

STUDENT LEARNING ASSESSMENT REPORT

PROGRAM: Liberal Arts Core/University Fundamental Competencies

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BRIEFLY DESCRIBE WHERE AND HOW ARE DATA AND DOCUMENTS USED TO GENERATE THIS REPORT BEING STORED: Records for annual fundamental competencies assessment are maintained by the Office of Planning and Institutional Effectiveness.

EXECUTIVE SUMMARY

Program description from the Course Catalog: Please copy and paste the current year's catalog description of this program. This is generally a one-two paragraph description immediately following the name of the program. Please be sure to include the listing of program outcomes as printed.

Students in all undergraduate academic majors at Marymount University complete a common curriculum, known as the University Liberal Arts Core. The Liberal Arts Core is an integrated learning experience that develops intellectual as well as practical skills. Its purpose is to enable Marymount students to become critical thinkers and lifelong learners who value and pursue knowledge for its own sake, as well as apply knowledge within their chosen professions.

The Liberal Arts Core reflects the mission of Marymount University, its Catholic identity and the heritage of its founders, the Religious of the Sacred Heart of Mary. Central to this mission is a commitment to the Catholic intellectual tradition for which faith and reason are in harmony and education of the whole person is centered on examining fundamental questions of human existence and values to deepen an appreciation of life. The Liberal Arts Core is therefore grounded in the traditional humanities and sciences, the study of which provides students with a broad understanding of human cultures and the world around them, prompts them to examine their own lives and values, and encourages them to cultivate their sense of personal and social responsibility. Required subjects include theology, religion, philosophy, history, literature, social science, natural science, and mathematics.

There are several other hallmarks or unifying themes of a Marymount education that are supported by the Liberal Arts Core and other University Requirements. The Liberal Arts Core emphasizes the importance of ethical awareness and reflection by requiring a course in moral principles, and the study of ethical issues permeates the rest of the curriculum. The curriculum prepares students for life in an increasingly interdependent world by requiring a global perspective course that focuses on contemporary transnational or cross-cultural issues. Many required courses throughout the curriculum focus on developing written communication, critical thinking, and independent research skills. The Liberal Arts Core also provides students with opportunities to develop aesthetic appreciation through the study of fine art and literature.

Together, the courses in the Liberal Arts Core curriculum promote the following regularly assessed fundamental competencies:

- Critical thinking
- Information literacy
- Written communication
- Inquiry-based learning

The Liberal Arts Core lies at the heart of academic pursuits at Marymount. It enriches students' learning, lives, and careers. It fosters each student's intellectual, spiritual, and moral growth through study, reflection, and application of knowledge. It prepares Marymount students for the challenges of the 21st century by developing the knowledge, skills, and attitudes necessary to succeed, adapt to change, and contribute to society.

List all of the program's learning outcomes: (regardless of whether or not they are being assessed this year)*

Learning Outcome	Year of Last Assessment	Assessed This Year	Year of Next Planned Assessment
<i>Students will demonstrate effective written communication</i>	2018	Yes	2020
<i>Students will demonstrate critical thinking</i>	2018	Yes	2020
<i>Students will demonstrate information literacy</i>	2018	Yes	2020
<i>Students will demonstrate inquiry based learning</i>	2018	Yes	2020

* The assessment rubrics attached as an appendix to this report provide detailed descriptions of the traits that make up these competencies.

Describe briefly how the program's outcomes support Marymount's mission, strategic plan, and relevant school plan (generally not more than two paragraphs, may use bullet points):

This assessment report reviews student learning with respect to fundamental competencies specified under the liberal arts core/university curriculum. These competencies reflect Marymount University's commitment to the liberal arts tradition in Catholic higher education, our mission of educating the whole person, and promoting the intellectual, spiritual, and moral growth of each individual. Written communication, information literacy and critical thinking are the most fundamental skills expected of a liberally educated person. A Marymount education places special emphasis on inquiry based learning, the increasingly self-guided capacity for investigation of complex problems for which there is no single correct solution. Students develop all four of these fundamental competencies through repeated exposure and practice in courses spread across the core curriculum and the major programs of study.

