

COMMITTEE REPORT

Academic Year 2024-25

1. Committee Name

Committee for the Assessment of Student Learning (CASL)

2. Committee Chair

Co-chairs:

- Yolopattli Hernández-Torres, Associate Professor of Spanish
- Tracey Frey, Assistant VP for Institutional Effectiveness and Academic Assessment

3. How often did your committee meet?

CASL met semi-monthly during most months of the academic year. This was a special circumstance related to members' schedules and the launch of systematic assessment of the Core Curriculum. The committee hopes to return to monthly 90-minute meetings next year.

4. How many hours were required to attend meetings and for the work outside of the meetings?

The semi-monthly meetings were 45 minutes long, and outside work amounted to 2-3 hours per month, for a total of 3.5 to 4.5 hours per month.

5. What did your committee accomplish this year? Or, what were your primary topics of concern?

Following the goals of the *2021-2024 Student Learning Assessment Plan* and the *Principles and Practices of Student Learning Assessment at Loyola University Maryland*, CASL supported growth in the culture of assessment and continuous improvement in the following ways:

Support for Institutional Assessment

- Introduced the inaugural Faculty Fellow for Student Learning Assessment, Dr. Jill Snodgrass, Professor and Department Chair of Theology, who led the implementation of Core Curriculum assessment
- Launched and fielded Core assessment results from this academic year, reflecting on what they mean
 - Gathered assessment results related to Assessable Learning Outcomes (ALO):
 - Intersections of faith and reason (ALO #1)
 - Connecting and integrating knowledge (ALO #3)

- Applying ethical theories or perspectives (ALO #4)
- Demonstrating awareness of and informed sensitivity to multiplicity of perspectives on the human experience (ALO #5)
- Solving open-ended problems or engaging in inquiry (ALO #6)
- Evaluating a claim, thesis, or hypothesis (ALO #7)
- Refined and finalized standard rubrics for Core assessment of two additional ALO, with the help of feedback from faculty who tested the rubrics with student artifacts from graded classroom assignments:
 - Advancing arguments (ALO 8)
 - Oral and written expression (ALO 9)
- Employed an iterative process of taking the original plan for Core Assessment by continuing dialogue about it, questioning it, and refining it to keep it as a living document to benefit from new ways of improvement
- Provided reports to the Academic Senate, the Undergraduate Curriculum Committee, and the Graduate Curriculum Committee (Fall 2024) and to the Combined Governance bodies (Jan 2025) on institutional learning outcome results from program assessments of AY 2023-24 to disseminate the information and lessons learned

Support for Program Assessment

- Continued to offer Assessment Support Days for training and support for faculty who report on program learning outcomes assessments
- Continued the regular publication of the spring newsletter on assessment
- Continued to support a culture of assessment across departments through the adoption of consistent and centralized reporting mechanisms

Strategic Planning for the Next Three Years (2025-2028)

- Created the next University-wide Assessment Plan and submitted it to the ECG for Senate review, which is slated to come forward in Fall 2025
- The draft plan builds on the strength of the 2021-24 Plan and focuses on creating the conditions at Loyola that will support a culture of assessment and continuous improvement as an engrained part of the regular work of academic departments and deans' offices so that it becomes systematic and sustainable.
- The goals of the draft plan are as follows:
 1. Connect assessment results with actions for continuous improvement of student learning;
 2. Foster academic excellence through ongoing and systematic Core Curriculum assessment; and
 3. Support the advancement of faculty formation by equipping faculty with the tools and knowledge of assessment practice.

Primary Concern

Loyola has made great strides in building the necessary infrastructure for assessment, so now somewhat beyond the charge of the committee, CASL is more aware of the need for faculty support in training and development around assessment practices. This is reflected in the goals of the draft plan, and indicates a need for collaboration with colleagues to make progress in this area.

6. What issues or ideas should your committee pursue next year?

Topics for next year may include:

- Gaining Senate approval of the next plan and beginning its implementation
- Continuing the Cycle of Core Assessment by launching assessments related to:
 - Advancing arguments (ALO 8)
 - Oral and written expression (ALO 9)

- Disseminating the results and findings of the AY 2024-25 Core assessments
- Re-evaluating the Cycle of Core Assessment so that there is time built in to the cycle to allow for deliberation and action for improvement
- Identifying ways to collaborate with colleagues to support faculty training in assessment practices
- Identifying and advocating for recognition of faculty who contribute to the culture of assessment and continuous improvement
- Remaining mindful of Middle States accreditation and higher education expectations of student learning assessment and continuous improvement

7. Other thoughts

The committee discussed the desire to incorporate indirect evidence in our reporting to expand the university's understanding of student achievement and engagement. To this point, CASL will take under consideration the possibility of mapping NSSE¹ data and other indirect evidence to learning outcomes achievement.

¹ [*National Survey of Student Engagement*](#)

Attachment - Draft Assessment Plan for Senate Review

DRAFT University-wide Student Learning Assessment Plan for 2025-2028

Contents

Introduction.....2

Assessment Plan for 2025-2028.....5

 Goals5

 Alignment of Opportunities for Improvement and Goals6

 Strategies and Tactics7

Attachments.....11

 Attachment A: Sample Items for Faculty Skill-building and Training12

 Attachment B – Principles and Practices of Student Learning Assessment at Loyola University Maryland.....14

 Attachment C – Loyola University Maryland’s Undergraduate Academic Assessable Learning Outcomes (ALO).....22

 Attachment D – Loyola University Maryland Rubrics for the Undergraduate Academic Assessable Learning Outcomes25

 Attachment E – Loyola University Maryland Core Curriculum Map Diagrams, by ALO.....34

 Attachment F – Definition of Key Terms39

DRAFT University-wide Student Learning Assessment Plan for 2025-2028

Introduction

Loyola's Mission Statement

Loyola University Maryland is a Jesuit, Catholic university committed to the educational and spiritual traditions of the Society of Jesus and to the ideals of liberal education and the development of the whole person. Accordingly, the University will inspire students to learn, lead, and serve in a diverse and changing world.

CASL's Charge and Purpose of the Plan

Committee Charge

The Committee on the Assessment of Student Learning (CASL) will review, provide feedback on, and facilitate the assessment of student learning at the program, school, and institutional levels.

Committee Responsibilities

As part of ongoing assessment initiatives at Loyola, CASL will review assessment practices and findings; recommend changes in student learning assessment processes; support initiatives related to the improvement of student learning assessment; and promote opportunities for the dissemination and discussion of assessment findings to inform decision-making at all levels. The committee also will facilitate faculty participation in assessment activities at the institutional level. The Co-Chairs will maintain close communications with the Academic Senate, the Office of Academic Affairs, the Office of Institutional Research, and other appropriate committees and administrative offices. The Committee reports annually, in writing, to the Senate.

Purpose of the Plan

To fulfill its charge and responsibilities and to foster the culture of assessment at Loyola, CASL recommends to the Academic Senate the *2025-28 University-wide Student Learning Assessment Plan* to drive continuous improvement of student learning assessment practice at the program, school, and institutional levels and to meet expectations of the higher education community.

Outcomes of the 2020-21 Middle States Self-Study and Site Visit

The Middle States accreditation standards and periodic evaluations provide a backdrop of expectations that inform Loyola's assessment work. Loyola's most recent Self-Study report led the University to the identification of opportunities for innovation and continuous improvement related to student learning and educational effectiveness assessment. The University has since achieved¹

¹ Since the Self-Study, Loyola has adopted a software platform for assessment reporting and used it across all degree programs; developed and followed the 2021-24 university-wide assessment plan, according to evidence-backed principles; supported the office of institutional research as it worked to provide publicly available access to a data visualization platform; and collaborated through the former Research Consultation Group to coordinate timing of survey administrations.

nearly all of the opportunities identified in its self-study chapter on Educational Effectiveness Assessment, with the exception of reducing survey fatigue among students, as measured by survey response rates. CASL will continue to support the work of others at the University in an effort to limit survey activity in favor of using existing data sources.

The Middle States evaluation team conducted a site visit of Loyola, through virtual platforms, in March 2021. At the conclusion of the team's visit, the team chair delivered an oral report on the team's findings. In the report, the team concurred with the University's opportunities for innovation and continuous improvement and provided collegial advice and recommendations that indicated the need for improvement in the following areas:

- Creating clearer documentation of the processes, procedures, timelines, and expectations for assessments of student learning and other program goals;
- Identifying and completing a clear timeline of the assessment of institutional learning outcomes, specifically the *Assessable Learning Outcomes* for undergraduate assessments and the Graduate Learning Goals for graduate assessments; and
- Creating and following clear protocols for the dissemination of student learning assessment results for the purposes of decision-making in the institutional processes for planning and budgeting.

The Middle States Commission on Higher Education decided to reaffirm Loyola's accreditation, after completing a review of Loyola's self-study and the evaluation team's report. The Commission expects further documentation of evidence of Loyola's institutional effectiveness and continuous improvement. Institution-level reports on student learning achievement play an important role in examining a university's effectiveness, so CASL recommends that this plan support the examination of Loyola's educational effectiveness.

Current Status of Student Learning Assessment at Loyola

Loyola has made great progress toward establishing a solid foundation for ongoing assessment at the program and institutional levels. As a result of the *2021-24 University-wide Student Learning Assessment Plan*, Loyola has:

- established standard rubrics and a system for regular and systematic Core Curriculum assessment of the *Assessable Learning Outcomes*;
- centralized assessment reporting across the academic degree programs of the University;
- leveraged program assessment for understanding students' mastery of *Undergraduate Learning Aims* and *Graduate Learning Goals* as part of the annual assessment reporting process;
- identified assessment cycles of program learning outcomes to maintain sustainable workloads related to assessment; and
- disseminated findings to stakeholders in governance bodies on an annual basis.

Existing strengths and opportunities for improvement are displayed below. To build on Loyola's strengths, the 2025-28 plan aims to address its opportunities and to capitalize on the *Together We*

Rise strategic plan's focus on student success² by emphasizing two of the university's Core Values: *The Constant Challenge to Improve* and *Academic Excellence*.

