



LOYOLA
UNIVERSITY MARYLAND

Mission, the CORE Curriculum, and Key Student Learning Outcomes: Perspectives from Faculty, Graduating Seniors, and Alumni

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Research and Effectiveness

August 2011

Overview

- In the spring of 2011 surveys were conducted with faculty, graduating seniors, and alumni who had graduated 1, 5, and 10 years prior.
- These surveys included questions about the University mission, the CORE curriculum, and student learning as a result of their Loyola experience.
 - The surveys contained some parallel items that allow us to compare the perceptions of graduating seniors, alumni, and faculty on these key issues.

Methodology

- All surveys were conducted electronically and invitations were extended to the each survey population via email.
 - The survey of seniors and alumni were constructed and administered completely “in-house” by IR
 - The faculty survey utilized the HERI tri-annual faculty survey instrument and was administered in collaboration with HERI

Survey Population	Response Rate	N	Sampling Error
Graduating Seniors	43%	395	$\pm 4\%$
Alumni 1 Year Out	34%	293	$\pm 5\%$
Alumni 5 Years Out	14%	111	$\pm 9\%$
Alumni 10 Years Out	14%	105	$\pm 9\%$
Faculty (FT teaching undergraduates)	54%	179	$\pm 5\%$

Mission

Mission and Teaching Undergraduates

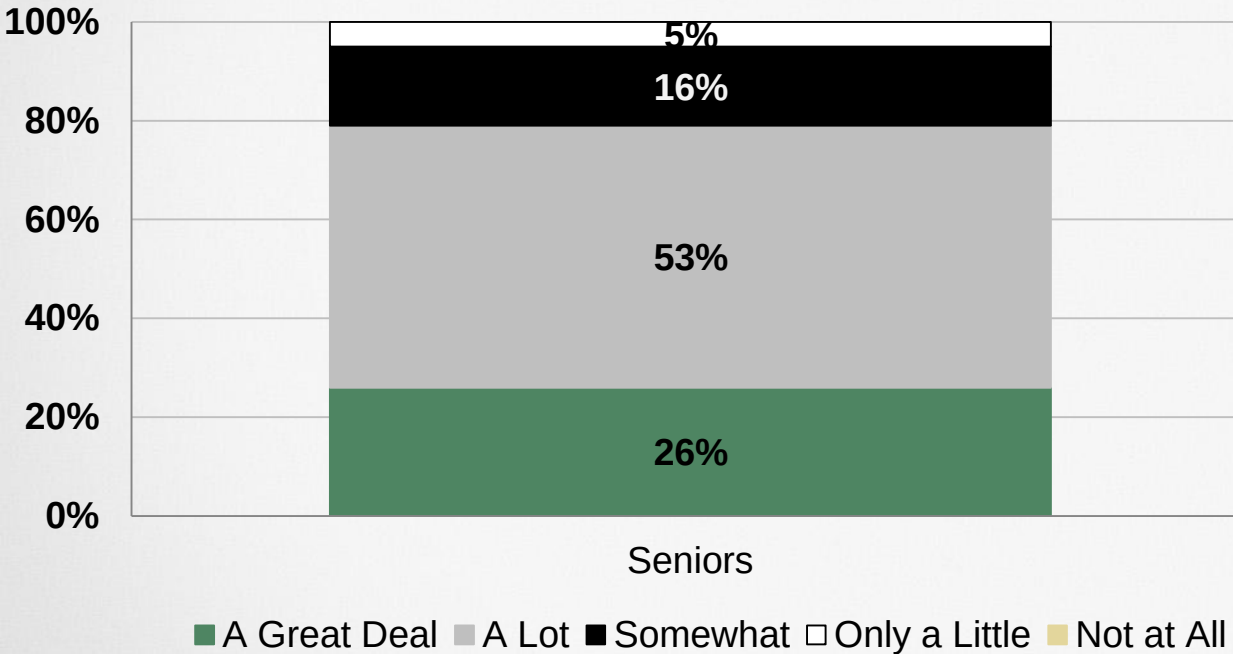
- When asked if they were “comfortable in [their] knowledge of the Jesuit mission,” 92% of faculty agreed.
- Fewer faculty, 78%, agreed that they were satisfied with the “professional development resources available to [them] that further [their] understanding of the Jesuit mission and how to incorporate it into [their] work.”
- Five percent of faculty indicated that they do not “integrate the Jesuit mission into [their] teaching” at all, 61% percent integrate it to “some extent,” and 34% integrate it to a “great extent.”

