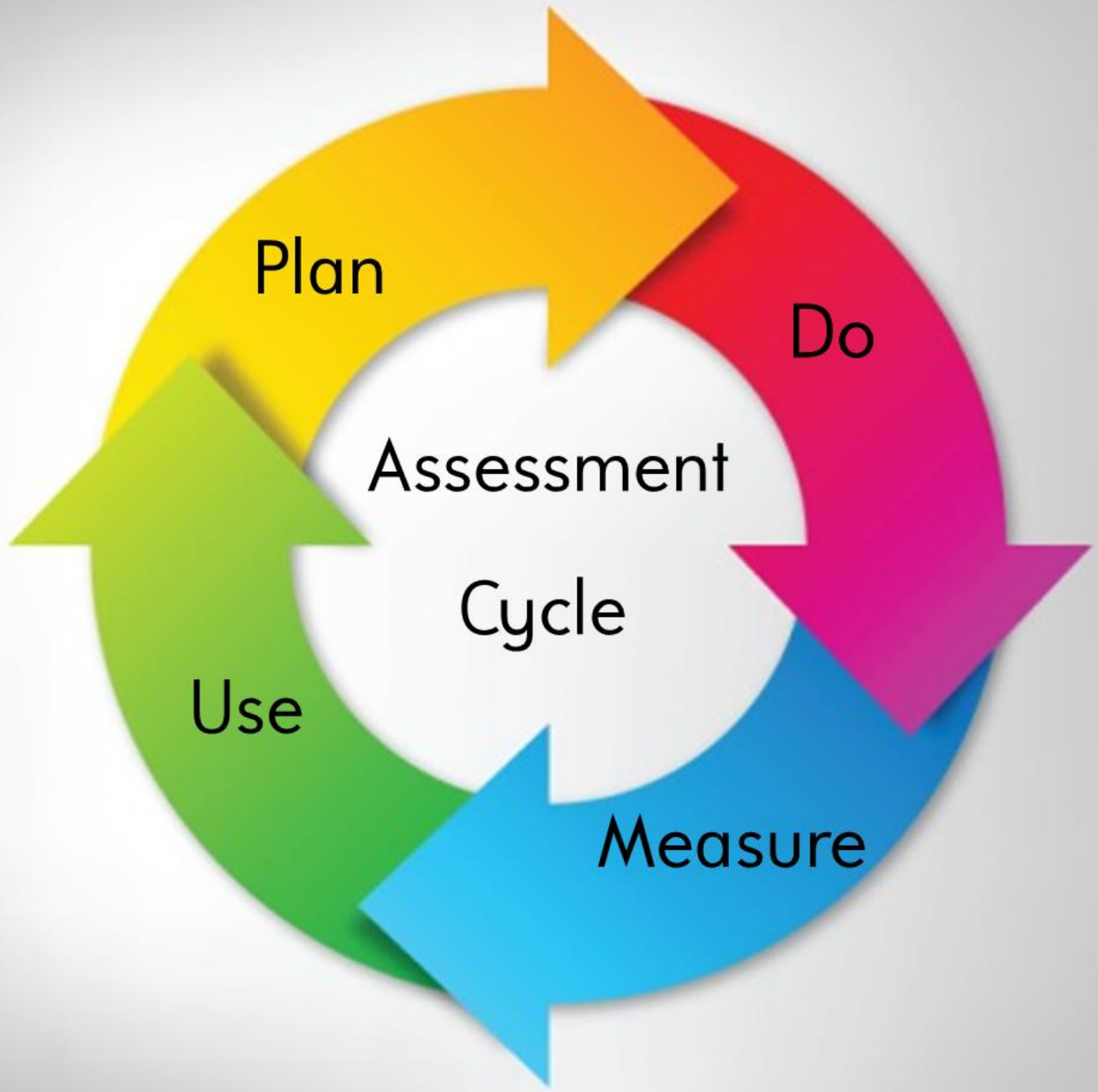
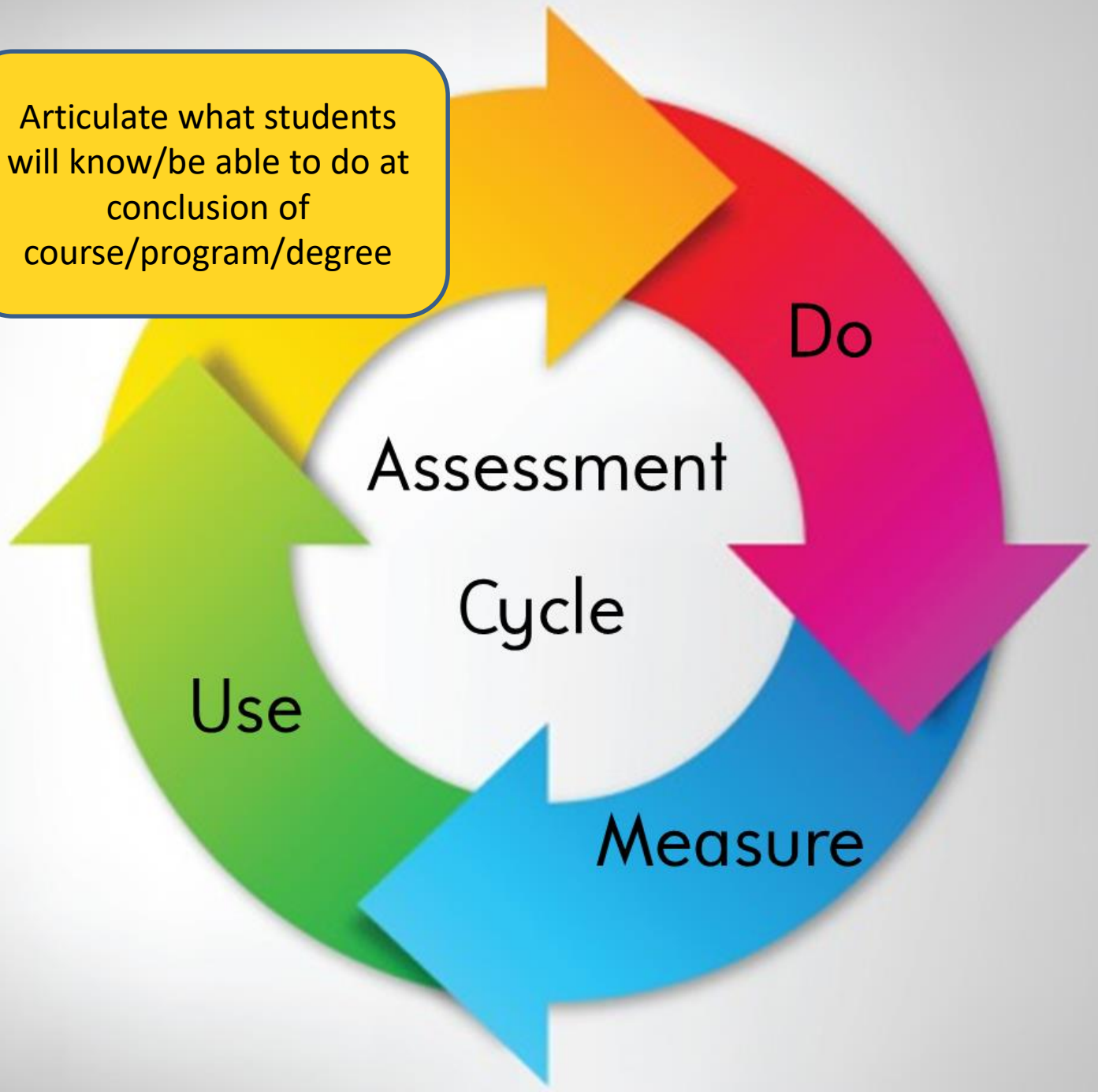
Part I:

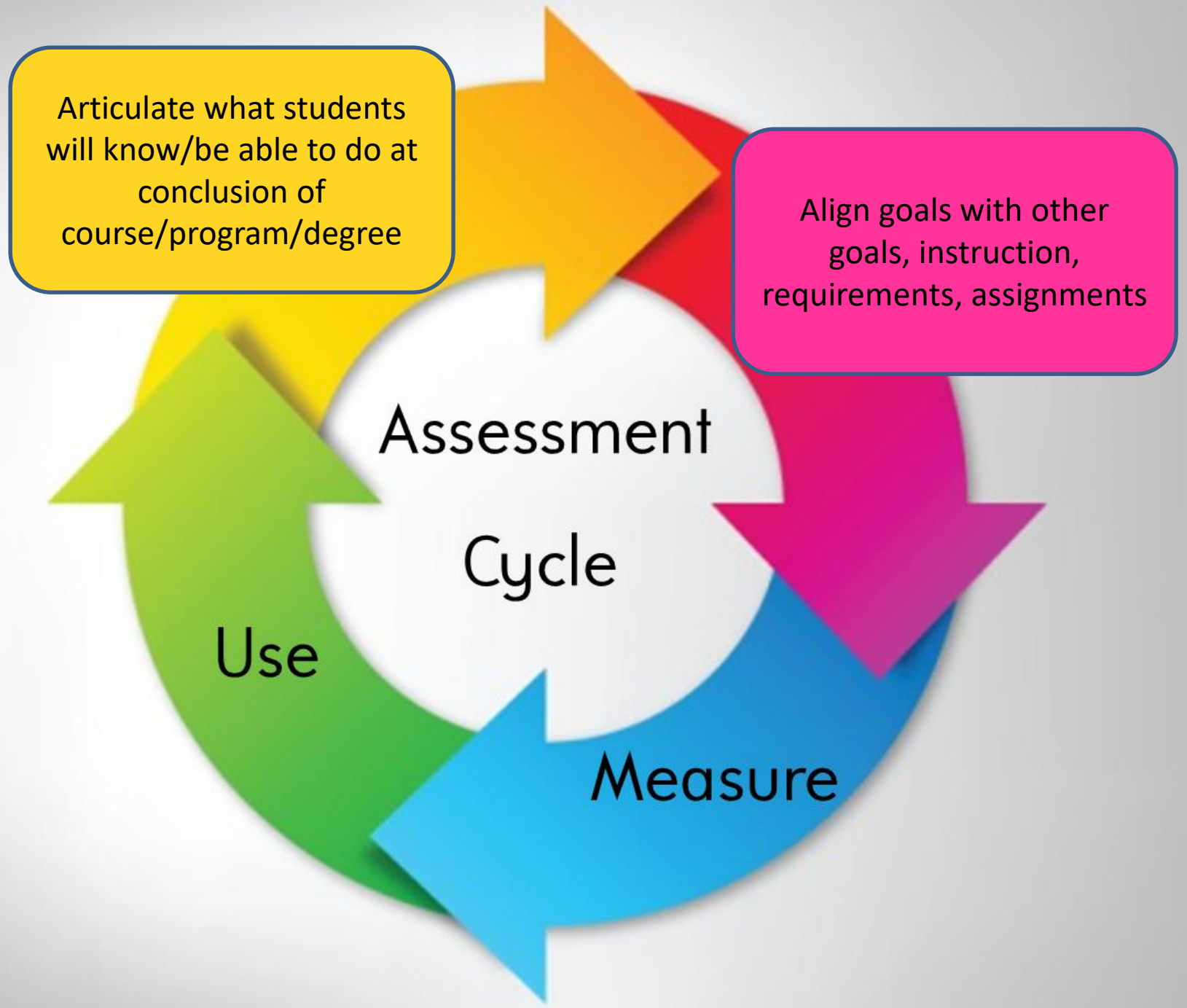
ASSESSMENT BASICS

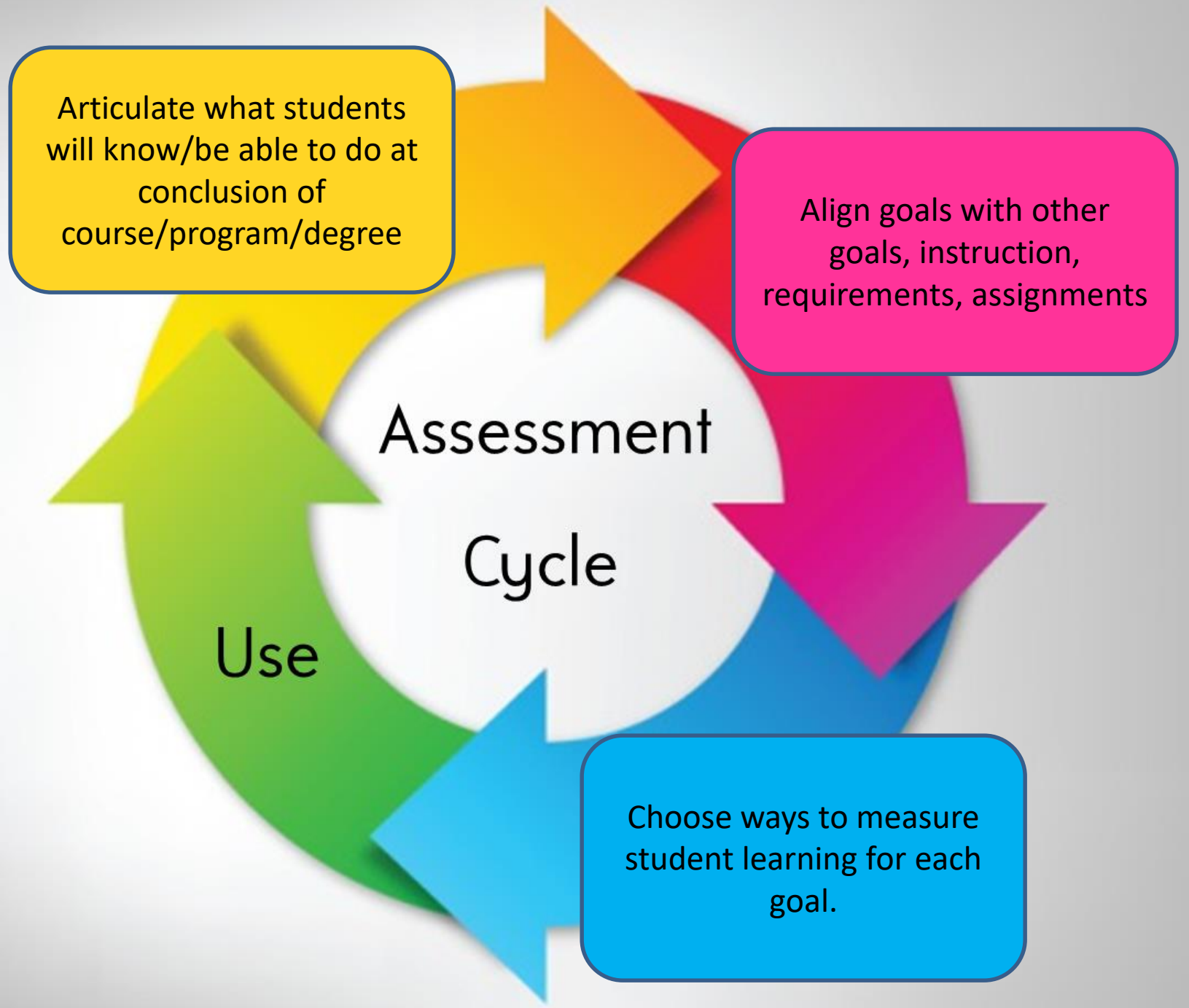
John Carroll UNIVERSITY


Plan
Do
Assessment
Cycle
Use
Measure

Articulate what students will know/be able to do at conclusion of course/program/degree




Articulate what students will know/be able to do at conclusion of course/program/degree