Existing Strengths	Opportunities for Improvement
<ul style="list-style-type: none"> • Long-established Learning Goals and Aims and newly-established Assessable Learning Outcomes for the institution • Clear mission and vision of assessment work for the purpose of improving student learning outcomes • Alignment of assessment activities with university goals for student-centered learning and student success • Organized, ongoing, and systematic nature of assessment work • Establishment of systematic Core Curriculum assessment • Strong alignment between PLO and ILO • Use of multiple measures and direct evidence of student work in assessments • Documented assessment principles and guidebook on practices • Committed assessment leadership • Assessment committee with varied experiences and collaborative approach among faculty, staff, and administrators • Centralized assessment reporting tool • Technical support • Information sharing, transparency, and accountability through shared governance 	<ul style="list-style-type: none"> • Formalize scaffolded faculty training for implementation of assessment plans and basics on elements of assessment, including alignment of course objectives to PLO and ILO • Provide proactive feedback on shortcomings of assessment plans • Create clear models for “closing the loop” when areas for improvement are identified to help further student success • Create a library of assessment best practice exemplars • Encourage recognition for assessment work and its contributions to the improvement of learning and Academic Excellence

² The *Together We Rise* strategic plan holds as its aspiration that Loyola will become a preeminent university for student success. (p. 4)

Reaffirmation of Principles and Practices of Student Learning Assessment for the 2025-28 Plan

The *Principles and Practices of Student Learning Assessment at Loyola University Maryland* document was established in 2011 by the Student Learning Assessment Committee, a standing committee of the Academic Senate. The document was revised by the faculty of the reconstituted Committee for the Assessment of Student Learning (CASL) and approved by the Academic Senate in 2021. As part of the strategic thinking exercises for this assessment plan, the faculty of CASL reaffirmed the *Principles and Practices* in spring 2024, after reading and sharing within CASL current literature on best practices.

Assessment Plan for 2025-2028

Goals

CASL adopts three overarching goals for the next three years to fulfill its charge and to foster a culture of student learning assessment and continuous improvement at the University. Specifically, the objectives of this plan are meant to a) establish the role of student learning assessment in supporting the University mission and goals under the *Together We Rise* strategic plan, b) advance the established culture of degree program assessment, especially by “closing the loop,” and c) advance the newly established system of regular Core Curriculum assessment.

Goals

1. Connect Assessment Results with Actions for Continuous Improvement of Student Learning: CASL will promote and support the integration of student learning assessment with the annual cycle of operations in undergraduate and graduate degree programs, academic departments, and the academic division to connect assessment results with actions for continuous improvement of student learning achievement, in alignment with the University’s mission and its strategic priority to increase student success.
2. Foster Academic Excellence through ongoing and systematic Core Curriculum Assessment: CASL will build on the established foundations of regular and systematic assessment of the undergraduate Core Curriculum, through practices that are achievable and that can be sustained over time, in an effort to foster Academic Excellence.
3. Support the Advancement of Faculty Formation by Equipping Faculty with the Tools and Knowledge of Assessment Practice: CASL will support the advancement of faculty formation by equipping faculty with the tools and knowledge of assessment practice that can lead to discovery about student learning and the ability to take productive actions toward improving student learning.

Alignment of Opportunities for Improvement and Goals

Opportunity for Improvement	Goal
<ul style="list-style-type: none"> Formalize scaffolded faculty training for implementation of assessment plans and basics on elements of assessment, including alignment of course objectives to PLO and ILO 	3. Support the Advancement of Faculty Formation by Equipping Faculty with the Tools and Knowledge of Assessment Practice
<ul style="list-style-type: none"> Provide proactive feedback on shortcomings of assessment plans 	1. Connect Assessment Results with Actions for Continuous Improvement of Student Learning
<ul style="list-style-type: none"> Create clear models for “closing the loop” when areas for improvement are identified to help further student success 	1. Connect Assessment Results with Actions for Continuous Improvement of Student Learning 2. Foster Academic Excellence through ongoing and systematic Core Curriculum Assessment
<ul style="list-style-type: none"> Create a library of assessment best practice exemplars 	3. Support the Advancement of Faculty Formation by Equipping Faculty with the Tools and Knowledge of Assessment Practice
<ul style="list-style-type: none"> Encourage recognition for assessment work and its contributions to the improvement of learning and Academic Excellence 	3. Support the Advancement of Faculty Formation by Equipping Faculty with the Tools and Knowledge of Assessment Practice

Strategies and Tactics

Goal 1 – Connect Assessment Results with Actions for Continuous Improvement of Student Learning

Strategy 1.1: Use Findings of Institutional Learning Outcomes (ILO) Assessment for Continuous Improvement

Tactics

1. Graduate and Undergraduate Program Learning Outcomes (PLO) Assessment: Continue to follow the *Principles and Practices of Student Learning Assessment* and leverage the close mapping of PLO to ILO so that assessment findings at the program level may inform Loyola's understanding of student achievement of ILO, in the aggregate. Disseminate results among stakeholders and governance bodies. Record the decisions made and actions taken for continuous improvement and reassess subsequently.
2. Indirect Assessment³: Incorporate the results of the National Survey on Student Engagement (NSSE) student responses that are related to the Undergraduate Learning Aims in analyses of Loyola's educational effectiveness.
 - a. Report the analysis to the relevant governance bodies.
 - b. Examine whether the faculty FSSE responses, alumni First Destination responses, and other university-wide surveys may provide additional insights.
3. Connection to Decision-making in Institutional Planning and Budgeting Processes: Launch a communication effort to help institutional leaders connect assessment results to decision-making in the planning and budgeting process. Create a mechanism to help them articulate and document the connection, especially in relation to achieving strategic goals and improving student success.

Strategy 1.2: Refine and Enhance Program Learning Outcomes Assessment Practices to Improve Student Learning, Enhance Teaching Practices, and Deliver on the Academic Excellence of a Loyola Education.

Tactics

1. Integration of Assessment Practice in Annual Operations: Help academic programs create sustainable cycles of PLO and ALO assessments that fit within their cycles of program review or disciplinary accreditation.

³ A note on a rich source of indirect evidence at the program level: gathering feedback from employers of Loyola graduates is a welcome tactic for programs to adopt or continue. Programs that do so should consider including the results in their annual program assessment reports as indirect evidence of student learning or as a measure of a "success outcome," as labeled in the centralized software system.

- a. Continue to support academic departments with a regular timeline and consistent deadlines for a) planning, b) collecting, measuring, and analyzing evidence, and c) reporting on PLO and ALO assessments.
 - b. Formalize a mechanism for communicating, via the associate and assistant deans, CASL's review of assessment findings and assessment practices back to academic departments and programs. Establish methods to ensure consistent coherence with Loyola's *Principles and Practices for Student Learning Assessment*.
2. Promotion of Action-oriented Continuous Improvement: Develop a multi-scope plan for "closing the loop" to help program faculty take actions to address what the annual assessments reveal to them.
3. Connection to Decision-making in Program-level Planning and Budgeting Processes: Launch a communication effort to help department chairs connect assessment results to decision-making in the planning and budgeting process. Create a mechanism to help them articulate and document the connection.

Goal 2 – Foster Academic Excellence through ongoing and systematic Core Curriculum Assessment

Strategy 2.1: Conduct Ongoing and Sustainable Assessment of the approved Assessable Learning Outcomes (ALO) in the Core Curriculum

Tactics

1. Integration of Assessment Practice in Annual Operations: Collaborate with department chairs to determine a regular flow and timeline of Core Curriculum Assessment, in fall and spring semesters, by cycling through the ALO and following the established Core Curriculum Map.
2. Core Curriculum Assessment: Complete two cycles of assessment of the *Assessable Learning Outcomes* (ALO) with the established standardized ALO rubrics by the end of AY 2028-29. Disseminate results among stakeholders and governance bodies. Record the decisions made and actions taken for continuous improvement and subsequently reassess ALO.
 - a. Assess each of the ALO, disseminate the findings, document what actions are taken for continuous improvement of student learning, and reassess to determine whether the actions have the desired effect.
 - b. Cycle through ALO at the mastery and reinforced level on a semester-by-semester basis. Faculty who teach in the Core Curriculum submit their tallies of rubric ratings for each relevant course section in a given semester, and then CASL faculty analyze the overall findings in the aggregate and report out the results to the participating departments, the Undergraduate Curriculum Committee, and the Academic Senate.

- c. Weave introductory learning assessments of the Core Curriculum in the 6-year program assessment cycle, timing dependent upon the multi-year lifecycle of the degree program and the department (e.g., program review, PLO assessments, etc.). CASL will promote appropriate flexibility of timing for the department.
- d. Re-evaluate the elements and practices of Core Curriculum Assessment after the next Middle States self-study and the conclusion of the *Together We Rise* strategic plan, as a natural pivot point for revision and enhancement.

Strategy 2.2: Use Findings of Assessable Learning Outcomes (ALO) Assessment for Continuous Improvement

Tactics

- 1. Dissemination of Assessment Findings: Promote opportunities for the dissemination and discussion of assessment findings to inform decision-making in institution level governance bodies, with particular attention to the timeline for annual planning and budgeting processes (e.g., meetings of the curriculum committees, Loyola Conference, Combined Bodies of Governance).
- 2. Promotion of Action-oriented Continuous Improvement: Incorporate in regular annual assessment reports the updates about academic actions planned or taken in response to unsatisfactory assessment findings. Summarize the responses for the relevant university governance bodies to receive.

Goal 3 - Support the Advancement of Faculty Formation by Equipping Faculty with the Tools and Knowledge of Assessment Practice

Strategy 3.1: Provide Peer-to-Peer Guidance via Representatives of CASL

Tactics

- 1. Program Assessment Support: Provide practical tools and guidance for faculty to follow the *Principles and Practices of Student Learning Assessment* in their academic degree programs through peer-to-peer training and mentoring from CASL faculty representatives.
 - a. Support CASL members' acquisition of knowledge and skills in assessment practices and processes at Loyola through committee-onboarding, pairing of experienced and new members, and hands-on work during and between meetings.
 - b. Support faculty members' ability to build their methods for assessment. Communicate the clear steps of assessment so that faculty can complete them with ease, through shared responsibility among their program colleagues: Define, Collect, Measure, Analyze, Deliberate, Decide, Implement, and Repeat.