Marymount University's undergraduate core curriculum requires that students complete two basic composition courses followed by three additional writing intensive courses at the intermediate to advanced levels. The core curriculum also requires that students complete a first year inquiry seminar, and three additional designated inquiry courses at the intermediate to advanced levels. Because these courses are required of students in every major and span the introductory, intermediate and advanced levels study, they are used as sources of data for assessment of the written communication, information literacy, critical thinking, and inquiry core competencies.

Provide a brief description of the assessment process used including strengths, challenges and planned improvements to the process, and provide evidence of the existence of a culture of continuous improvement based on assessment (generally not more than two paragraphs, may use bullet points):

OVERVIEW

The Liberal Arts Core Competency Assessment Workshop occurred on May 16 and 17, 2019, in Rowley Hall. The assessment focused on four competencies: written communication, information literacy, critical thinking, and inquiry. To assess written communication, raters reviewed papers from the lower-level English 102 course and 100- and 200-level writing intensive courses and upper-level papers from writing-intensive 300 and 400 level courses in the majors. To assess information literacy and critical thinking, raters reviewed papers from Discover 101 and 201, other 100- and 200-level inquiry or writing-intensive courses, and English 102 courses; upper-level papers came from writing-intensive or inquiry courses at the 300-400 level from across the curriculum. For the inquiry competency, raters reviewed lower-level papers from Discover 101 and 201 and other 100- and 200-level inquiry courses and upper-level papers from 300-400 level inquiry courses.

The Director of Institutional Assessment in the office of Planning and Institutional Effectiveness selected a stratified random sample, from which 320 papers were extracted to be included in the assessment process.

Student work was reviewed by a group of full-time faculty members selected by the Liberal Arts Core director. These faculty members were divided into four groups of three to four members, with each group assigned to a competency and led by a faculty member who had previously participated in this assessment process. The morning of each day of the workshop is devoted to norming and training, to help improve rater consistency.

This year, evaluators were given a revised rubric for Inquiry and written communication, and the norming exercises at the start of the workshop were expanded, to help improve inter-rater reliability.

METHOD

Sample

- **Written Communication:** 40 papers from upper level writing-intensive courses and 40 papers from EN-102 or lower-level writing-intensive courses per team member.
- **Critical Thinking:** 40 papers from upper level writing-intensive or inquiry courses from across the curriculum and 40 papers from Discover 101 and 201, other 100- and 200-level writing intensive or inquiry courses, and English 102.
- **Information Literacy:** 40 papers from upper level writing-intensive or inquiry courses from across the curriculum and 40 papers from Discover 101 and 201, other 100- and 200-level writing-intensive or inquiry courses, and English 102.
- **Inquiry:** 40 papers from upper level inquiry courses and 40 papers from lower level Discovery 101/201 and other 100- and 200-level inquiry courses per team member.

Table 1: Sample Demographics

	Written Communication			Critical Thinking			Information Literacy			Inquiry		
	First College	Transfer	Total	First College	Transfer	Total	First College	Transfer	Total	First College	Transfer	Total
Lower Level (LL)	34	6	40	29	11	40	26	14	40	30	10	40
Upper Level (UL)	23	17	40	24	16	40	25	15	40	29	11	40
Total	57	23	80	53	27	80	51	29	80	59	21	80

Instruments

- Rating scale rubrics used in the LAC assessment were created by faculty on the Liberal Arts Core Committee. Each competency was rated on three to five traits as well as an overall category using a four-point scale: 4 = "Strong", 3 = "Adequate", 2 = "Marginal", and 1 = "Attempt that fails". "No evidence" was also an option, with a score of 0. Ratings of "no evidence" are treated as missing values in calculating means.
- The rubric for inquiry and written communication was revised this year, so comparisons with previous years will not be valid.
- Faculty evaluators were given direction that "attempt that fails" should be selected if the trait was a requirement of the assignment but the student failed to demonstrate that trait. "No evidence" was used if demonstration of the trait was not a requirement of the assignment.
- Average ratings at or above 2.5 are considered to be an acceptable level of performance for work from upper-level courses.

Raters

- Each competency was assessed by a team of three to four faculty members and led by a faculty member who had previously participated in the process. There was a total of 15 raters.
- Faculty raters were selected by the Liberal Arts Core director following a call for volunteers from the population of all full-time and adjunct faculty members. All schools were represented. Seven of the faculty raters were from the School of Design, Arts, and Humanities, two from the School of Business and Technology, two from the School of Sciences, Mathematics, and Education, one from the Malek School of Health Professions, and three from Library and Learning Services.