Mission and Student Learning

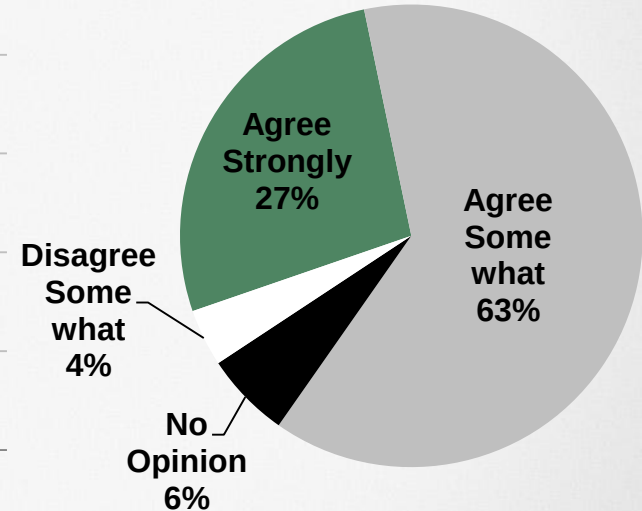
- When asked if students graduating from their department understand the Jesuit principle of “men and women for and with others,” 80% of faculty agreed.
- More faculty, 90%, agreed that Loyola does “a good job of educating the whole student; mind, body, and spirit.”

Preparation to Learn, Lead, and Serve

How well do you feel your college experience has prepared you to lead, learn, and serve in a diverse and changing world?



Faculty Survey:
When they graduate, students from my department are prepared to . . .