- c. Engage faculty in analyzing student work to have “aha!” moments that shed light on student successes and challenges, and highlight good assessment practices that lead to such illumination.
2. ALO Assessment Support: Facilitate faculty participation in assessment activities at the institutional level by employing peer-to-peer mentoring between CASL faculty representatives and faculty members within their academic divisions to create a feedback loop on faculty needs for training on assessment practices.

Strategy 3.2: Collaborate with the forthcoming Center for Faculty Excellence to Support Faculty in Building their Assessment Practice and in Understanding the Integral Connections among Teaching, Learning, and Assessment for the Continuous Improvement of Student Learning.

Tactics

1. Faculty Support: As appropriate, collaborate with the incumbent in the newly created position of Associate Vice President for Faculty Success to support faculty skill-building in assessment practices for the purpose of improving student learning. Collaborate with the Associate Vice President, who will lead the forthcoming Center for Faculty Excellence, to build an integrated and cohesive approach to supporting faculty in developing their knowledge and skills in student learning assessment through trainings, workshops, and materials.
2. Preparation for Collaborating with the Center: Build an inventory of evidence-backed best practices and tools to support faculty in promoting the enhancement of student learning through use of assessment findings.
3. Incentivization of Continuous Improvement: Learn which, if any, evidence of good assessment practice might be used in faculty annual reviews as one possible element of commitment to Academic Excellence or excellence in teaching.

Attachments

Attachment A: Sample Items for Faculty Skill-building and Training

1. Understanding of Assessment Fundamentals

- Familiarity with key concepts such as learning outcomes, assessment cycles, formative and summative assessments, and program-level versus course-level assessments.
- Ability to design measurable and meaningful learning outcomes.

2. Curriculum Mapping and Alignment

- Skills to map course objectives to program-level outcomes and institutional learning outcomes.
- Capability to align assessments with these outcomes to ensure a cohesive learning experience.

3. Assessment Design

- Proficiency in creating rubrics, tests, projects, and other assessment tools that accurately measure student learning.
- Knowledge of various assessment methods (e.g., direct vs. indirect, quantitative vs. qualitative) and their appropriate applications.

4. Data Collection and Analysis

- Skills to collect, organize, and interpret assessment data effectively.
- Familiarity with statistical or qualitative analysis tools to identify trends and insights in student learning.

5. Use of Technology

- Competence in using learning and assessment data management systems (e.g. Moodle, Watermark PSS/SLL) and to streamline data collection and reporting.
- Understanding of tools like online surveys, e-portfolios, or assessment platforms that enhance evaluation processes.

6. Feedback and Communication Skills

- Ability to provide constructive, actionable feedback to students based on assessment results.
- Skills to communicate assessment findings clearly and collaboratively with colleagues, CASL, and administrators.

7. Application of Data for Improvement

- Capacity to use assessment data to inform curriculum changes, teaching strategies, and program enhancements.
- Understanding of how to close the assessment loop by using findings for continuous improvement.

8. Interdisciplinary Collaboration

- Skills and open-mindedness to work with colleagues across disciplines to develop shared goals, assessment strategies, and improvements based on collective data.
- Ability to contribute to department or institution-wide discussions on student learning outcomes.

9. Commitment to Professional Development

- Willingness to participate in workshops, seminars, or training to stay updated on best practices in assessment.
- Engagement in self-assessment to refine their own teaching and evaluation methods.

10. Cultural Competence and Equity-Minded Assessment

- Awareness of how cultural and individual differences impact learning and assessment.
- Ability to design assessments that are inclusive and equitable, addressing the diverse needs of students.

Additional Training and Support for CASL faculty representatives:

- A clear set of roles and responsibilities of CASL representatives
- Time and access to best practice literature and tools from professional organizations to develop their assessment capabilities, such as those listed above.
- Software input training, most importantly to understand how the reporting template facilitates the use of best practices and aligns to and reinforces the importance of Loyola's *Principles and Practices of Student Learning Assessment*
- Practice with rubrics, norming, assessment, and analysis within the committee

Attachment B – Principles and Practices of Student Learning Assessment at Loyola University Maryland⁴

The following is a set of principles and practices to guide the assessment of student learning at Loyola University Maryland.⁵ These principles and practices are guided by best practices of student learning assessment and Loyola's Jesuit values, specifically core values of Academic Excellence and the Constant Challenge to Improve.

The principles articulated here will be long-standing but reviewed periodically as necessary. The principles will underpin assessment activities at Loyola within academic departments and for University-wide initiatives, such as assessing learning outcomes related to the Core Curriculum. The practices listed here are not exhaustive of possible best practices. Instead, these practices are meant to help faculty members apply the principles through assessment activities.

Loyola University Maryland is committed to maintaining an ongoing program of student learning assessment and will provide appropriate resources to facilitate and improve the quality of student learning assessment at the University. The following principles guide our work.

Principles

1. **Assessment is a reflective, systematic, and ongoing process.** The purpose of assessment is to improve student learning. This is accomplished by using student learning assessment results to improve academic support for students, program structure, course content, and pedagogy. Program learning outcomes are assessed on a regular basis, with a cycle that allows faculty members to observe and document the impact of continuous improvement on student learning over time.
2. **Faculty members drive assessment.** Faculty members have the primary responsibility to develop, implement, and revise student learning assessment plans and activities. In addition, successful student learning assessment requires faculty members, administrators, staff, and students to collaborate across functional areas of the University.
3. **Assessment is flexible and uses multiple measures with an emphasis on direct evidence.** To assess student learning, faculty members use a variety of methods appropriate to the unique goals, outcomes, and academic content of their disciplines. In addition, faculty members must incorporate direct evidence of

⁴ Established 2011; Revised 2021; Approved by Academic Senate October 26, 2021; Reaffirmed in 2024

⁵ Established originally in 2011-12 by the Student Learning Assessment Committee, a standing committee of the Academic Senate. Revised in spring 2021 by the Committee on the Assessment of Student Learning, the reconstituted standing committee of the Academic Senate devoted to student learning assessment across the University. This draft includes expectations from the Middle States Commission on Higher Education and best practices shared at the 2020 IUPUI Assessment Institute by Wanda Baker of Council Oak Assessment.

student learning into assessment practices for outcomes that are knowledge or skills based. Multiple measures (i.e., evidence and artifacts of student learning) provide a more holistic, comprehensive understanding of student learning achievement, and thus, provide faculty members more meaningful evidence for decision-making about the improvement of programs.

4. **Assessment plans should be inclusive, equitable, and sustainable.** Faculty members will integrate and implement equity-minded assessment plans considering the usual constraints of faculty time and departmental resources. Student artifacts should be collected with future data disaggregation in mind to ensure that examinations of inclusive academic excellence and conversations about equity
5. **Assessment will drive decision making in planning and improvement processes.** Faculty members, administrators, staff, and students will use assessment results to drive curricular and pedagogical change or to improve academic support. Decision makers will not use student learning assessment to evaluate individual faculty members or to make comparisons across programs, departments, divisions, or schools. Evaluators will follow equity-minded strategies and will not use the assessment results to compare individual students or groups.

Practices

1. Student learning outcomes should be explicit. They should clearly state what students are expected to know, be able to do, and/or value at the end of a program of study.
 - a. Number of learning outcomes: Degree and academic programs should have no fewer than three and no more than seven learning outcomes, with exceptions made to meet requirements of disciplinary accreditation.
 - b. Alignment of learning outcomes: Program learning outcomes (PLOs) should align with but not duplicate institution learning outcomes (ILOs). This alignment provides a coherence of the academic programs with Loyola's educational mission.
 - i. PLOs of undergraduate programs should align with the institution-level *Undergraduate Learning Aims*, with connections made through the assessable learning outcomes.
 - ii. Similarly, PLOs at the graduate level should align with the institution-level *Graduate Learning Goals*.
 - c. Expectations of Student Achievement: Programs should specify the expected level of proficiency for each of the program learning outcomes so that assessment of student learning may demonstrate whether students accomplish educational goals consistent with their programs of study.
 - i. The expected level of proficiency is typically indicated by the verb in the program learning outcome statement.
 - ii. The use of the revised Bloom's Taxonomy is one way to develop clear expectations in learning outcomes statements.
 - iii. The University provides Guiding Questions for the development or refinement of program learning outcomes.

- d. Mapping the Outcomes: Degree programs should produce a curricular map to demonstrate educational experiences are relevant to and interrelated with the program learning outcomes and to indicate where and at what level these learning outcomes are embedded within individual courses in the program.
- 2. A program assessment plan should clearly identify the cycles of program learning outcomes assessments, including collection of evidence of student learning, analysis, and tracking actions for continuous improvement.
 - a. Assessment Cycle: All program learning outcomes should be assessed at least twice within a six-year period.
 - i. This cycle should be consistent, sustainable, predictable, and dependable.
 - ii. The goal of repeated assessments is to take and then monitor the results of a “close-the-loop” action for continuous improvement of student learning.
 - b. Assessment of Mastery: Programs should focus, primarily, on assessing mastery level achievement of the learning outcome (i.e., evaluate student work completed toward the end of the program).
 - i. Faculty members can conduct summative assessments of what program completers know and can do.
 - ii. The curricular map serves as a resource to identify the appropriate courses from which to obtain artifacts of student work at the mastery level.
 - c. Use of Multiple Measures: Multiple measures of student learning achievement should be used for each program learning outcome.
 - i. If possible, aim to use two forms of direct evidence and one of indirect evidence.
 - ii. Faculty members can make this practice sustainable by focusing on the specific part of an exam, assignment, project, etc. that is related to the program learning outcome, and can keep the scope of the assessment narrowly focused on the program learning outcome achievement.
 - iii. If possible, faculty members can identify types of measures that will predictably be sources of direct evidence across years, course sections, instructors, etc.
 - d. Artifact Collection: Programs should plan to collect artifacts of direct and indirect evidence each year.
 - i. Ensure all faculty (i.e., tenure, tenure-track, and clinical or teaching faculty) teaching the relevant courses are aware of the plan and committed to providing the artifacts.
 - ii. If assessments are embedded within courses, collect and store all completed rubrics and/or data related to the assessment.
 - e. Establishing Timelines: A timeline should be included in the program assessment plan that clearly identifies each year’s artifact collection, learning outcome analysis, and tracking of actions for continuous improvement. The timeline should display a full six-year cycle and then should be refined or repeated for the next six years.

