the bottom of the list.

7. Please share your off-the-wall, out-of-the box ideas to improve the college experience for everyone.	**Rank your top five (1-5)**
Academic Programs	
Accessibility	
Affordability	
Athletics	
Board of Trustees	
Campus	
Communication	
Community	
Differentiation	
Employee Satisfaction	
Finance	
Infrastructure	
Leadership	
Partnership	
Recruitment	
Resources	
Student Support	
Technology	

APPENDIX

Z

Below each of the following questions is a list of "themes" that were identified from the recent Strategic Planning survey. Please read each question and then check the box next to the FIVE you believe are the most important.

What do you believe Rosemont's greatest strengths are?

☐ Academic Programs
☐ Affordability
☐ Alumni
☐ Athletics
☐ Campus
☐ Catholic Heritage/Sisters of the Holy Child Jesus
☐ Community
☐ Diversity
☐ Employees
☐ Infrastructure (buildings, dorms, classrooms, cafeteria, etc.)
☐ Mission
☐ Partnerships (with other colleges, business, etc.)
☐ Size
☐ Student Focused
☐ Students

What are the major activities you feel the College should prioritize to live its mission and deliver on our promise to students over the next five years?

☐ Academic Programs
☐ Alumni Relations
☐ Athletics
☐ Communication
☐ Community
☐ Differentiation (what makes Rosemont different?)
☐ Diversity
☐ Employee Turnover
☐ Enrollment
☐ Finances/Budget
☐ Infrastructure (buildings, dorms, classrooms, cafeteria, etc.)
☐ Mission
☐ Partnerships (with other colleges, businesses, etc.)
☐ Policies and Procedures
☐ Student Support (academic, health, wellness, activities, etc.)
☐ Technology

What do you believe Rosemont's greatest challenges are?

☐ Academic Programs
☐ Affordability
☐ Alumni Relations
☐ Communication
☐ Community
☐ Differentiation (what makes Rosemont different?)
☐ Diversity
☐ Employee Turnover
☐ Enrollment
☐ Finances/Budget
☐ Infrastructure (buildings, dorms, classrooms, cafeteria, etc.)
☐ Lack of Identity/Vision
☐ Leadership
☐ Mission
☐ Policies and Procedures
☐ Partnerships (with other colleges, businesses, etc.)
☐ Size
☐ Student Engagement (student participation)
☐ Student Support (academic, health, wellness, activities, etc.)
☐ Technology

What do you believe prospective students want and need today from Rosemont College?

☐ Affordability
☐ Athletics
☐ Community
☐ Continuity
☐ Differentiation (what makes Rosemont different?)
☐ Diversity
☐ Flexibility (online, evening, etc.)
☐ Infrastructure (buildings, dorms, classrooms, cafeteria, etc.)
☐ Mission
☐ Partnerships (with other colleges, businesses, alumni, etc.)
☐ Quality Education
☐ Return on Investment
☐ Student Support (academic, health, wellness, activities, etc.)
☐ Technology