Data Analysis

- Each rater assessed each trait on a four-point scale, with the option of selecting "no evidence" if there was no evidence of the trait being assessed. Faculty evaluators were given direction that "attempt that fails" should be selected if the trait was a requirement of the assignment but the student failed to demonstrate that trait. "No evidence" was used if demonstration of the trait was not a requirement of the assignment. In the previous year, evaluators selected "no evidence" for both of these cases.
- Each rater's scores on each trait were compared and used to calculate a mean score for each trait. If a rater chose "no evidence", that score was omitted in the calculation of the mean.
- Means were analyzed for both upper level and lower level courses as well as for upper level first-college and transfer students.
- The frequency of a rater choosing "no evidence" of a trait was examined by calculating the percentage of ratings that were "no evidence" from the total number of ratings for each trait. The selection of "no evidence" means that students were not required to demonstrate that trait in the assignment.
- Inter-rater reliability was estimated by calculating the two-way random intraclass correlation coefficient (ICC), using a consistency definition for average measure. An ICC is measured on a scale of 0 to 1, with 1 representing perfect reliability and 0 representing no reliability. Generally, a coefficient of .700 or higher is considered acceptable. Ratings of "no evidence" are excluded from this analysis.
- In interpreting the results, it is important to note that the university has differing expectations for performance in lower-level courses and performance in upper-level courses, to reflect anticipated gains in learning over time. The rubric used to assess student work describes the level of performance expected of students as they complete their undergraduate education. **Therefore, the performance benchmark of at least 2.5 on the four-point scale should be applied against performance in upper-level courses only, as students approach completion of their undergraduate degree.** A benchmark for performance in lower-level courses has not yet been developed.
- It is also important to use caution in comparing results from previous years. Differences in sample composition (for example, the ratio of first-college to transfer students), inter-rater reliability, type of work submitted for assessment, and other factors will impact results in an individual year. In 2015-2016, the rating of "no evidence" was introduced, altering the rubric and the choices evaluators made, but the rating did not differentiate between students' failure to demonstrate a trait required by the assignment and the trait not being required as part of the assignment. In 2016-2017, evaluators were instructed to use "no evidence" to indicate that the trait was not evident because it was not assigned; if the trait was included in the assignment and a student failed to demonstrate that trait, it should be considered an "attempt that fails".

STRENGTHS

The organization and timing of the assessment workshop was similar to that of previous years. The dedicated service of participating faculty continues to be a main strength of the assessment process. The workshop format promotes collegiality and develops commitment to the assessment process, enables raters to develop consistency in rating, and allows time for informal discussion of assessment process and results. As in previous years, the Director of the Liberal Arts Core debriefed participants in the workshop about the effectiveness of the assessment tools, the appropriateness of the assignments under assessment, and the overall quality of student's work.

CHALLENGES

Faculty raters were generally satisfied with the training procedure and reported a clear understanding of how to use the rubrics, but achieving inter-rater consistency continues to be a challenge when assessing critical thinking and inquiry-based learning. The Office of Institutional Assessment and the Director of the Liberal Arts Core plan to re-work all rubrics into descriptive-style rubrics, in the hope that this may improve consistency.

PLANNED IMPROVEMENTS

Some of these improvements can be addressed fairly quickly. Others may require longer-term study and planning.

- As was the case in 2018, this year's assessment results indicate that more work needs to be done to achieving inter-rater consistency.
- During 2019-20, as in 2018-19, faculty who teach designated writing intensive and inquiry courses will be contacted early during each semester with a reminder that student work from these courses is used for assessment purposes. In addition, faculty will be provided with descriptions of the qualities under assessment and prompted to submit work from assignments that give students opportunities to demonstrate the fundamental competencies. Copies of the assessment rubrics will be sent directly to instructors.
- During 2019-20, members of the Liberal Arts Core Committee will share assessment results with their schools and will solicit feedback on how to improve student performance in these outcomes.
- While staff in the Office of Planning and Institutional Effectiveness are able to provide data organized by course and instructor on individual metrics, more study needs to be undertaken about how to share detailed information with faculty and department chairs.
- All rubrics will be re-worked into descriptive rubrics, so that reviewers will easily be able to see a brief description of what each rating means while rating each trait.