- i. Departments that teach core curriculum courses should adhere to a cycle of Loyola's university-level assessable learning outcomes assessments, to be determined in collaboration among the UCC, the department, the associate dean for the humanities and the core curriculum, and CASL.
 1. This can either occur concurrently with program outcomes assessments or can be woven into the assessment plan as the singular assessment in a particular year.
 2. Consult with the department chair and the associate dean for the humanities and the core curriculum to determine whether stand-alone or concurrent assessments fit the program the best.
 - ii. Programs that conduct academic program review or disciplinary accreditation can pause assessment reporting during the year of self-study/review. This should be documented within the assessment plan timeline. The program should still collect student artifacts during that year.
3. Each program should set clear standards. The success of the program in achieving its learning outcomes should be evaluated relative to clearly defined standards and by using appropriate and specific evidence of student learning.
 - a. Standards: Programs should identify agreed upon standards of student achievement for each measure of direct and indirect evidence of student learning.
 - i. The standard defines or categorizes what mastery looks like (e.g., "80% of students will be rated as meeting or exceeding mastery of the learning outcome on the established rubric for the program learning outcome.").
 - ii. Set the standards in advance of conducting assessments.
 - iii. Make the standards ambitious but attainable.
 - iv. If the standards are not met once student artifacts are analyzed, take an action to improve student learning and re-measure the program learning outcome with the same standards during the next instance in the assessment cycle.
 - b. Direct Evidence of Student Learning: Programs should use direct evidence to assess outcomes related to skills and knowledge.
 - c. Rubrics: Programs should use rubrics with agreed-upon criteria to evaluate student work when direct evidence is subjective in nature (e.g., a piece of written work as opposed to a standardized test).
 - d. Comparison of Results to Standards: Programs should tabulate, analyze, and aggregate data from direct and indirect assessment to compare results to previously determined standards.
 - e. Equity-minded Strategies: When assessing diversity, equity, and inclusion, evaluators should frame results in the context of the standards and use equity-minded strategies, including disaggregation of data by race/ethnicity, gender, and other demographic attributes, if available, and avoid comparisons across individuals and groups. Instead, the disaggregated data

should be compared against the standard for achievement, and actions for continuous improvement should be taken to enhance learning for all students.

- f. Retention of Evidence: Programs should retain evidence (completed rubrics, test scores, student samples, etc.) used in assessing student learning for seven years and provide this evidence for review when requested.
4. Direct evidence for assessing student learning should come from embedded coursework. This approach minimizes the burden of assessment on students and faculty members.
 - a. Identification of Courses: The curricular map is a good resource to identify courses from which programs will collect assessment evidence.
 - b. Sources of Student Mastery: Evidence gathered near the end of the program of study is particularly helpful in assessing the ability of students to apply the knowledge and skills they have acquired over time. Capstone courses and senior portfolios, where offered, are good sources of this type of evidence.
 - c. Sampling: If a program gathers student work as evidence of learning that is from a subset and not from all students in that program, the work should consist of an appropriately representative sample of students or course sections. The sample should only include work of program majors. The sampling plan should be determined in advance.
 - i. When measuring aggregated data from a sample of student work, programs should compile course-based sources to present evidence about aggregations of students and not particular course sections, students, or instructors.
 - ii. When assessing diversity, equity, and inclusion, programs should use disaggregated data by race/ethnicity, gender, and other demographic attributes, if available, to measure outcomes of these efforts.
 5. Programs should be assessed regularly and should document their assessment activities annually.
 - a. Guidance for a Diversity of Program Sizes: The type of engagement in annual assessment may vary across programs.
 - i. Regardless of size of program, each year,⁶
 1. At least one student learning outcome should be assessed;
 2. The extent of student achievement should be analyzed and documented for the learning outcome(s) assessed;
 3. The assessment report must clearly articulate whether the measures and the overall program learning outcome(s) were met, according to the program's established standards of

⁶ There are exceptions to this rule: programs with no active majors in key assessment courses (e.g., no graduating seniors), programs undergoing program review or disciplinary accreditation self-studies, programs in the midst of a substantial MHEC-level curricular overhaul or substantial assessment overhaul may report these activities in lieu of the PLO report, if approved to do so by the program's dean's office.

- mastery, to determine whether students have accomplished educational goals consistent with their programs of study;
4. Documented assessments should include analysis of the past use of results to improve educational effectiveness and/or planned future actions to improve educational effectiveness as a result of the current year's assessment findings; and
 5. Sufficient support should be provided to the faculty members charged with assessment so that assessment of student achievement can be sustained and the results can be communicated to stakeholders.
- ii. Programs with a large number of graduating majors in any given year will likely complete assessment for one or two learning outcomes each year. In such cases,
 1. Programs might use samples of student work to conduct assessment of student learning (see 4.C)
 2. Programs should ensure the cycle of assessment allows an outcome to be re-assessed at least once within a six-year period.
 - iii. Programs that graduate few majors each year may collect and evaluate data for one or more outcomes each year, but not complete the tabulation and analysis phases of assessment until they have several years' worth of data from which to make valid summary conclusions about student learning. In such cases,
 1. Programs should collect data and/or artifacts of student learning every year for all program learning outcomes;
 2. Programs should define a cycle that includes analysis of at least one program learning outcome every year; and
 3. Programs should ensure the cycle of assessment allows an outcome to be re-assessed at least once within a six-year period.
- b. **Reporting Platform:** The University has implemented Watermark, a University-wide assessment reporting platform, to facilitate the reporting of program level student learning assessment results. The program's assessment report should be completed in the system to maintain one centralized repository and to allow for precise institution-level insights about student learning.
6. **Support:** Programs will seek assistance if needed. Programs that need help with designing their assessment plans or analyzing their assessment data should consult CASL in addition to the resources found online at:
<https://www.loyola.edu/departments/academic-affairs/resources/assessment-of-student-learning>.
-

Bibliography

- Adkison, B. & Fadden, J. *Rapid and Effective Faculty-Led Change in Assessment*. (2020, October). Urbana, IL: University of Illinois and Indiana University, Assessment Institute. <https://assessmentinstitute.iupui.edu/program/2020-important-links.html>
- Baker, Wanda. *Assessment Checkup: Does Your Assessment System Need a Tune-up?*. (2020, October). Council Oak Assessment. Urbana, IL: University of Illinois and Indiana University, Assessment Institute. <https://assessmentinstitute.iupui.edu/program/2020-important-links.html>
- Fassett, K. T. *A Conceptual Framework and Strategies for Examining High-Impact Practices*. (2020, October). Urbana, IL: University of Illinois and Indiana University, Assessment Institute. <https://assessmentinstitute.iupui.edu/program/2020-important-links.html>
- Fischer, J., Bearman, M., Boud, D., & Tai, J. (2023). How does assessment drive learning? A focus on students' development of evaluative judgement. *Assessment & Evaluation in Higher Education*, 49(2), 233–245. <https://doi.org/10.1080/02602938.2023.2206986>
- Haeger, H. & BrckaLorenz, A. *Assessing the Impact: Building a Model for Measuring Learning Across High-Impact Practices*. (2020, October). Urbana, IL: University of Illinois and Indiana University, Assessment Institute. <https://assessmentinstitute.iupui.edu/program/2020-important-links.html>
- Haeger, H. & BrckaLorenz, A. *Equity and Inclusivity in the Assessment of High Impact Practices*. (2020, October). Urbana, IL: University of Illinois and Indiana University, Assessment Institute. <https://assessmentinstitute.iupui.edu/program/2020-important-links.html>
- Henning, G., Ackerman, A., DeSantis, M., & Carpenter, R. *Fireside Chat on Equity and Assessment: Examples from Practice*. (2020, October). Urbana, IL: University of Illinois and Indiana University, Assessment Institute. <https://assessmentinstitute.iupui.edu/program/2020-important-links.html>
- Henning, G., Baker, G.R., Jankowski, N.A., Lundquist A.E., & Montenegro, E. (2023). *Reframing Assessment to Center Equity: Theories, models, and practices*. Routledge.
- Hong, R. C., & Moloney, K. (2020, October). *There is no return to normal: Harnessing chaos to create our new assessment future*. (Occasional Paper No. 49). Urbana, IL: University of Illinois and Indiana University, National Institute for Learning Outcomes Assessment.
- Hurtig, J. K. & Kim, E. *General Education Assessment Reformed: Course-embedded Assessments Followed by Faculty Online Forums and Focus Groups*. (2020, October). Urbana, IL: University of Illinois and Indiana University, Assessment Institute. <https://assessmentinstitute.iupui.edu/program/2020-important-links.html>
- Implementation fidelity - JMU. (n.d.). <https://www.jmu.edu/assessment/sass/ac-step-four.shtml>
- Loyola University Maryland. *Mission, Vision, and Core Values Statements*.
- Loyola University Maryland. (2024). *Together We Rise: Loyola University Maryland's Strategic Plan for 2030*.
- Montenegro, E., & Jankowski, N. A. (2020, January). *A new decade for assessment: Embedding equity into assessment praxis* (Occasional Paper No. 42). Urbana, IL: University of Illinois and Indiana University, National Institute for Learning Outcomes Assessment (NILOA).

Montenegro, E., & Jankowski, N. A. (2017, January). *Equity and assessment: Moving towards culturally responsive assessment*. (Occasional Paper No. 29). Urbana, IL: University of Illinois and Indiana University, National Institute for Learning Outcomes Assessment (NILOA).

Phillips, G. A., Shanks, K., & Burke, K. *Inviting Students to the Table: Leveraging Students to Do Student Assessment*. (2020, October). Urbana, IL: University of Illinois and Indiana University, Assessment Institute. <https://assessmentinstitute.iupui.edu/program/2020-important-links.html>

Singer-Freeman, K., & Robinson, C. (2020, November). *Grand challenges in assessment: Collective issues in need of solutions* (Occasional Paper No. 47). Urbana, IL: University of Illinois and Indiana University, National Institute for Learning Outcomes Assessment.