Align goals with other goals, instruction, requirements, assignments
Assessment
Cycle
Use
Measure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Assessment
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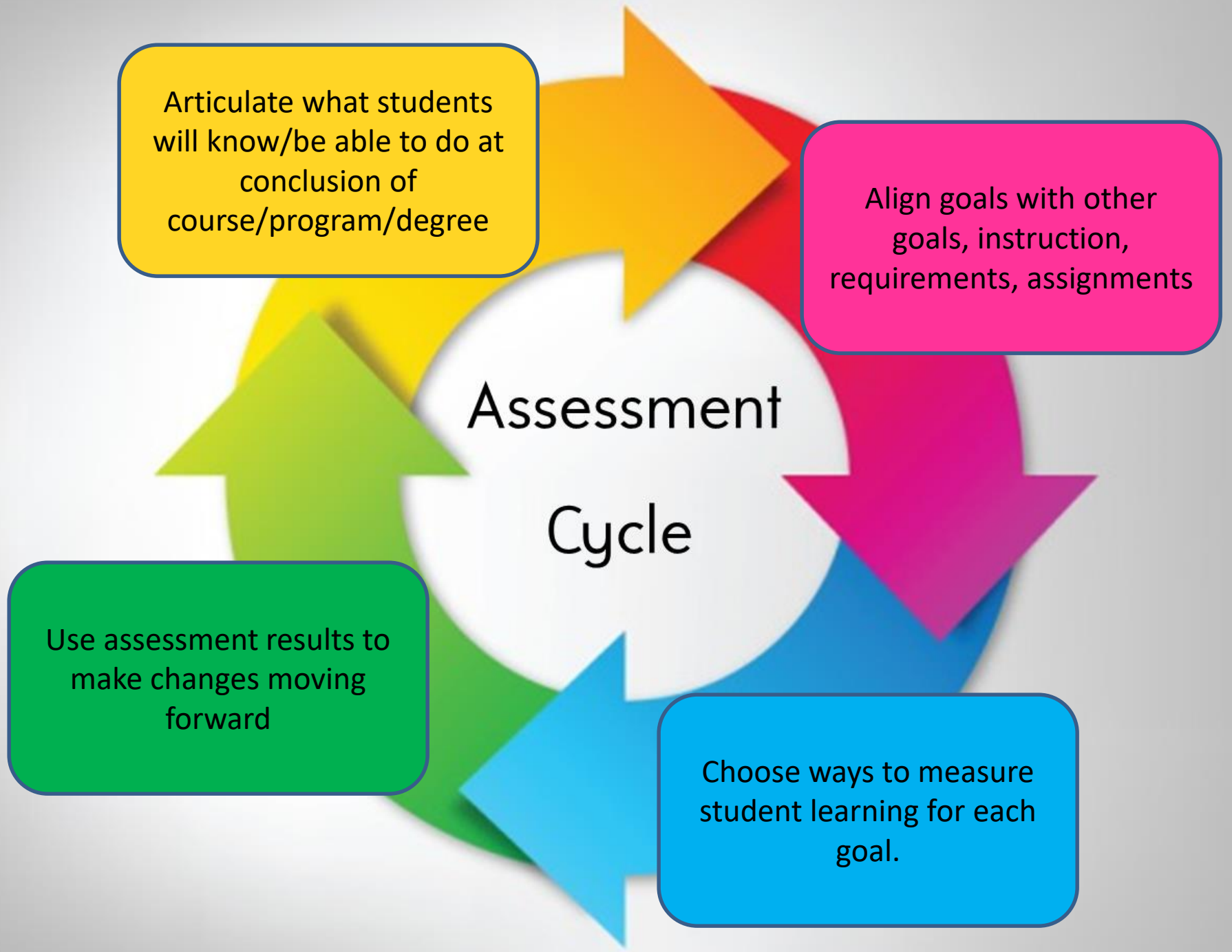
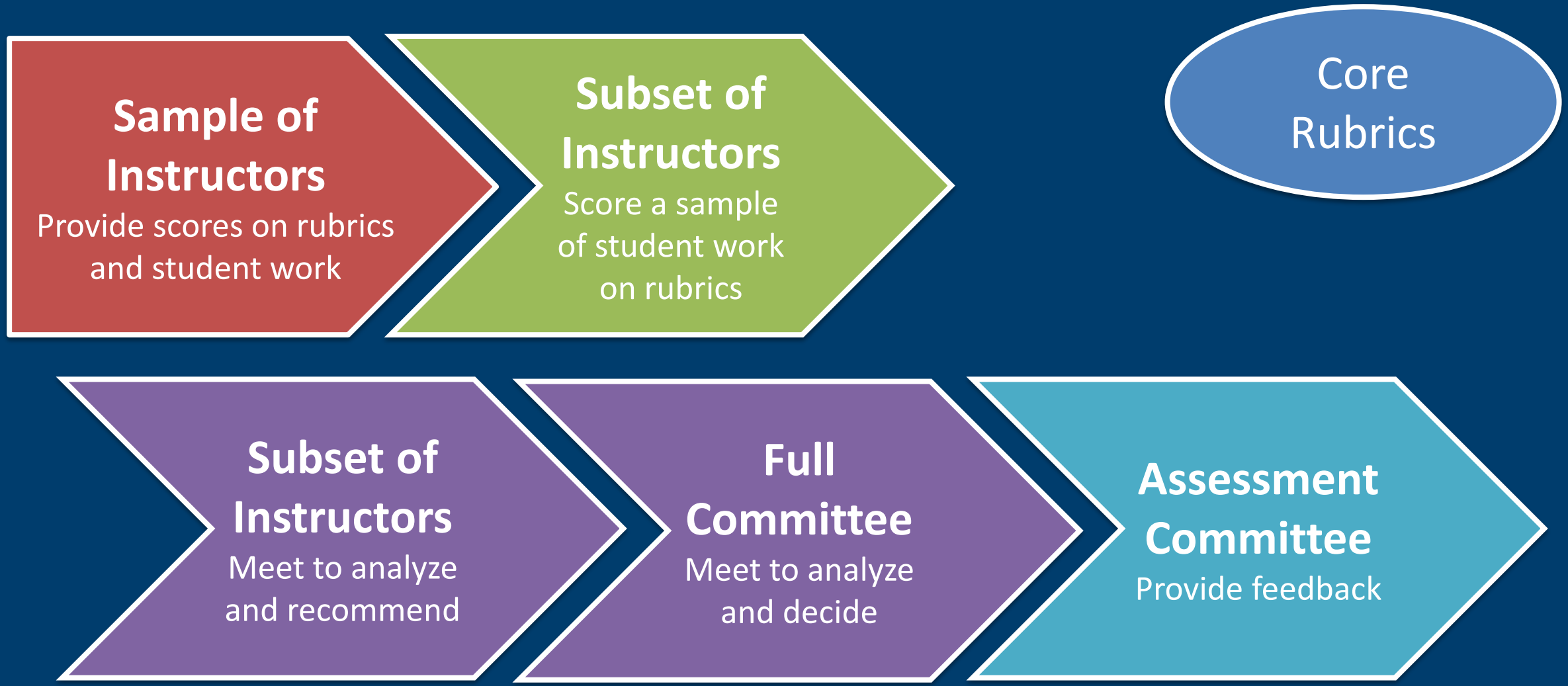
Use
Choose ways to measure student learning for each goal.