Describe how the program implemented its planned improvements from last year:

Outcome	Planned Improvement	Update <i>(Indicate when, where, and how planned improvement was completed. If planned improvement was not completed, please provide explanation.)</i>
Written Communication	Assessment results will be shared with the writing subcommittee of the Undergraduate Curriculum and Instruction Committee. In consultation with the Writing Committee, the Director of the Liberal Arts Core will work to evaluate and possibly recommend changes to the rubric for written communication.	Assessment results were shared with the writing subcommittee of the Undergraduate Curriculum and Instruction Committee. The rubric was adjusted based on rater feedback, and this seems to have improved inter-rater reliability on the 2019 assessment.
Critical Thinking	Assessment results will be shared widely with school deans, department chairs and the faculty. During the 2017-18 academic year, the Liberal Arts Core Committee will continue evaluation of the critical thinking competency in the core curriculum.	Assessment results were shared with deans, department chairs, and faculty. The Liberal Arts Core Committee continued to evaluate the critical thinking competency in the core curriculum by soliciting information from all schools regarding how critical thinking is best understood in a variety of fields.
Information Literacy	Because opportunities to demonstrate information literacy often come from assignments that require research, it is appropriate to address information literacy learning by focusing on the inquiry component of the core curriculum. During the 2017-18 academic year, the Inquiry committee will continue evaluating the inquiry requirement in the core curriculum. One question to address is whether new guidelines, standards, or requirements for teaching information literacy in inquiry courses should be introduced.	The LAC committee and the LAC Director worked with the Inquiry committee to develop new guidelines for developing Inquiry-designated courses. Part of these new guidelines include more information on the need for the research products coming out of Inquiry-designed classes to show that the student is information literate.
Inquiry-based learning	Assessment results will be shared widely with school deans, department chairs, and the faculty. During the 2017-18 academic year, the Liberal Arts Core Committee and the Inquiry Committee will begin evaluation of the inquiry requirement in the core curriculum. In consultation with the Inquiry Committee, the Director of the Liberal Arts Core will work to evaluate the rubric for inquiry-based learning.	Assessment results were shared with deans, department chairs, and faculty. The LAC committee worked with the Inquiry committee to evaluate the inquiry requirement in the core curriculum. As a result of this work, new guidelines and requirements for teaching inquiry-based learning have been introduced.

Outcome	Planned Improvement	Update <i>(Indicate when, where, and how planned improvement was completed. If planned improvement was not completed, please provide explanation.)</i>
		In consultation with the Inquiry Committee, a new rubric for evaluating inquiry-based learning was developed.

Provide a response to last year's University Assessment Committee review of the program's learning assessment report:

Comment: The 2018 Fundamental Competencies Assessment Report met all requirements and was accepted as submitted.

Outcomes Assessment 2017-2018

Learning Outcome 1: Students will demonstrate effective written communication

Assessment Activity

Outcome Measures <i>Explain how student learning will be measured and indicate whether it is direct or indirect.</i>	Performance Standard <i>Define and explain acceptable level of student performance.</i>	Data Collection <i>Discuss how the data was collected and describe the student population</i>	Analysis <i>1) Describe the analysis process. 2) Present the findings of the analysis including the numbers participating and deemed acceptable.</i>
Direct Measure: Papers from lower and upper-level courses were examined using the rubric for the written communication competency.	Using a rubric created by faculty on the Liberal Arts Core Committee, sample student papers were rated with respect to five traits on a four-point scale, defined as follows: 1 - attempt that fails 2 - marginal 3 - adequate 4 - strong Average ratings at or above 2.5 are considered to be an acceptable level of performance. It is expected that 50% or more of students surveyed in upper-level courses will perform at this level.	Copies of 80 papers were gathered: 40 papers from upper level writing-intensive courses and 40 papers from EN-102 or lower-level writing-intensive courses. The sample included papers by 23 transfer students, 6 at the lower- level and 17 at the upper-level.	Each student paper was rated on each of five traits and given an overall rating by five faculty raters using the rubric previously created the Liberal Arts Core Committee. The frequency of a rater choosing "no evidence" of a trait was examined by calculating the percentage of ratings that were "no evidence" from the total number of ratings for each trait. The mean rating for each student was then calculated. The percentage of student papers that met the acceptable level of performance (mean rating above 2.5) for each trait and the overall evaluation were calculated. Comparisons were made between results from lower-level and upper-level courses and between MU only students and transfer students. The intra-class consistency coefficient for ratings of each trait was also calculated. 62% of the upper level papers and 25% of lower level papers were rated "overall" at the acceptable level or higher. Detailed findings are presented in the tables below.