Attachment C – Loyola University Maryland’s Undergraduate Academic Assessable Learning Outcomes (ALO)

Purpose: The Academic Senate accepted the Three-year University-wide Assessment Plan presented by CASL in spring 2018. As part of the plan, and out of the discussion in the Senate meeting, CASL undertook a process of developing a layer of assessable institution-level learning outcomes, specific to academic classroom learning, that will serve as a bridge from the aspirational, inspirational Undergraduate Educational Aims to our ability to measure student learning achievement demonstrated through direct evidence of student work.

The draft outcomes were brought before the Senate in spring 2019 for review and feedback, and they were approved on April 16, 2019, as written below. The Academic Senate approved the modification of language for three outcomes on May 21, 2024, as a result of faculty feedback from using the original outcomes in assessment of student work.

Assessable Learning Outcomes

The education of men and women of compassion and competence, imbued with the desire to seek in all things the greater glory of God, represents the enduring aspiration of Loyola University Maryland . . . In all of this, [Loyola] will remain ever mindful of the Jesuit precept that the aim of all education ultimately is the ennoblement of the human spirit. – Vision Statement

The knowledge and skills developed through a Loyola education will inspire students to learn, lead, and serve in a diverse and changing world. As such, students who complete an undergraduate degree at Loyola will be able to:

1. Evaluate intersections of faith and reason in the contemporary world.
2. Demonstrate a synthesis of knowledge and reasoned judgment appropriate to one’s chosen discipline(s).
3. Connect and integrate knowledge and methods across disciplines, aided by a breadth of experience in the liberal arts and sciences.
4. Apply ethical theories or perspectives and an analysis of one’s core beliefs to ethical or social justice issues.
5. Demonstrate awareness of, and an informed sensitivity to, the multiplicity of perspectives that bear on the human experience, in the United States and globally.*
6. Solve open-ended problems or engage in inquiry, using appropriate methods and tools.
7. Evaluate a claim, thesis, or hypothesis based on plausibility, logical coherence, and evidence.*
8. Advance arguments supported by research and evidence.
9. Express oral and written ideas clearly, effectively, and logically, with attention to audience and purpose.*

*Refined and approved in 2024.

Assessable Outcomes as a Bridge – Alignment with Undergraduate Educational Aims

Undergraduate Educational Aim(s)	Assessable Learning Outcome(s)
Faith and Mission	Evaluate intersections of faith and reason in the contemporary world.
Intellectual Excellence	<p>Demonstrate a synthesis of knowledge and reasoned judgment appropriate to one's chosen discipline(s).</p> <p>Connect and integrate knowledge and methods across disciplines, aided by a breadth of experience in the liberal arts and sciences.</p>
Leadership, Promotion of Justice	Apply ethical theories or perspectives and an analysis of one's core beliefs to ethical or social justice issues.
Diversity	Demonstrate awareness of, and an informed sensitivity to, the diversity of human experiences, in the United States and globally.
Critical Understanding	<p>Solve open-ended problems or engage in inquiry, using appropriate methods and tools.</p> <p>Evaluate a claim, thesis, or hypothesis based on plausibility, logical coherence, and evidence.</p> <p>Advance arguments supported by research and evidence.</p>
<i>Eloquentia Perfecta</i>	Express oral and written ideas clearly, effectively, and logically, with attention to audience and purpose.

Assessable Outcomes as a Bridge – Alignment with Middle States Expectations

Assessable Learning Outcome(s)	Middle States Expectation(s)
Evaluate intersections of faith and reason in the contemporary world.	Study of values, consistent with university mission
Demonstrate a synthesis of knowledge and reasoned judgment appropriate to one's chosen discipline(s).	Synthesis of learning in the major
Connect and integrate knowledge and methods across disciplines, aided by a breadth of experience in the liberal arts and sciences.	Mastery of undergraduate-level learning, inclusive of core curriculum integration
Apply ethical theories or perspectives and an analysis of one's core beliefs to ethical or social justice issues.	Study of ethics, consistent with university mission
Demonstrate awareness of, and an informed sensitivity to, the diversity of human experiences, in the United States and globally.	Study of diverse perspectives, expansion of cultural and global awareness, and cultural sensitivity, consistent with university mission
Solve open-ended problems or engage in inquiry, using appropriate methods and tools.	Contributes to demonstration of critical analysis and reasoning, scientific and quantitative reasoning, information literacy, and technological competency
Evaluate a claim, thesis, or hypothesis based on plausibility, logical coherence, and evidence.	Contributes to demonstration of critical analysis and reasoning, scientific and quantitative reasoning, information literacy, and technological competency
Advance arguments supported by research and evidence.	Contributes to demonstration of critical analysis and reasoning, scientific and quantitative reasoning, and information literacy
Express oral and written ideas clearly, effectively, and logically, with attention to audience and purpose.	Demonstration of oral and written communication skills

Attachment D – Loyola University Maryland Rubrics for the Undergraduate Academic Assessable Learning Outcomes

Assessable Learning Outcome #1 – Intersections of Faith and Reason

Course Number (include section #):

Number of students per section:

Total number of and type of artifacts used:

Please assess work from all students in the course section. If a group project was used, please indicate so here:

Instructions:

- 1. Please apply the rubric below to the artifact from your Core course.
- 2. Take each artifact and determine where the student’s work falls among the categories described.
- 3. Tally your scores per category. For example, if 30 artifacts are scored, the tallies should total 30 overall.
- 4. Feel free to add comments after you apply the rubric. The comment section follows on page 2.
- 5. Save your tallied rubric as a Word document or pdf and send it to _____ and _____ by close of business on [date].
- 6. Please consider sending an artifact of student work that you view as an exemplar of any of the rating categories. This collection will allow CASL to develop a shared understanding of each rating category.

Rubric:

1.) Assessable Learning Outcome #1: Students will be able to evaluate intersections of faith and reason in the contemporary world.
(Note: This Assessable Learning Outcome aligns with Loyola’s Undergraduate Learning Aim of Faith and Mission.)

	Exemplary	Milestone	Progressing	Novice
	Evaluates contemporary issues through the lens of faith and reason by acknowledging inherent connections and tensions using examples, evidence, religious text, and faith traditions.	Addresses a contemporary issue by differentiating matters of faith and reason using example, evidence, religious text, or faith traditions.	Recognizes a contemporary issue by referring to matters of faith or reason, with sparse use of example, evidence, religious text, or faith traditions.	Refers to a contemporary issue, faith, and reason, but does not recognize their intersection nor provide evidence.
Tally:	0	0	0	0

This rubric was tested by Loyola faculty in fall 2023 and was refined and finalized by CASL faculty in spring 2024.

Note: Assessable Learning Outcome #2 is assessed by mastery level assessments of PLOs, so a rubric is not required.

Assessable Learning Outcome #3 – Connect and Integrate Knowledge

Course Number (include section #):

Number of students per section:

Total number of and type of artifacts used:

Please assess work from all students in the course section. If a group project was used, please indicate so here:

Instructions:

7. Please apply the rubric below to the artifact from your Core course.
8. Take each artifact and determine where the student's work falls among the categories described.
9. Tally your scores per category. For example, if 30 artifacts are scored, the tallies should total 30 overall.
10. Feel free to add comments after you apply the rubric. The comment section follows on page 2.
11. Save your tallied rubric as a Word document or pdf and send it to _____ and _____ by close of business on **[date]**.
12. Please consider sending an artifact of student work that you view as an exemplar of any of the rating categories. This collection will allow CASL to develop a shared understanding of each rating category.

Rubric:

Assessable Learning Outcome #3: Students will be able to connect and integrate knowledge and methods across disciplines, aided by a breadth of experience in the liberal arts and sciences. (Note: This Assessable Learning Outcome aligns with Loyola's Undergraduate Learning Aim of Intellectual Excellence.)

	Exemplary	Milestone	Progressing	Novice
	Blends concepts, information, and techniques from across disciplines. Integration is comprehensive and simultaneously respectful of discipline-specific methods and perspectives.	Use concepts, information, and techniques from across disciplines. Integration of discipline-specific methods and perspectives is present but limited.	Mentions concepts, information, and techniques from across disciplines. Integration of discipline-specific methods and perspectives is attempted but inconsistent.	Does not use concepts, information, and techniques from across disciplines. Integration of discipline-specific methods and perspectives is absent.
Tally:	0	0	0	0

This rubric was tested by Loyola faculty in spring 2023 and was refined and finalized by CASL faculty in fall 2023.

Assessable Learning Outcome #4 – Application of Ethical Theories or Perspectives

Course Number (include section #):

Number of students per section:

Total number of and type of artifacts used:

Please assess work from all students in the course section. If a group project was used, please indicate so here:

Instructions:

- 13. Please apply the rubric below to the artifact from your Core course.
- 14. Take each artifact and determine where the student’s work falls among the categories described.
- 15. Tally your scores per category. For example, if 30 artifacts are scored, the tallies should total 30 overall.
- 16. Feel free to add comments after you apply the rubric. The comment section follows on page 2.
- 17. Save your tallied rubric as a Word document or pdf and send it to _____ and _____ by close of business on [date].
- 18. Please consider sending an artifact of student work that you view as an exemplar of any of the rating categories. This collection will allow CASL to develop a shared understanding of each rating category.

Rubric:

2.) Assessable Learning Outcome #4: Students will be able to apply ethical theories or perspectives and an analysis of one’s core beliefs to ethical or social justice issues. (Note: This Assessable Learning Outcome aligns with Loyola’s Undergraduate Learning Aims of Leadership, Promotion of Justice.)

	Exemplary	Milestone	Progressing	Novice
	Integrates core beliefs and ethical theories to evaluate ethical or social justice issues.	Applies ethical theories to ethical or social justice issues and classifies core beliefs separately from ethical theories.	Uses ethical theories to identify an ethical or social justice issue without discussing core beliefs.	Conflates core beliefs and ethical theories in an attempt to identify an ethical or social justice issue.
Tally:	0	0	0	0

This rubric was tested by Loyola faculty in fall 2023 and was refined and finalized by CASL faculty in spring 2024.