The CORE Curriculum

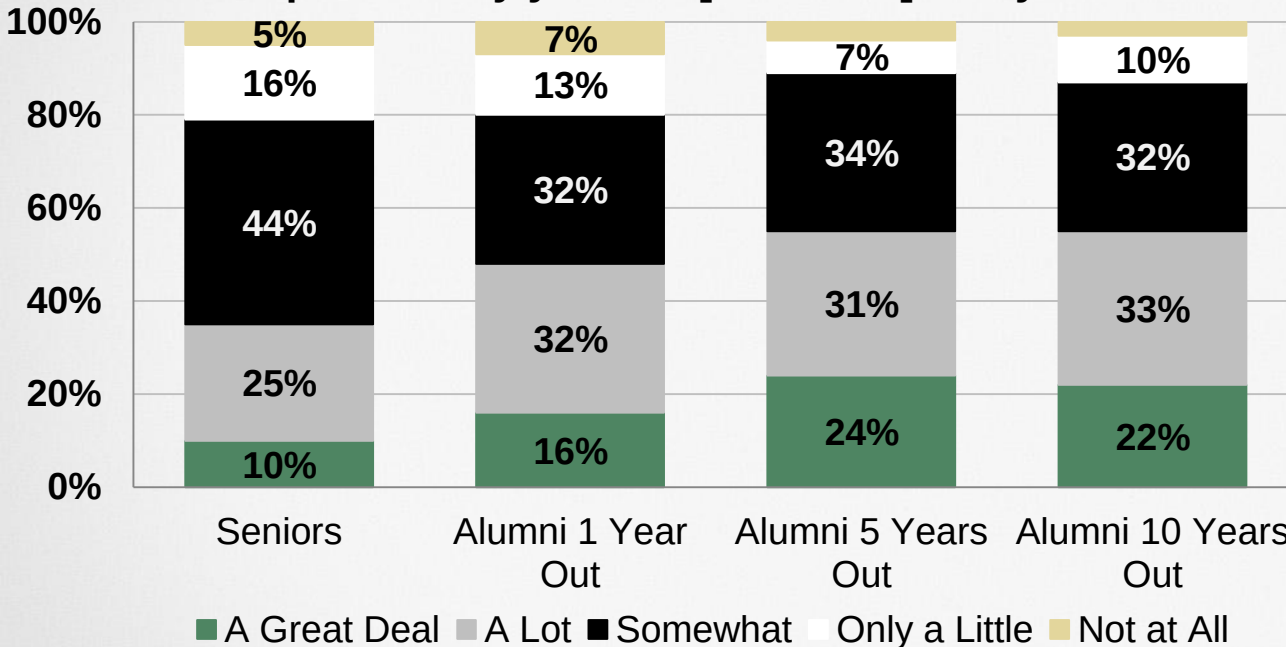
CORE Curriculum

- When asked how often “students in your department experience the current CORE curriculum as being too constrictive when pursuing their educational interests,” one-third of faculty indicated that it is either *always* or *usually* too constrictive for their students.

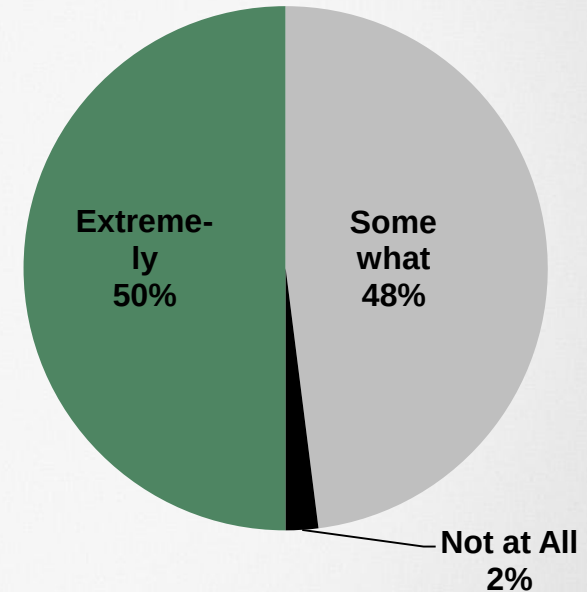