Outcome Measures <i>Explain how student learning will be measured and indicate whether it is direct or indirect.</i>	Performance Standard <i>Define and explain acceptable level of student performance.</i>	Data Collection <i>Discuss how the data was collected and describe the student population</i>	Analysis 1) <i>Describe the analysis process.</i> 2) <i>Present the findings of the analysis including the numbers participating and deemed acceptable.</i>
Indirect Measures: The following item from the 2018-2019 Graduating Student Survey: <i>For each of the following skills, please indicate how well you believe your education prepared you to:</i> Develop a coherent written argument	An average student rating of "adequate" (3.00) is expected to meet the acceptable level of performance. The scale used for the question is: 1 = poor 2 = needs improvement 3 = adequate 4 = good 5 = excellent	215 graduating students completed this question on the survey when collecting their graduation tickets.	The students completed the Graduating Student Survey before receiving tickets to the graduation ceremony. The data were collected and analyzed by the Office of Institutional Effectiveness. The mean rating for each item was then calculated. Results: 78% of graduating seniors said "good" or "excellent." Mean 4.1/5.0
The following items from the 2019 NSSE responses from seniors: <i>How much has your experience at this institution contributed to your knowledge, skills, and personal development in the following areas:</i> Writing clearly and effectively	An average student rating of 2.50 is expected to meet the acceptable level of performance. The scale used for the question is: 1 = not much 2 = somewhat 3 = quite a bit 4 = very much	167 seniors completed this question on the survey	The data were collected and analyzed by the Office of Institutional Effectiveness. The mean rating for each item was then calculated. Results: 78% of seniors said "quite a bit" or "very much." Mean 3.1/4.0

Table 2: Written Communication: Description, Mean Ratings, and Rater Consistency

(Ratings are on a four-point scale: 4 = "Strong", 3 = "Adequate", 2 = "Marginal", and 1 = "Attempt that fails".)

Trait	Genre Awareness		Argument		Support		Organization		Sentence-Level Prose		Overall	
Description	The tone of the paper is appropriate for the targeted audience and the task.		The paper has a focused thesis, theme, or purpose that engages complex ideas without oversimplifying or distorting them.		Support for this thesis, theme, or purpose effectively moves between generalizations and details. Irrelevant material is not included.		The paper advances its purpose clearly and coherently at the level of the paper, paragraphs, and sentences.		The paper shows careful attention to clear, fluent sentences and grammatical correctness.		Overall, the paper is an effective academic or professional product.	
	Mean ¹	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD
Lower Level (LL) (n = 40)	2.42	.468	2.09	.466	2.02	.512	1.95	.538	2.12	.504	2.17	.498
Upper Level (UL) (n=39)	2.85	.522	2.53	.509	2.48	.532	2.39	.570	2.41	.540	2.53	.526
First College (UL) (n=56)	2.59	.565	2.28	.561	2.21	.616	2.13	.607	2.25	.532	2.32	.576
Transfer (UL) (n=23)	2.74	.461	2.37	.458	2.34	.430	2.25	.564	2.30	.564	2.42	.442
Total (n=79)	2.63	.538	2.31	.532	2.25	.568	2.17	.593	2.26	.538	2.35	.540
Rater Consistency ²	.878		.709		.658		.703		.696		.786	
"No Evidence", as % of Total Ratings	1.6%		1.6%		1.6%		1.6%		1.6%		1.6%	