Assessable Learning Outcome #5 – Human Experience and Perspectives

Course Number (include section #):

Number of Sections:

Number of students per section:

Total number of and type of artifacts used:

Please assess work from all students in the course section. If a group project was used, please indicate so here:

Instructions:

- 19. Please apply the rubric below to the artifact from your Core course.
- 20. Take each artifact and determine where the student’s work falls among the categories described.
- 21. Tally your scores per category. For example, if 30 artifacts are scored, the tallies should total 30 overall.
- 22. Feel free to add comments after you apply the rubric. The comment section follows on page 2.
- 23. Save your tallied rubric as a Word document or pdf and send it to _____ and _____ by close of business on [date].
- 24. Please consider sending an artifact of student work that you view as an exemplar of any of the rating categories. This collection will allow CASL to develop a shared understanding of each rating category.

Rubric:

Assessable Learning Outcome #5: Demonstrate awareness of, and informed sensitivity to, the multiplicity of perspectives that bear on the human experience, in the United States and globally. (Note: This Assessable Learning Outcome aligns with Loyola’s Undergraduate Learning Aim of Diversity.)

	Exemplary	Milestone	Progressing	Novice
	Integrates a diversity of perspectives of lived experience, traditions, and histories. Shows sensitivity and respect for local, national, or global aspects of human community and society.	Acknowledges a diversity of perspectives of lived experience, traditions, and histories. Shows sensitivity or respect for local, national, or global aspects of human community and society.	Acknowledges perspectives of lived experience, traditions, and histories. Shows some sensitivity or respect for local, national, or global aspects of human community and society.	Mentions a diversity of perspectives of lived experience, traditions, and histories. Shows little sensitivity or respect for local, national, or global aspects of human community and society.
Tally:	0	0	0	0

This rubric was tested by Loyola faculty in spring 2023 and was refined and finalized by CASL faculty in fall 2023. The outcome statement was refined and approved in 2024.

Assessable Learning Outcome #6 – Solving open-ended problems

Course Number (include section #):

Number of students per section:

Total number of and type of artifacts used:

Please assess work from all students in the course section. If a group project was used, please indicate so here:

Instructions:

25. Please apply one of the rubrics below to the artifact from your Core course. Please choose the rubric that is most pertinent to the assignment: “solve open-ended problems” or “engage in inquiry.”
26. Take each artifact and determine where the student’s work falls among the categories described.
27. Tally your scores per category. For example, if 30 artifacts are scored, the tallies should total 30 overall.
28. Feel free to add comments after you apply the rubric. The comment section follows on page 2.
29. Save your tallied rubric as a Word document or pdf and send it to _____ and _____ by close of business on **[date]**.
30. Please consider sending an artifact of student work that you view as an exemplar of any of the rating categories. This collection will allow CASL to develop a shared understanding of each rating category.

Rubrics:

Assessable Learning Outcome #6: Students will be able to solve open-ended problems or engage in inquiry, using appropriate methods and tools. (Note: This Assessable Learning Outcome aligns with Loyola’s Undergraduate Learning Aim of Critical Understanding.)

	Exemplary	Milestone	Progressing	Novice
Solve open-ended problems	Identifies an insightful appropriate problem and multiple appropriate ways of addressing it, evaluating potential solutions from multiple perspectives	Addresses an appropriate problem using effective methods or tools to arrive at a plausible solution.	Mis-addresses an appropriate problem or uses inappropriate methods to arrive at a flawed solution.	Mis-addresses an appropriate problem and uses inappropriate methods to arrive at a flawed solution.
Tally:	0	0	0	0

Or use the following rubric on page 2 to assess how well students engage in inquiry.

	Exemplary	Milestone	Progressing	Novice
Engage in inquiry	Develops a response to the topic of inquiry that demonstrates an advanced understanding of appropriate methods for approaching it and applies them in a sophisticated way.	Develops a response to the topic of inquiry that demonstrates understanding of appropriate methods for approaching it and applies them in a proficient way.	Identifies a specific topic of inquiry and displays a basic understanding of appropriate methods for approaching it.	Identifies a general topic of inquiry but is unable to use appropriate methods for approaching it.
Tally:	0	0	0	0

This rubric was tested by Loyola faculty in spring 2023 and was refined and finalized by CASL faculty in fall 2023.

Assessable Learning Outcome #7 – Evaluation of a Claim or Hypothesis

Course Number (include section #):

Number of Sections:

Number of students per section:

Total number of and type of artifacts used:

Please assess work from all students in the course section. If a group project was used, please indicate so here:

Instructions:

- 31. Please apply the rubric below to the artifact from your Core course.
- 32. Take each artifact and determine where the student’s work falls among the categories described.
- 33. Tally your scores per category. For example, if 30 artifacts are scored, the tallies should total 30 overall.
- 34. Feel free to add comments after you apply the rubric. The comment section follows on page 2.
- 35. Save your tallied rubric as a Word document or pdf and send it to _____ and _____ by close of business on [date].
- 36. Please consider sending an artifact of student work that you view as an exemplar of any of the rating categories. This collection will allow CASL to develop a shared understanding of each rating category.

Rubric:

3.) Assessable Learning Outcome #7: Students will be able to evaluate a claim, thesis, or hypothesis based on plausibility, logical coherence, and evidence. (Note: This Assessable Learning Outcome aligns with Loyola’s Undergraduate Learning Aim of Critical Understanding.)

	Exemplary	Milestone	Progressing	Novice
	Identifies a claim, thesis, or hypothesis and evaluates it using evidence, logic, and other appropriate methods.	Identifies a claim, thesis, or hypothesis and evaluates it using limited evidence and/or logic.	Identifies a claim, thesis, or hypothesis.	Does not identify a claim, thesis, or hypothesis.
Tally:	0	0	0	0

This rubric was tested by Loyola faculty in spring 2023 and was refined and finalized by CASL faculty in AY2023-24.

Assessable Learning Outcome #8 – Advance Arguments

Course Number (include section #):

Number of Sections:

Number of students per section:

Total number of and type of artifacts used:

Please assess work from all students in the course section. If a group project was used, please indicate so here:

Instructions:

- 37. Please apply the rubric below to the artifact from your Core course.
- 38. Take each artifact and determine where the student’s work falls among the categories described.
- 39. Tally your scores per category. For example, if 30 artifacts are scored, the tallies should total 30 overall.
- 40. Feel free to add comments after you apply the rubric. The comment section follows on page 2.
- 41. Save your tallied rubric as a Word document or pdf and send it to _____ and _____ by close of business on [date].
- 42. Please consider sending an artifact of student work that you view as an exemplar of any of the rating categories. This collection will allow CASL to develop a shared understanding of each rating category.

Rubric:

Assessable Learning Outcome #8: Students will be able to advance arguments supported by research and evidence. (Note: This Assessable Learning Outcome aligns with Loyola’s Undergraduate Learning Aim of Critical Understanding.)

	Exemplary	Milestone	Progressing	Novice
	Clear, creative, and arguable thesis	Clear arguable thesis	Thesis is present but ambiguous	No clear thesis
Tally:	0	0	0	0
	Evidence demonstrates skillful use of high-quality, credible, relevant sources to develop ideas that are appropriate for the discipline and genre.	Evidence shows consistent use of credible, relevant sources to support ideas that are appropriate within the discipline and genre.	Demonstrates an attempt to use credible and/or relevant sources to support ideas that are appropriate for the discipline and genre.	Little if any use of credible and relevant sources to support a main idea or a thesis.
Tally:	0	0	0	0

This rubric was tested by Loyola faculty in spring 2024 and was refined and finalized by CASL faculty in fall 2024.

Assessable Learning Outcome #9 – Express Oral and Written Ideas

Course Number (include section #):

Number of Sections:

Number of students per section:

Total number of and type of artifacts used:

Please assess work from all students in the course section. If a group project was used, please indicate so here:

Instructions:

- 43. Please apply the rubric below to the artifact from your Core course.
- 44. Take each artifact and determine where the student’s work falls among the categories described.
- 45. Tally your scores per category. For example, if 30 artifacts are scored, the tallies should total 30 overall.
- 46. Feel free to add comments after you apply the rubric. The comment section follows on page 2.
- 47. Save your tallied rubric as a Word document or pdf and send it to _____ and _____ by close of business on [date].
- 48. Please consider sending an artifact of student work that you view as an exemplar of any of the rating categories. This collection will allow CASL to develop a shared understanding of each rating category.

Rubric:

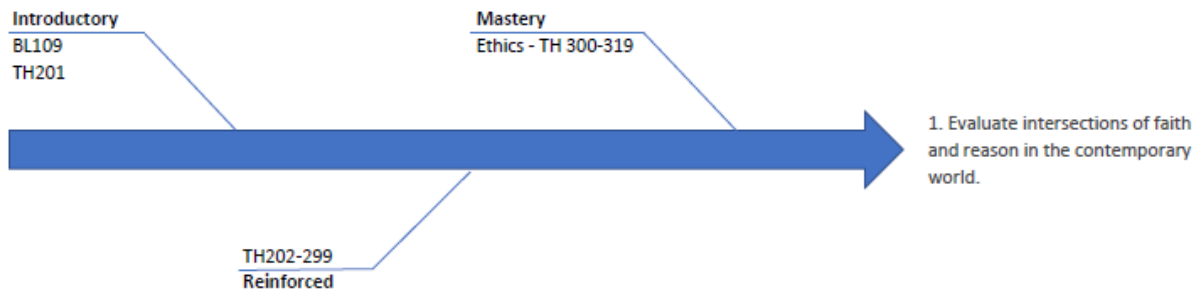
Assessable Learning Outcome #9: Students will be able to express oral and written ideas clearly, effectively, and logically, with attention to audience and purpose. (Note: This Assessable Learning Outcome aligns with Loyola’s Undergraduate Learning Aim of *Eloquentia Perfecta*.)