Articulate what students will know/be able to do at conclusion of course/program/degree
Align goals with other goals, instruction, requirements, assignments
Assessment
Cycle
Use assessment results to make changes moving forward
Choose ways to measure student learning for each goal.

Program-Level Requirements

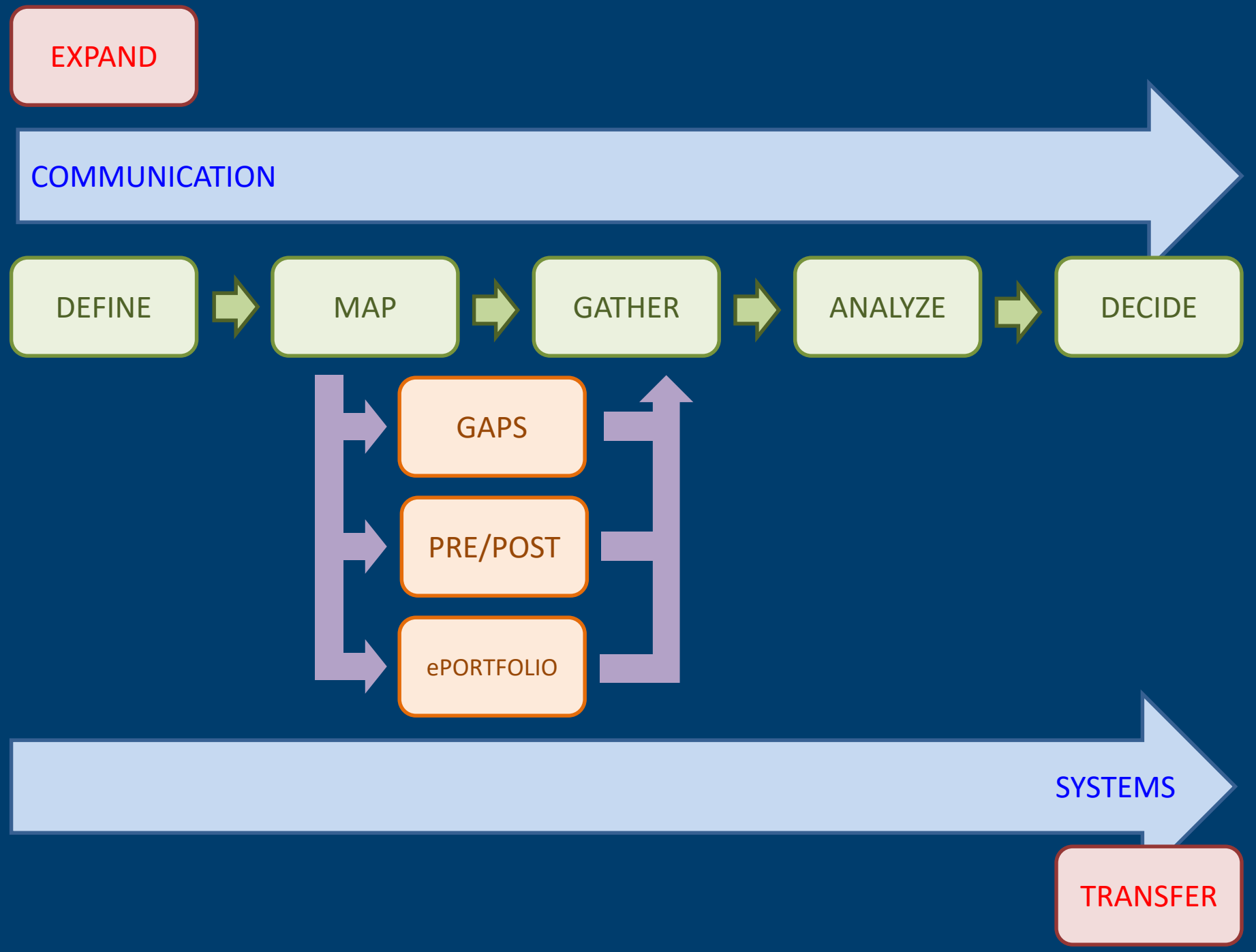
- Assessment Plan
  - Program-level learning goals
  - Specific, measurable, focused on student learning
  - Aligned with Academic Learning Goals
  - At least one direct summative measure
- Curriculum Mapping
- Meeting and Reporting
- Follow-Up on Changes

Core Assessment



Our Question:

To what extent do John Carroll University students meet the expectations described in the University Learning Goals?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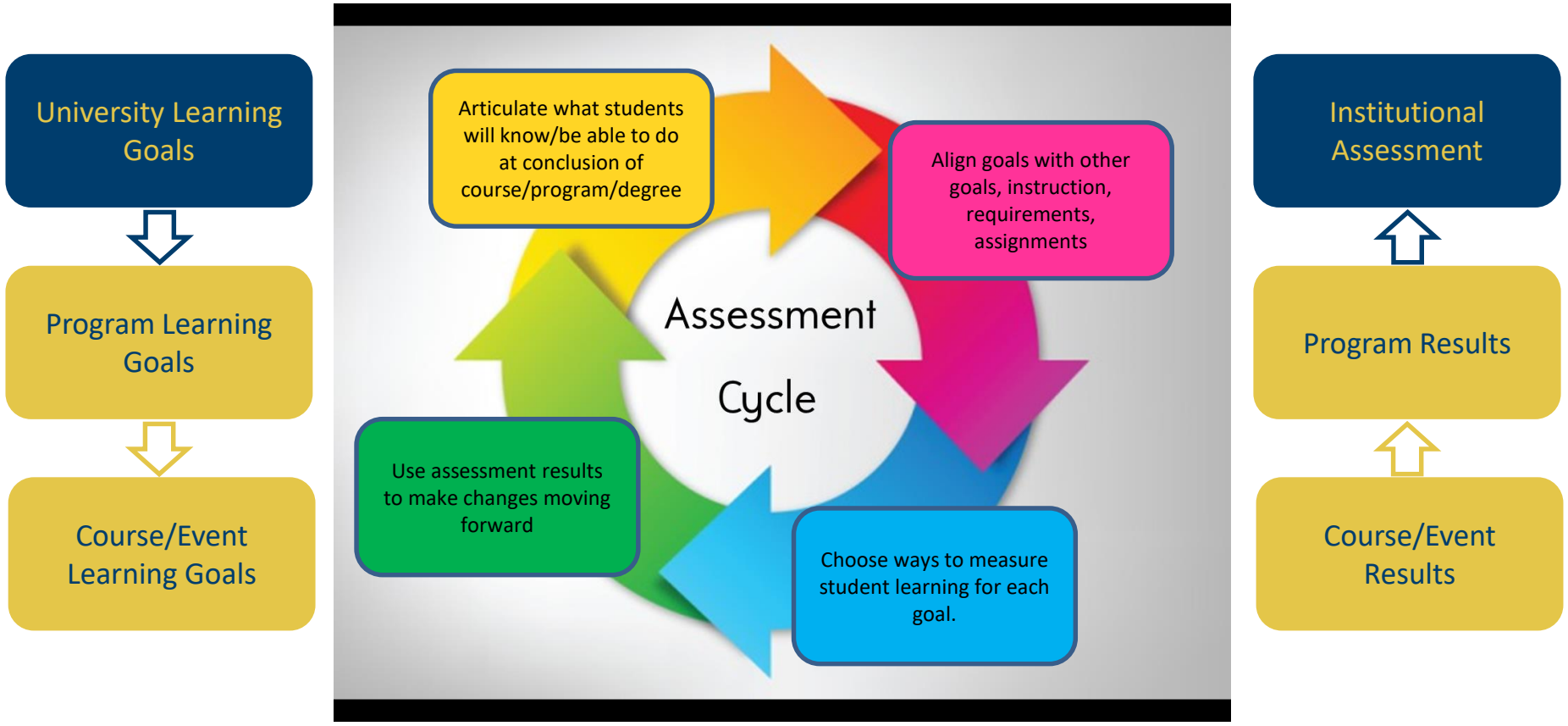
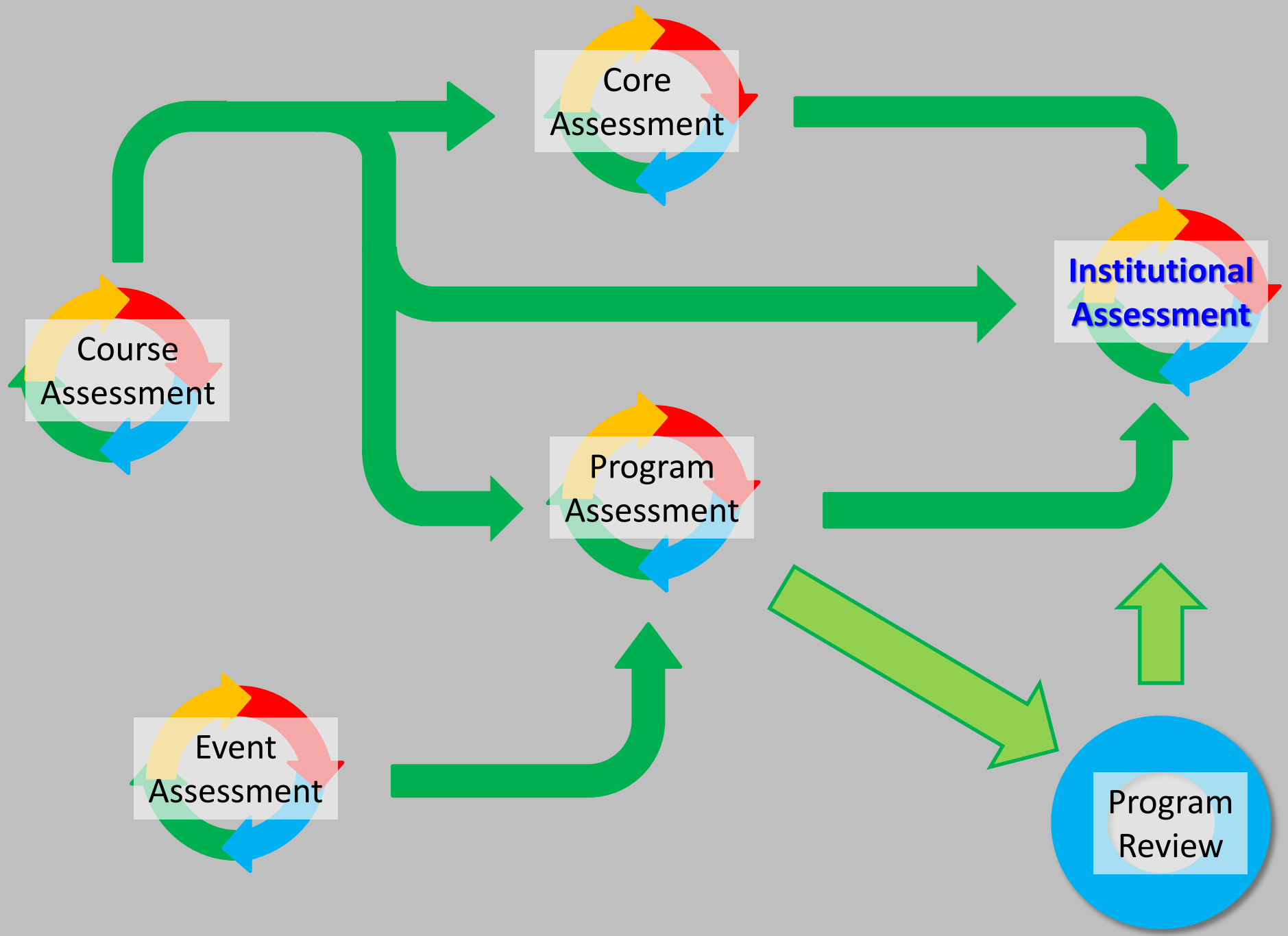
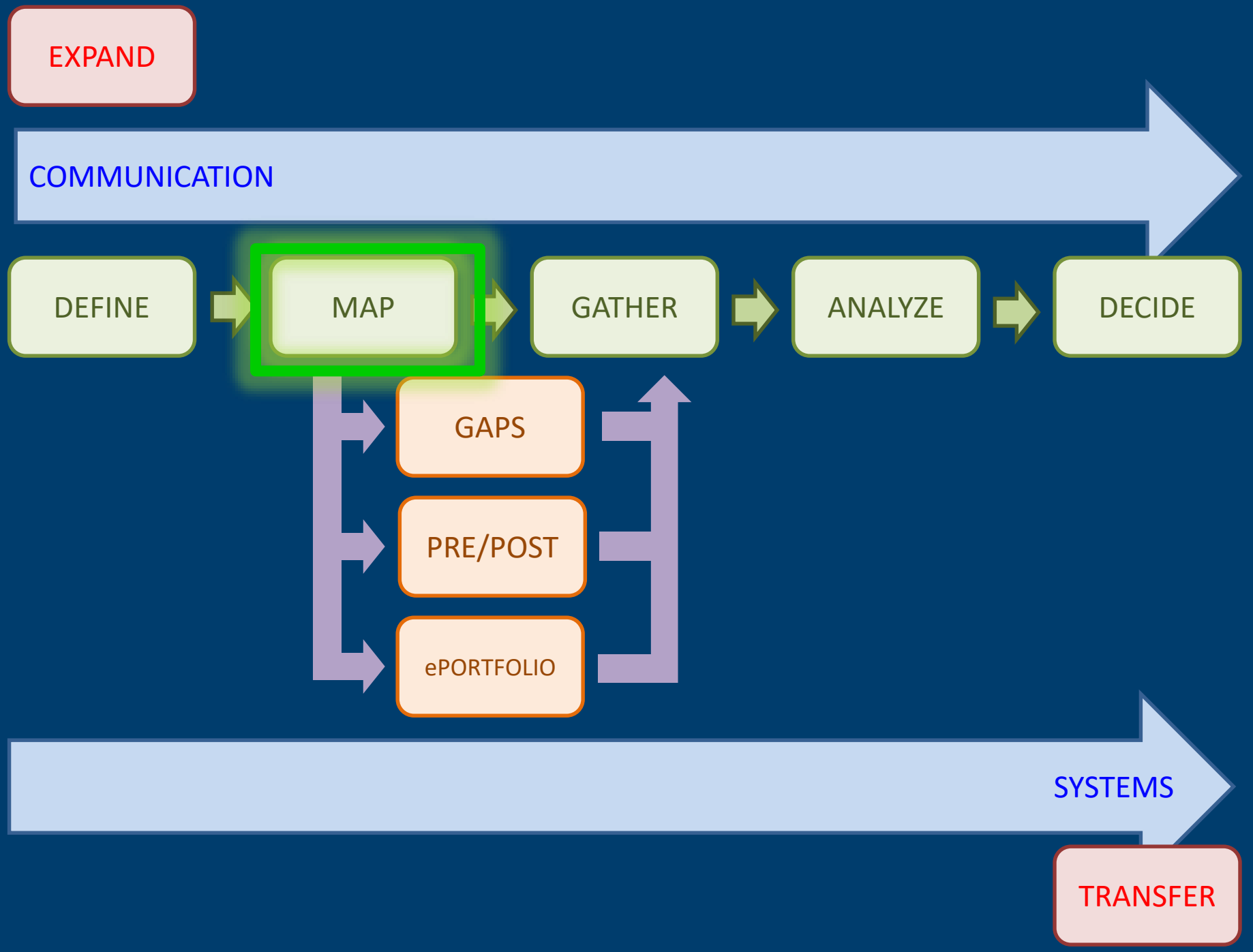