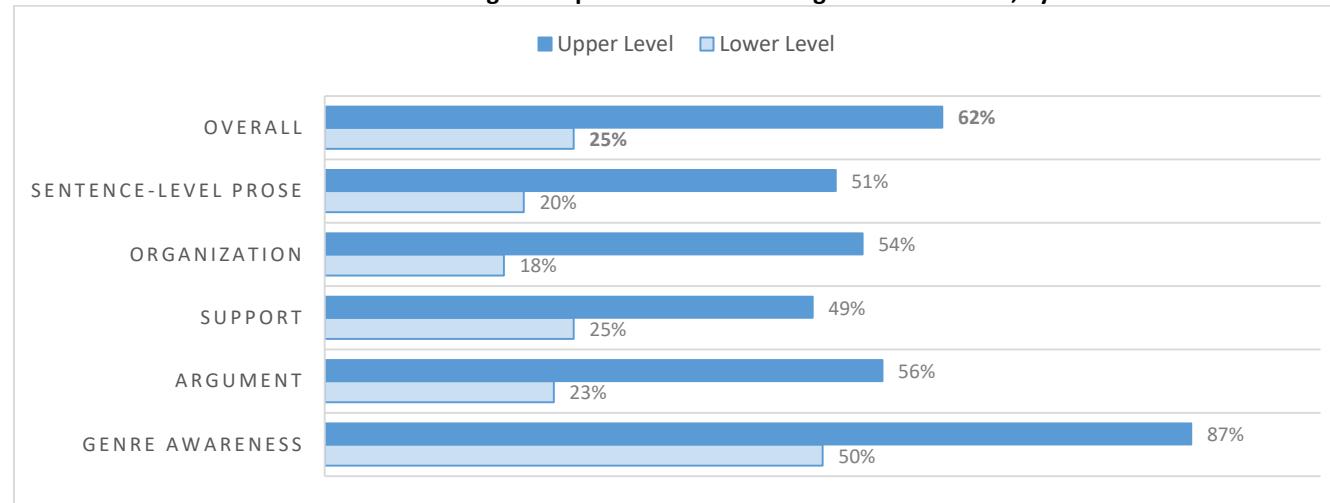
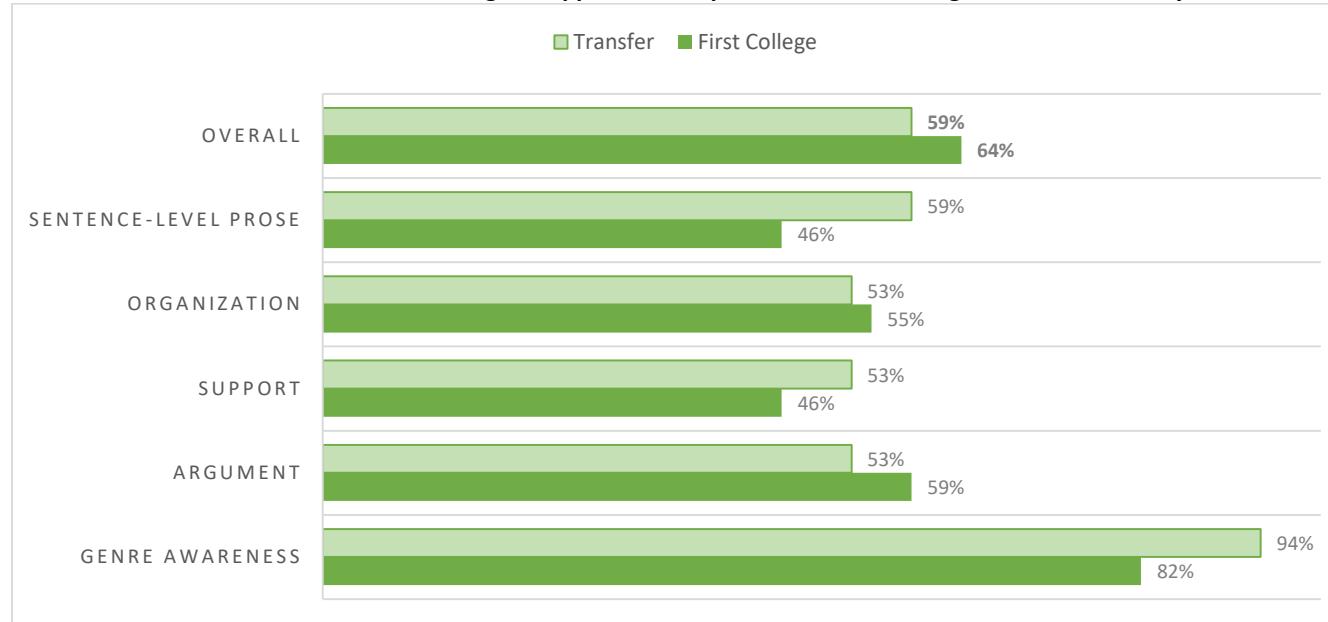
Chart 1: Written Communication: Percentage of Papers with Mean Ratings at or Above 2.5, by Course Level¹Ratings of "no evidence" are excluded from the calculation of the mean rating.²Two-way random intraclass correlation coefficient (ICC), using a consistency definition for average measure, as an estimator of interrater reliability. An ICC is measured on a scale of 0 to 1, with 1 representing perfect reliability and 0 representing no reliability. Generally, a coefficient of .700 or higher is considered acceptable. Ratings of "not in evidence" are excluded from this analysis.