	Exemplary	Milestone	Progressing	Novice
	Expresses ideas with excellent clarity, effectiveness, and logic as appropriate for the audience.	Expresses ideas with some clarity, effectiveness, and logic as appropriate for the audience.	Expresses ideas with limited clarity, effectiveness, or logic in ways that may impede effective communication with the audience.	Ideas are not expressed clearly, effectively, or logically, or are presented in ways that impede effective communication with the audience.
Tally:	0	0	0	0

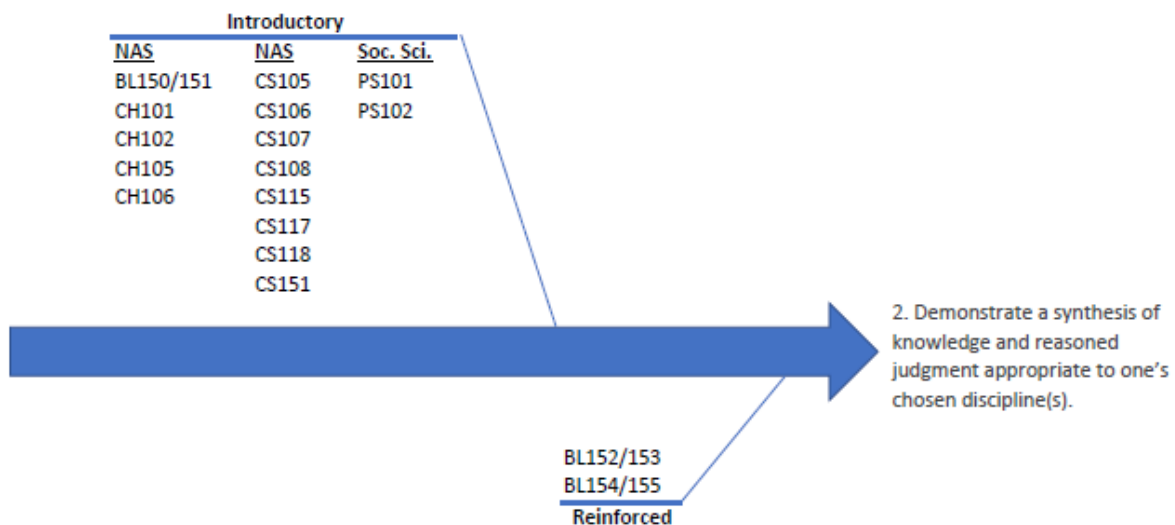
This rubric was tested by Loyola faculty in spring 2024 and was refined and finalized by CASL faculty in fall 2024. The outcome statement was refined and approved in 2024.

Attachment E – Loyola University Maryland Core Curriculum Map Diagrams, by ALO

ALO #1

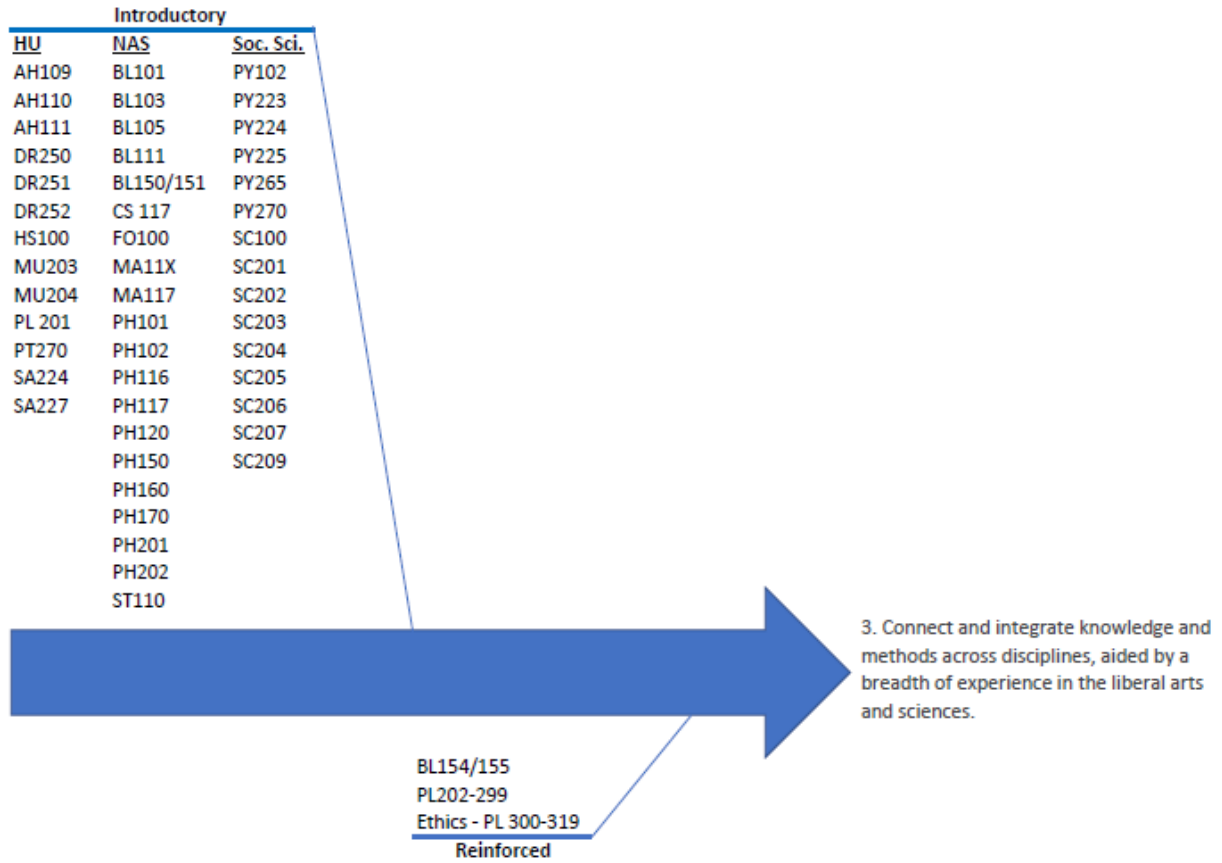


ALO #2

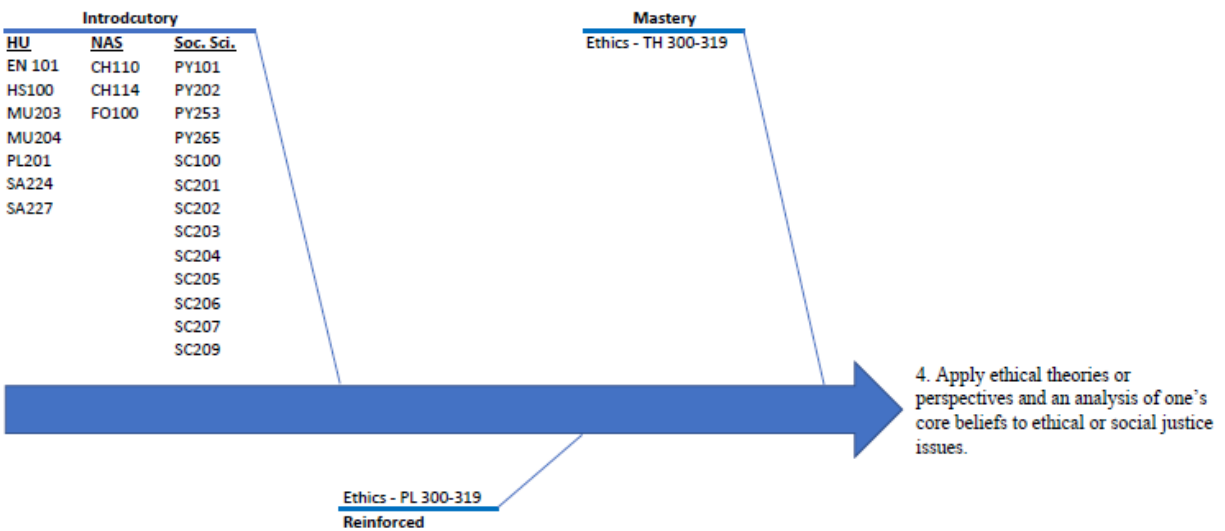


*This learning outcome is typically a major-specific learning outcome.