John Carroll University

Student learning outcomes (also called *learning goals*) are statements that express what students will know or be able to do. Goals for individual courses or events must be aligned with the goals for their program, and all program goals are aligned to the institution's.

Results from courses or events can inform the assessment of programs and the institution. Program results also inform institutional assessment.


Core Assessment
Course Assessment
Institutional Assessment
Program Assessment
Event Assessment
Program Review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MAP

Choose a Goal Category:

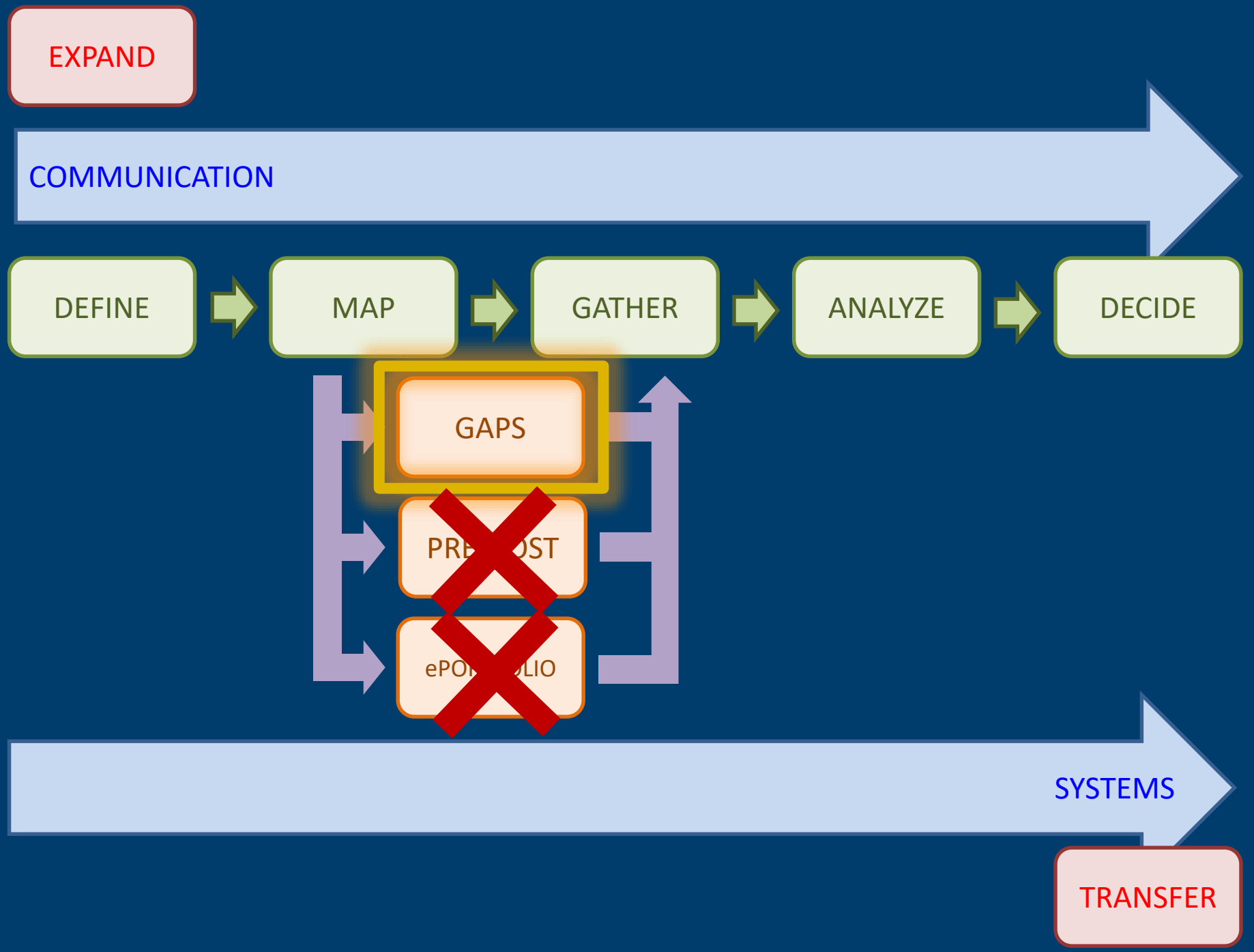
- (•) Intellect
- ( ) Character
- ( ) Leadership
- ( ) Service
- ( ) Null
- ( ) NA