Response	Humanities	Natural Sciences	Social Sciences	Business	Education
Always	8%	19%	3%	19%	0%
Usually	22%	31%	23%	19%	17%
Sometimes	50%	45%	47%	43%	67%
Rarely	18%	5%	21%	14%	5%
Never	2%	0%	6%	5%	11%

Impact of the CORE Curriculum

To what extent has Loyola's CORE curriculum impacted way you live [and work] today?



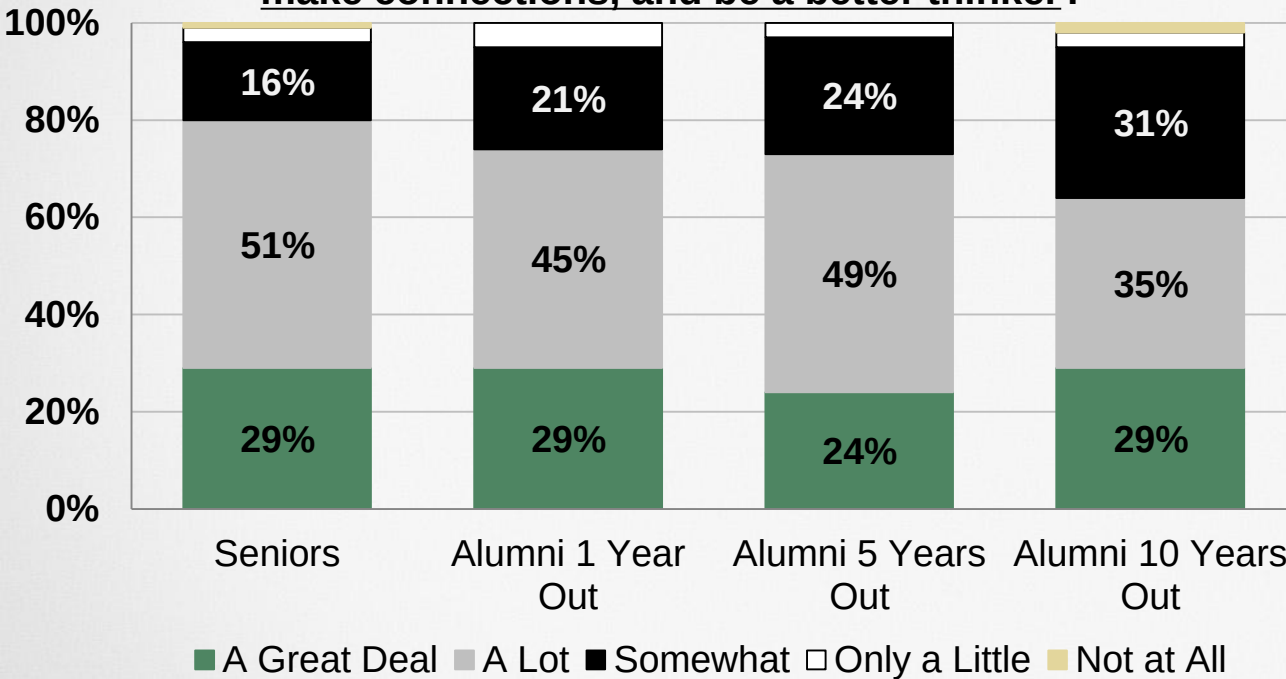
Faculty Survey:
How relevant is the CORE for students today?