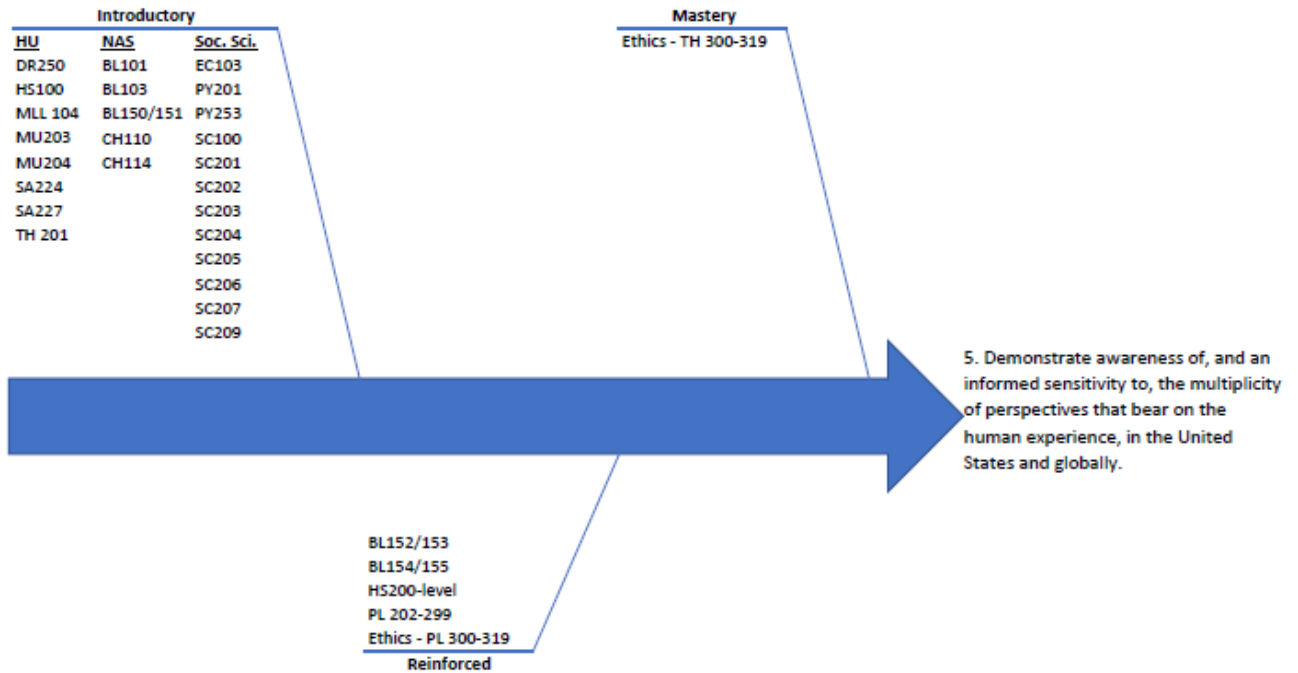
ALO #3



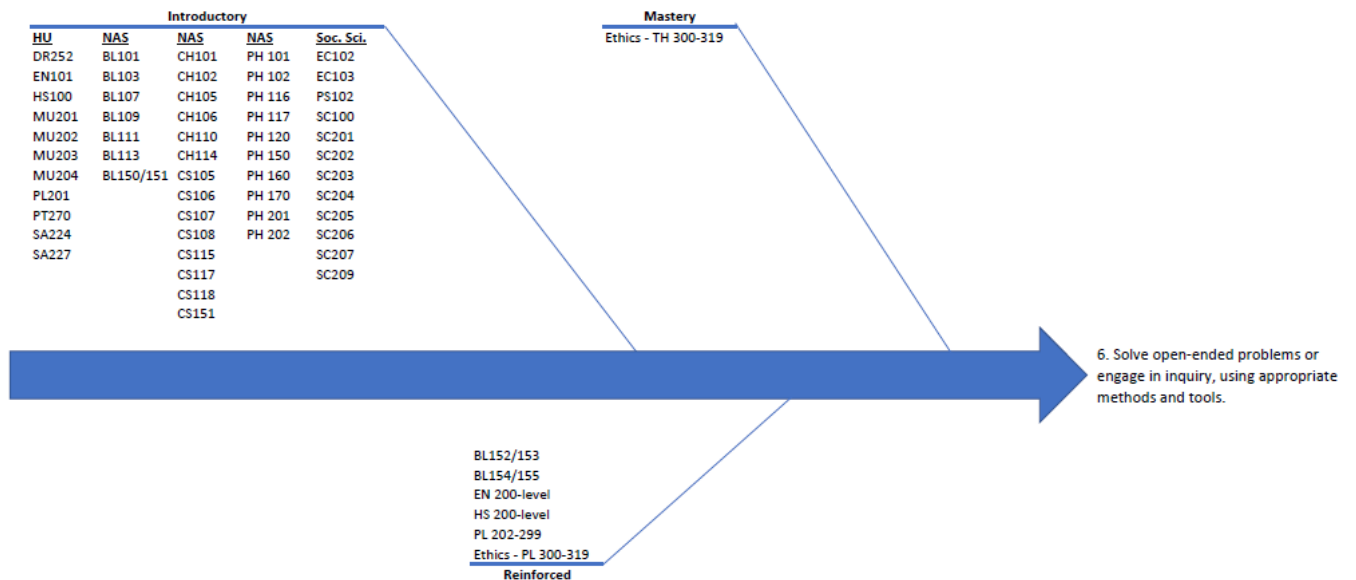
ALO #4



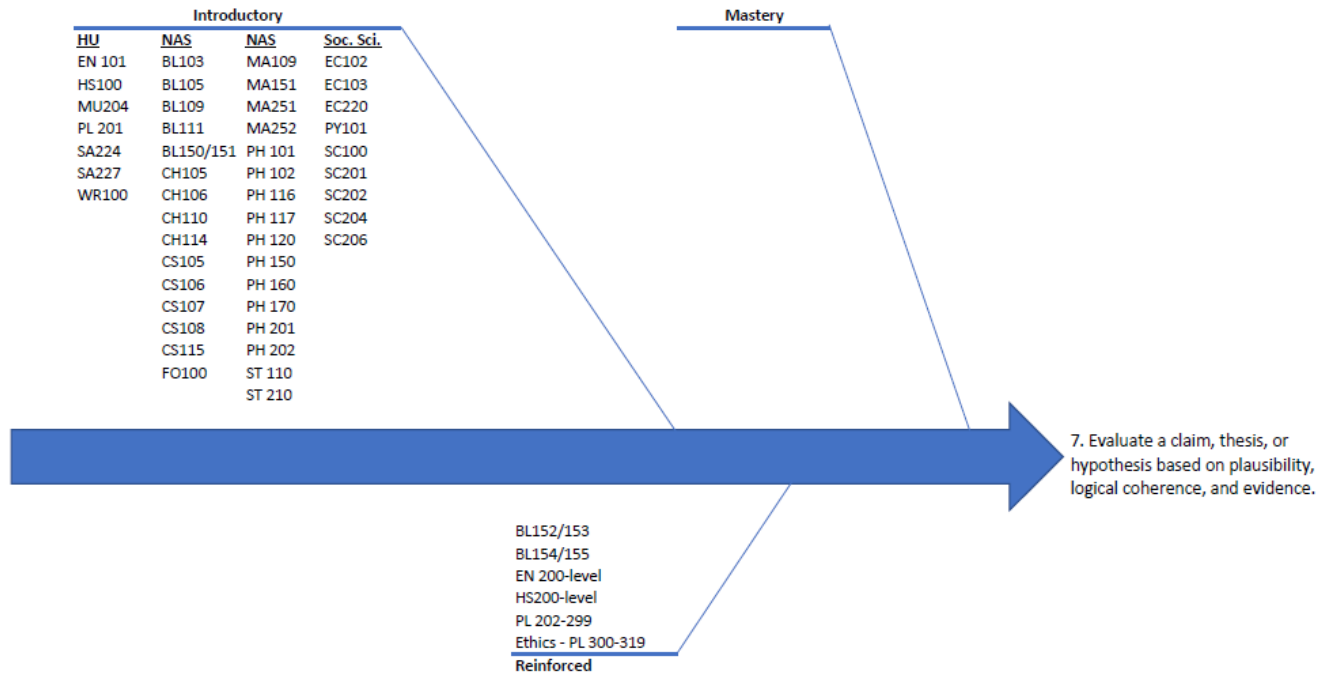
ALO #5



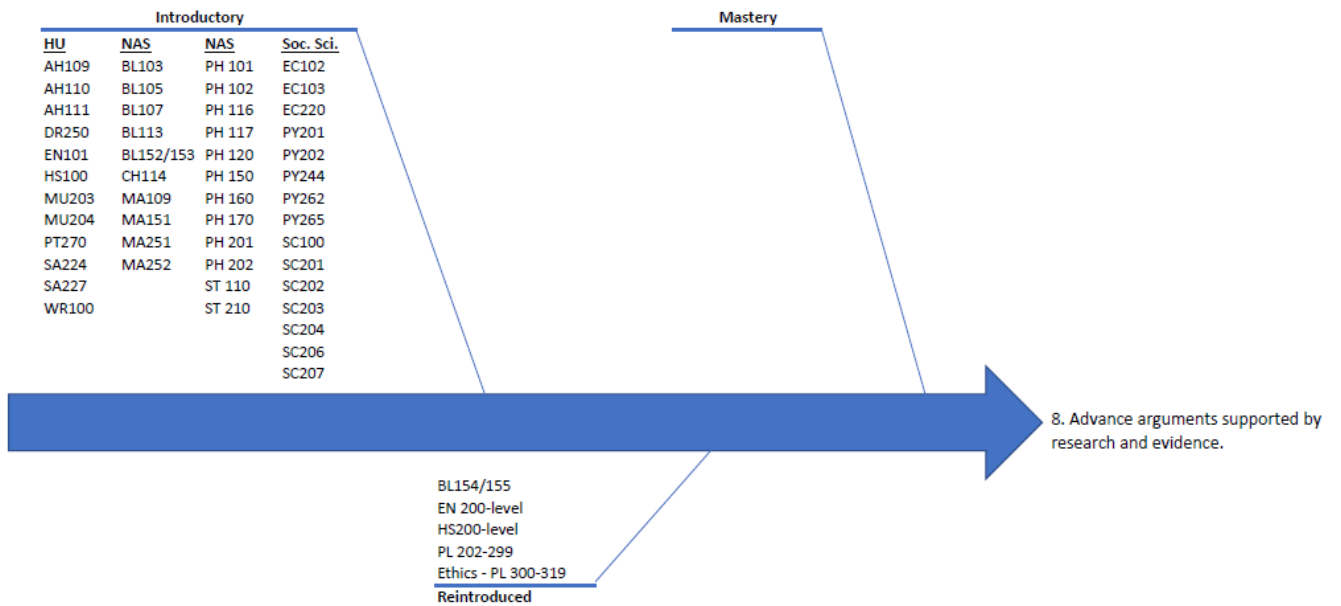
ALO #6



ALO #7



ALO #8



ALO #9



Attachment F – Definition of Key Terms

Assessable Learning Outcomes (ALOs): what we can observe undergraduate students of Loyola University Maryland know, do, or value as a result of completing the Core Curriculum and a degree program at Loyola. ALOs serve as a bridge from the aspirational, inspirational Undergraduate Learning Aims to our ability to measure student learning achievement demonstrated through direct evidence of student work.

Assessment artifact: assignments, test questions, or other student work that can be assessed in aggregate to determine students' attainment of course, program, or institutional learning outcomes

Assessment map: an assessment map represents how in a curriculum learning outcomes are assessed. This includes identification of the assessment methodology (direct or indirect, summative or formative), and the artifact's form: for example, a capstone paper (artifact), used to assess writing as a learning outcome (direct assessment).

Course level assessment: the use of direct or indirect evidence to demonstrate that students are meeting the student learning outcomes for the course

Curriculum map: an identification and illustration of which courses in a program address which of its learning aims.

Direct assessment: collection and analysis of student work (i.e. assessment artifacts) to determine students' attainment of course, program, or institutional learning outcomes

Indirect assessment: the use of surveys or other self-report evidence to determine students' attainment of course, program, or institutional learning outcomes

Institutional learning aims/outcomes (ILOs): what we want graduates of Loyola University Maryland to know, do, or value at the completion of their academic program(s) and co-curricular experiences.

Program: a structured and coherent course of study with clearly defined objectives and intended student learning outcomes, requiring the completion of a specified number of course credits from among a prescribed group of courses, which leads to the award of a certificate or degree.

Program level assessment: the use of direct and indirect evidence to investigate students' attainment of program learning outcomes.

Program learning outcomes (PLOs): what a program expects students to know, do, or value at the completion of an academic or co-curricular program.

Student learning outcomes (SLOs): what we want students to know, do, or value at the completion of an individual course or co-curricular experience; also referred to as course objectives.