Number of Programs	63
Number of Program Goals	105

Then choose a specific goal:

- (•) Apply creative and innovative thinking
- ( ) Communicate skillfully in multiple forms of expression
- ( ) Demonstrate a capacity to engage in respectful civil discourse
- ( ) Demonstrate an integrative knowledge of the human and natural worlds
- ( ) Develop habits of critical analysis and aesthetic appreciation
- ( ) Understand the religious dimensions of human experience

Degree Programs	Accountancy (graduate)	Develop a deeper knowledge and understanding of accounting principles, theories, and concepts and use the appropriate research tools to develop effective solutions to accounting problems	course assignments
	Art History	Be able to locate, interpret, and analyze primary and secondary sources relevant to solving research problems in the visual arts.	capstone
		Recognize and understand major artists and monuments of world art, and be able to identify the characteristics and distinguishing features of works of art and architecture in their historical and cultural settings. They will learn to make compar..	capstone
		Recognize, understand, and apply critical, theoretical, and methodological approaches to the history of representation understood within broader socio-cultural and interdisciplinary perspectives.	capstone
	Biology (M.A.)	communicate new biological knowledge effectively in written, oral, and visual formats	course assignments
		Communicate new biological knowledge effectively in written, oral, and visual formats.	course assignments
		demonstrate a deep knowledge of biology and develop advanced competency in specific areas of interest consistent with the primary focus of the program that the students develop with their committee	course assignments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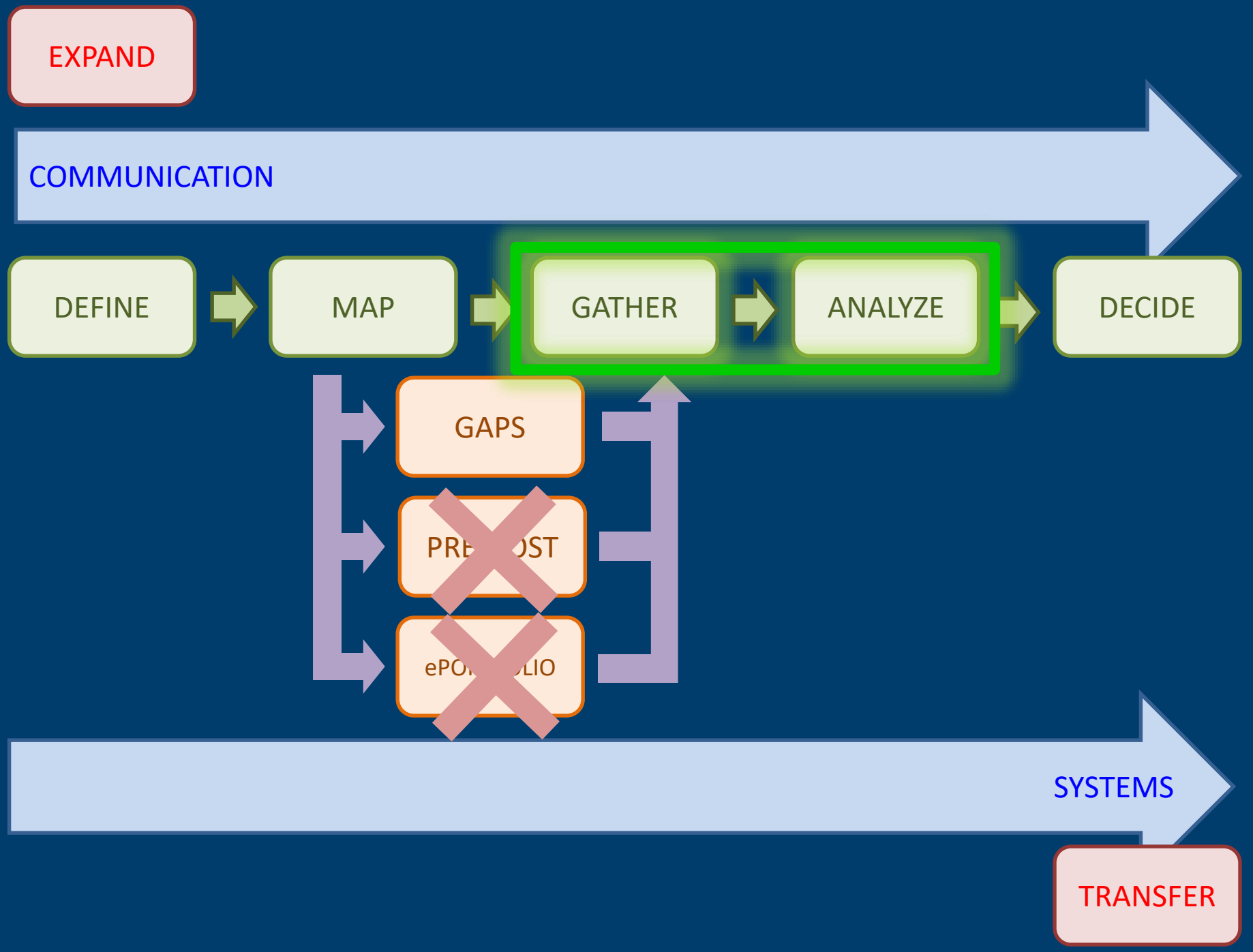
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LEADERSHIP @JCU

28% of JCU students scored HIGH on the CIRP Leadership construct, according to the 2015 *College Senior Survey*. JCU students also showed a small (but significant) difference in mean scores compared to students at other Catholic and private four-year institutions in leadership (51.3 vs. 50).