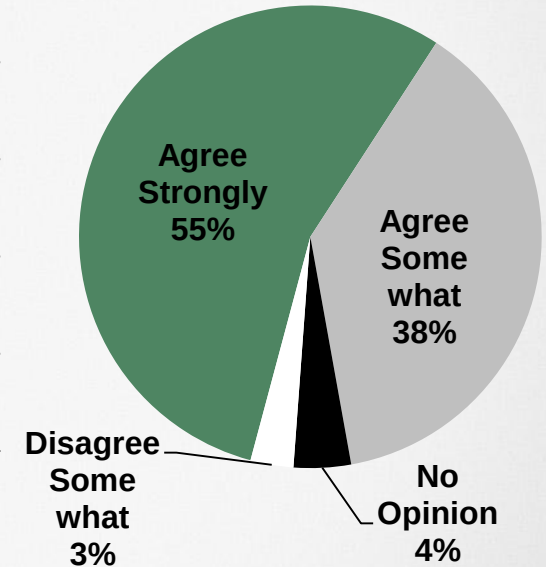
Student Learning Outcomes

Critical Thinking/Analyzing

To what extent has your education at Loyola helped you to learn to ask questions, analyze arguments, make connections, and be a better thinker?

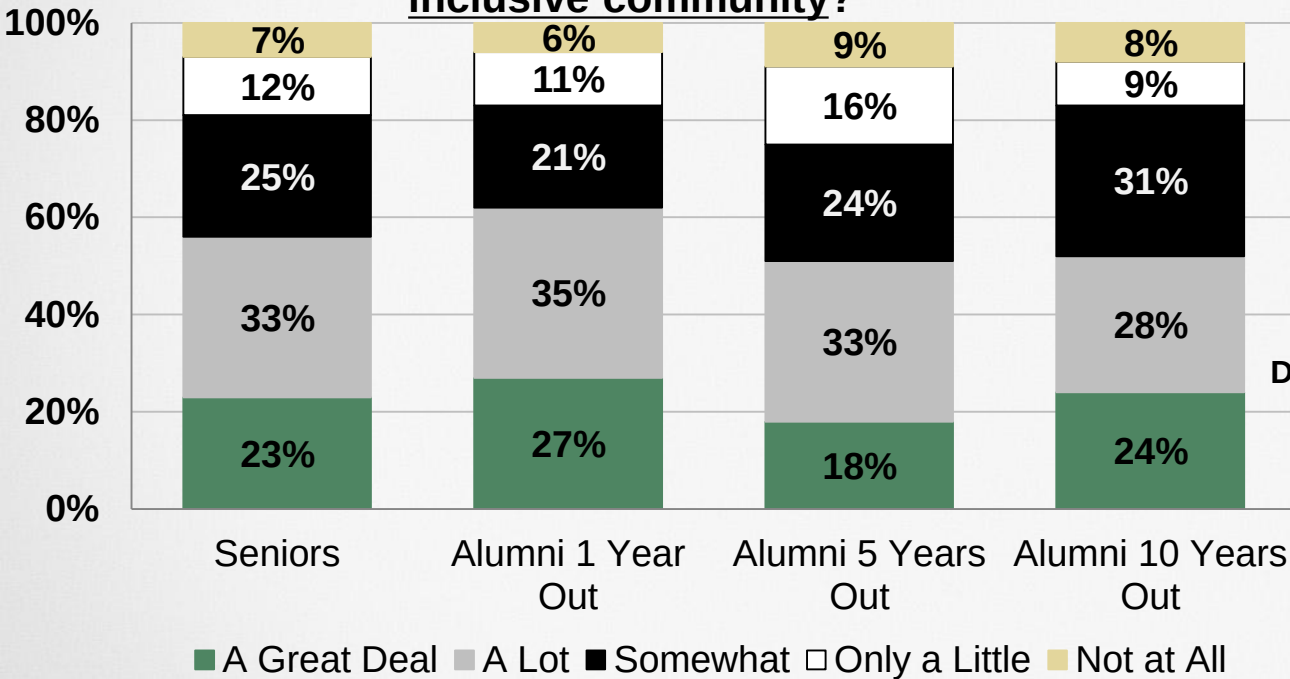


Faculty Survey:
When they graduate, students from my department have the ability to . . .

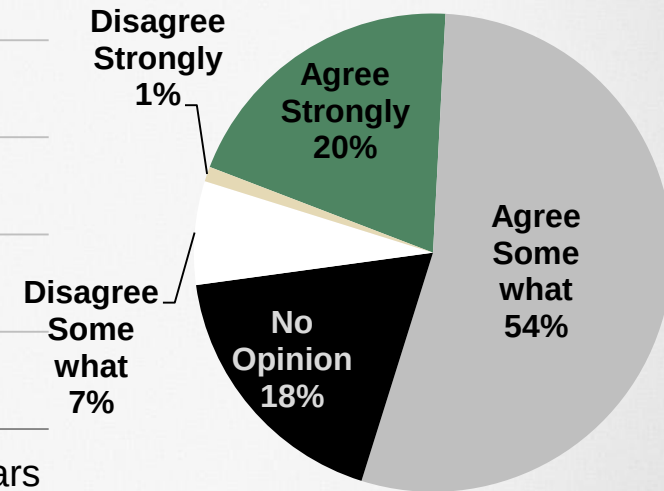


Diversity

To what extent has your education at Loyola helped you to learn to value a diverse and inclusive community?

