

# CASL Newsletter – Spring 2024



## On-demand Support

CASL and the Office of Academic Affairs provide on-demand resources through the [Assessment website](#). Key among those resources are the Academic Program Assessment Guidebook and the ability to [book an appointment](#) with Tracey Frey, Assistant Vice President for Institutional Effectiveness and Academic Assessment.

## Assessment Support Sessions for Assessment Coordinators & Report Authors

By popular demand, CASL is bringing back assessment support sessions on **April 5<sup>th</sup>** and **May 2<sup>nd</sup>**. Be on the lookout for announcements in LoyolaToday and in your inbox! Please consider bringing incoming assessment coordinators with you if responsibilities will change next year.

## Highlighting Good Assessment Practices

CASL looks for key elements of strong assessment practice:

- Clear learning outcome statements that are aligned with precision to the Undergraduate Learning Aims or Graduate Learning Goals of the University
- The use of multiple measures, including at least one of direct evidence of student work, for each learning outcome
- The use of rubrics or other demonstration of a shared understanding among program faculty for the criteria used to assess student work
- Defined and defensible targets for student success and the use of assessment results to inform actions for continuous improvement



## NSSE/FSSE Spotlight

Loyola is administering the National Survey of Student Engagement to first-year students and seniors until April 15<sup>th</sup> and the Faculty Survey of Student Engagement to faculty who teach undergraduates through the end of the semester. Please participate in the FSSE, and please encourage students to complete the NSSE. Survey completers can contact Tracey for a free T-shirt. For more information: <https://www.loyola.edu/departments/institutional-research/surveys/>

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## CHAIR'S CORNER

Thank you for your continued support in building and sustaining a culture of assessment at Loyola. It is a critical part of fulfilling our core values, specifically *Academic Excellence* and *The Constant Challenge to Improve*. Your programs' commitment to continuous improvement of student learning and annual reports allows your department, the deans' offices, the full Loyola community, and external stakeholders to understand the quality of a Loyola University Maryland education.

If your department will transition to new assessment leaders next year, please let us know this spring who they will be. You can do so by emailing Tracey Frey at [tdfrey@loyola.edu](mailto:tdfrey@loyola.edu).

### Chairs' Deadlines:

- **5/24:** Social Sciences program Assessment Reports are due to Associate Dean Carolyn Barry.
- **6/8:** University deadline for all other divisions' Assessment Reports; please append them to your Departmental Reports to the Dean (as applicable to your school).
- **9/30:** In the fall, the 2024-25 Assessment Plans and Chairs' Feedback on 2023-24 Assessment Reports will be due to Tracey by the end of September.

## ASSOCIATE/ASSISTANT DEAN'S CORNER

Associate/Assistant Deans' Reports to CASL and the meta-analysis rubrics are **due by July 8<sup>th</sup>**.

Be on the lookout in your inbox for the 2024 templates.

# Thank you!

## Annual Assessment Process Deadlines



## Dissemination of Assessment Results:

Stay tuned for a report on university-wide assessment results at the fall 2025 Combined Governance Meeting.

## The Importance of Sharing

By Heather Moore, SOE Assistant Dean of Assessment and Data Management & CASL Member

*Collected data is stored in many places; files, platforms, clouds, lakes, warehouses, and more. While collecting and managing data is very important, the most important thing is sharing data. Collected data fulfills its purpose only when it is meticulously measured, comprehensively summarized, thoroughly analyzed, and decisively acted upon. Sharing data and making time to interact with team members around data is imperative and ensures not only program stability but also growth. Communities reviewing data together identify trends and anomalies leading to questions and changes all in the name of student learning and program efficacy. Embrace data sharing to spread knowledge, empower collaboration, and drive continuous improvement.*

## Curriculum Planning and Enhancement: Assessment as a Strategic Tool

By Irem Demirkan, Sellinger School of Business & Management Associate Dean & CASL Member

*Positioning assessment as a strategic tool for curriculum planning and enhancement, rather than merely for the sake of evaluation, is crucial. This perspective also directly addresses a prevalent concern among some faculty members: the illusion of being evaluated on student performance metrics. By adopting the strategic tool approach, we strive to promote an atmosphere of transparency and cooperative effort. This approach enables our faculty, administrators, and staff to utilize insights from assessment results to pinpoint both strengths and areas for improvement within courses, as well as in curriculum design and instructional strategies. This approach fosters a more supportive and constructive educational community, where the primary goal is enhancing student learning experiences and outcomes.*

## \*New Opportunity\*

### Student Learning Assessment Faculty Fellow (Sept 2024-Aug 2025)

The Student Learning Assessment Faculty Fellow is a full-time faculty member who has demonstrated sustained commitment to the principle that assessment, teaching, and learning inform and impact each other through the nature of their interconnectedness. The faculty fellow advances the University's culture of assessment by facilitating faculty-led initiatives described in the University assessment plan. Specifically, the faculty fellow will focus on implementing Core Curriculum assessment according to the assessment plan and the foundations laid by the committee on the assessment of student learning (CASL). The faculty fellow will provide strong communication plans and keep stakeholders informed throughout the process. **This one-year position begins September 2024 and concludes by August 2025.** The Fellow is provided a \$2,000 stipend. Please find the full description of the program and the objectives on the assessment website.

Please direct your questions to Tracey Frey, Assistant Vice President for Institutional Effectiveness and Academic Assessment, at [tdfrey@loyola.edu](mailto:tdfrey@loyola.edu).

To apply to be the Student Learning Assessment Faculty Fellow, please use this Qualtrics form: [https://loyola.co1.qualtrics.com/jfe/form/SV\\_eA1DKAcKQD4KTLo](https://loyola.co1.qualtrics.com/jfe/form/SV_eA1DKAcKQD4KTLo). Priority deadline: May 17, 2024