??? JCU undergraduates occupy leadership positions in student organizations, as of DATE.

74% of JCU alumni currently provide leadership or play a leadership at work or in the community, according to the 2015 *Undergraduate Alumni Survey*.

500+ Northeast Ohio companies or organizations are owned or operated by JCU alumni, according to the 2015 *Undergraduate Alumni Survey*.

Leadership & Faculty and Staff: According to the 2017 Survey on Jesuit Catholic Identity, 66.5% of respondents said their experience at JCU has contributed *quite a bit* or *very much* to their understanding of **Leading by example**. This score was just below the mean score for all Jesuit institutions.

Claim their identities as discerning leaders

One way that students at JCU claim their identities as discerning leaders is volunteering to take a leadership role after participating in an event. Another is participating in service learning activities when no longer required to do so.

??? of immersion participants take on leadership roles in immersions after participating.

??? students served as Resident Assistants, Tour Guides, Teaching Assistants, Tutors, and Peer Mentors in Spring 2018.

??? students participated in service not connected to a course in Spring 2018.

Program Spotlight: Leadership According to their 2017 Annual Assessment Report, all of the scholars write a leadership style/philosophy statement each year. All did so successfully and showed growth in capitalizing on strengths and making ethical decisions

62% of JCU alumni participated in service in the past year, according to the 2015 *Undergraduate Alumni*

SPRING 2018

Apply a framework for examining ethical dilemmas

96.37% of rubric scores from Core Values and Society courses were in the categories of *met* or *exceeded expectations* in 2016-2017.

98% of athletes agreed with the statement *I realize the impact of my values in helping others* and 97% agreed that *I am willing to intervene if I see someone in need.* (2017 Athletic Bystander Invention Evaluation)

97% of participants in the Making a Difference programs can define consent, identify red flags for sexual violence, identify resources, and are willing to intervene in a situation.

Leadership & Faculty and Staff: According to the 2017 Survey on Jesuit Catholic Identity, 55.2% of respondents said their experience at JCU has contributed *quite a bit* or *very much* to their understanding of **making ethical decisions in professional situations**.

Program Spotlight: Accountancy According to the 2017Annual Assessment Report, 97% of students in AC 431 (Auditing) *met* or *exceeded expectations* in their understanding of professional codes of conduct and ethical accounting.

Employ leadership and collaborative skills

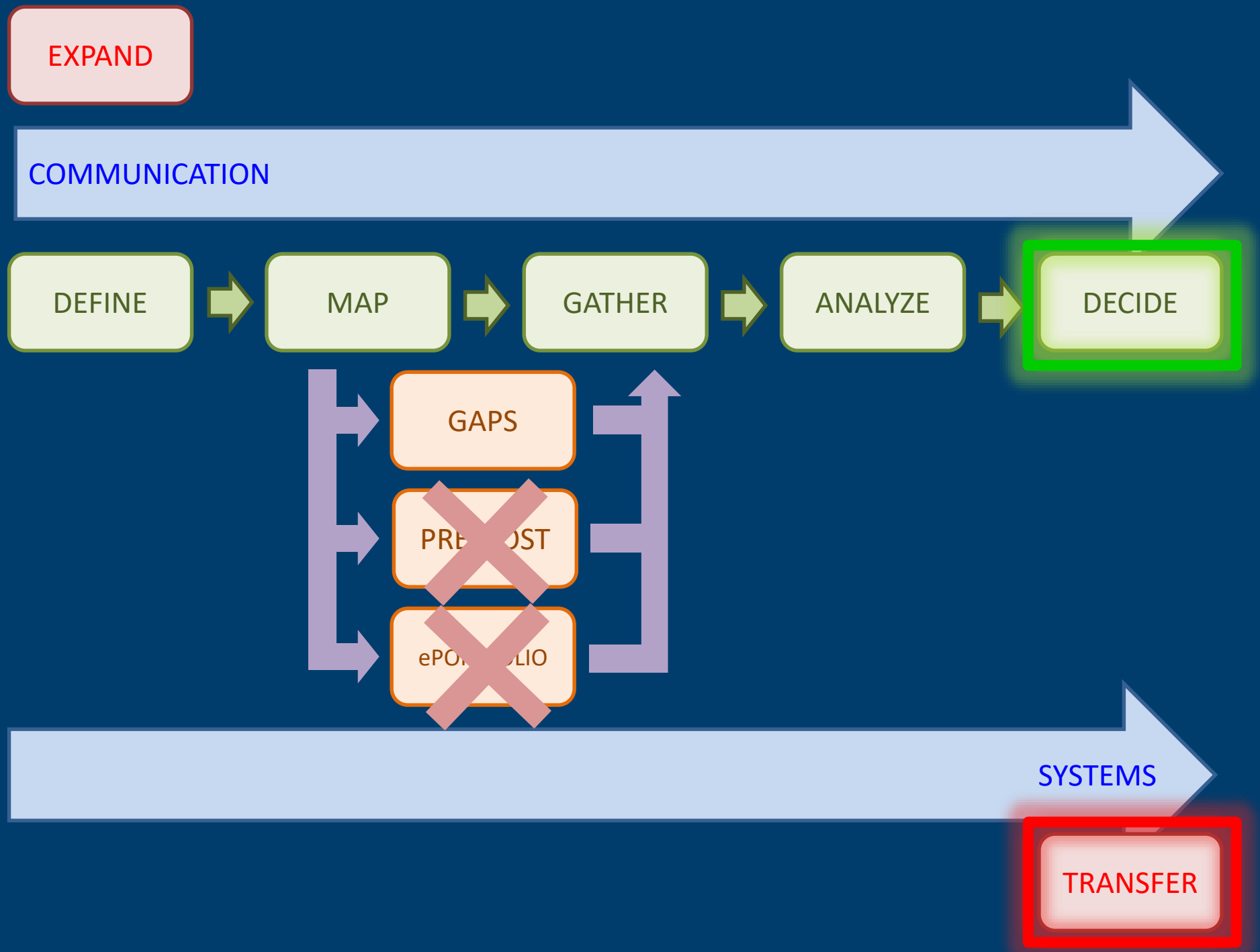
JCU first-year students and seniors average scores on Collaborative Learning were significantly higher than our comparator schools and comparably with the institutions with scores in the top 50% of the 2017 *National Survey of Student Engagement*.

91.6% of fraternity and sorority members felt that Greek life had enhanced their skills: leadership, time management, communication, and conflict resolution, according to the 2017 Greek Experience Survey.

Live responsibly in accord with their personal belief system

60% of first-year students were positively certain they could help people who have experienced relationship or sexual violence, up from 33% prior to the training. (2017 Catalyst Bystander Intervention Program)

Key Fact As students proceed through their JCU education, they are much less likely to have a Bias Report filed against them.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