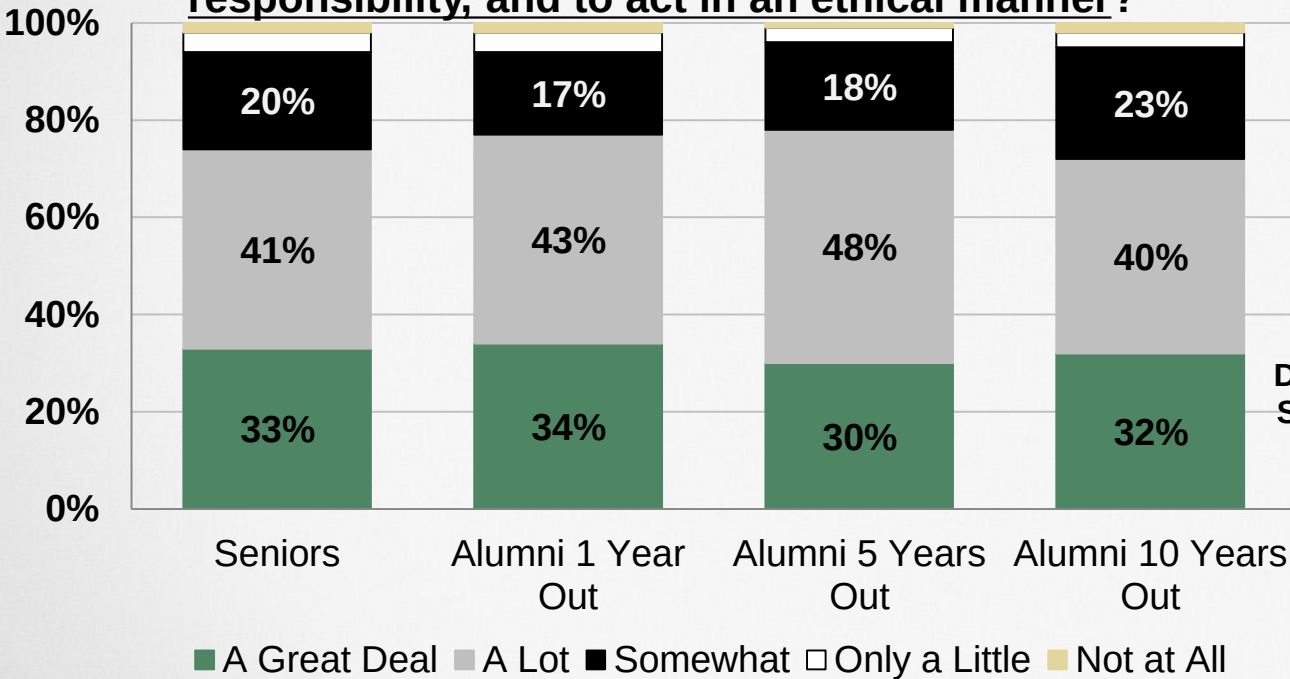


Faculty Survey:
When they graduate, students from my department demonstrate that they . . .

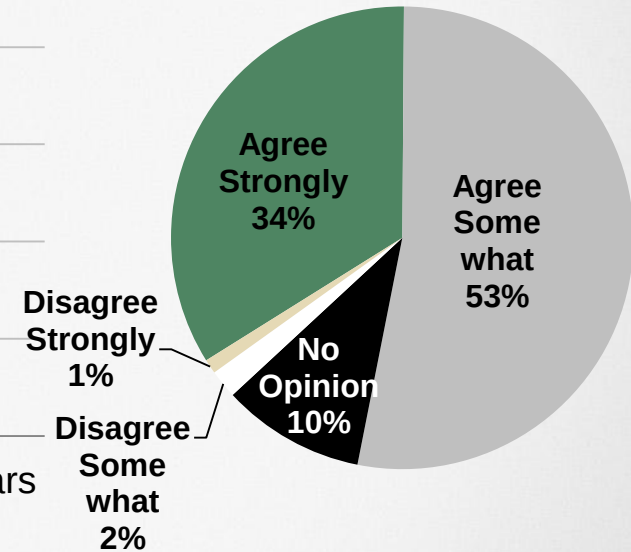


Leadership

To what extent has your education at Loyola helped you to learn to take initiative, to assume responsibility, and to act in an ethical manner?

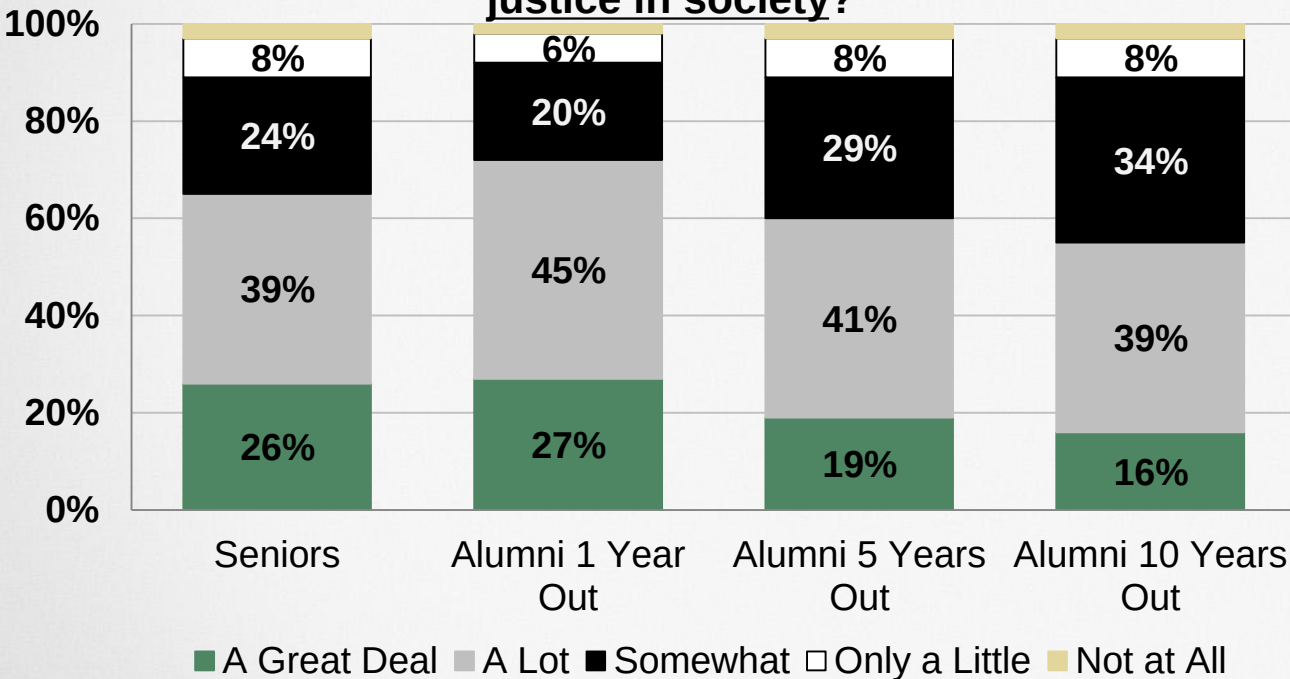


Faculty Survey:
When they graduate, students from my department have the confidence to . . .

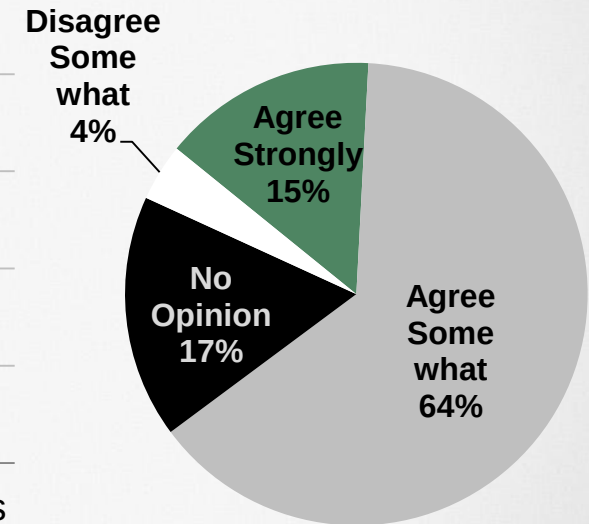


Promotion of Justice

To what extent has your education at Loyola helped you to learn to expand opportunities and justice in society?



Faculty Survey:
When they graduate, students from my department have shown an interest in . . .



Notes

Survey Instruments

- The Faculty Survey was conducted by HERI—the Higher Education Research Institute at ULCA
 - This organization also conducts the student surveys CIRP, YFCY, and CSS that Loyola participates in every three years
 - Some of the learning outcomes items included on this survey were developed by a consortium of Jesuit institutions.
- The Senior and Alumni Surveys were developed and administered completely in-house and are conducted every three years.
- Differences in response scales between the student/alumni and faculty surveys were the result of a consortial agreement regarding items on the faculty survey that required the particular response scale used there.

Survey Data

- Because of item-by-item non-response, the N for any given survey item may be smaller than the overall Ns reported on slide 3.
- Faculty invited to participate in the survey were those on at least half-time contracts.
 - The data included in this presentation represents those faculty who were full-time and indicated that they primarily teach undergraduate courses.
 - Faculty responses by division:

	Humanities	Natural Sciences	Social Sciences	Business	Education	Unknown
N	60	42	34	21	18	4

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