Chart 2: Written Communication: Percentage of *Upper Level* Papers with Mean Ratings at or Above 2.5, by Admissions Type



Interpretation of Results

Describe the extent to which this learning outcome has been achieved by students (Use both direct and indirect measure results):

The indirect measure data, gathered from numerous students, indicate that by graduation Marymount is effectively helping students develop coherent written arguments, and write clearly and effectively.

The direct measure data indicate:

- The overall mean rating for this outcome was 2.53 (UL), meeting the desired minimum performance standard of 2.5.
- For the overall measure of sampled students' work from upper-level classes, 62% met or exceeded the minimum performance standard. Performance was strongest on "genre awareness" (87%) and weakest on "support" (49%) and "sentence-level prose" (51%).
- Inter-rater reliability on most traits was generally strong, with the greatest alignment on "genre awareness" (.878) and the least on "support" (.658).
- Only one sample resulted in a rating of "no evidence" (traits were not assigned).

Briefly describe program strengths and opportunities for improvement relative to assessment of outcome:

During the past seven years, Marymount faculty have put a concerted effort into increasing the number of writing intensive courses in the curriculum, and the University has invested in the training of writing instructors. These efforts appear to be fruitful. There is clear evidence that students make significant gains in written communication during their education at Marymount. This indicates that major changes to the writing component of the curriculum are not required at this time. However, written communication was the lowest rated outcome this year.

Discuss planned curricular or program improvements for this year based on assessment of outcome:

Assessment results will be shared widely with school deans, department chairs and the faculty, and in particular will be shared with the writing subcommittee of the Undergraduate Curriculum and Instruction Committee. Edits to the rubric in the form of clarifications of, rather than alterations to, its elements, may be recommended for the rubric to be used in 2020.

Learning Outcome 2: Students will demonstrate critical thinking

Assessment Activity

Outcome Measures <i>Explain how student learning will be measured and indicate whether it is direct or indirect.</i>	Performance Standard <i>Define and explain acceptable level of student performance.</i>	Data Collection <i>Discuss how the data was collected and describe the student population</i>	Analysis <i>1) Describe the analysis process. 2) Present the findings of the analysis including the numbers participating and deemed acceptable.</i>
Direct Measure: Papers from lower and upper-level courses were examined using the rubric for the critical thinking competency.	Using a rubric created by faculty on the Liberal Arts Core Committee, sample student papers were rated with respect to five traits on a four-point scale, defined as follows: 1 - attempt that fails 2 - marginal 3 - adequate 4 – strong Average ratings at or above 2.5 are considered to be an acceptable level of performance. It is expected that 50% or more of students surveyed in upper-level courses will perform at this level.	Copies of 80 papers were gathered: 40 papers from upper level writing-intensive or inquiry courses from across the curriculum and 40 papers from Discover 101 and 201, other 100- and 200-level writing intensive or inquiry courses, and English 102. The sample included papers by 27 transfer students, 11 at the lower- level and 16 at the upper- level.	Each student paper was rated on each of five traits and given an overall rating by five faculty raters using the rubric previously created the Liberal Arts Core Committee. The frequency of a rater choosing “no evidence” of a trait was examined by calculating the percentage of ratings that were “no evidence” from the total number of ratings for each trait. The mean rating for each student was then calculated. The percentage of student papers that met the acceptable level of performance (mean rating above 2.5) for each trait and the overall evaluation were calculated. Comparisons were made between results from lower-level and upper-level courses and between MU only students and transfer students. The intra-class consistency coefficient for ratings of each trait was also calculated. 80% of the upper level papers and 62% of the lower level papers were rated “overall” at the acceptable level or higher. Detailed findings are presented in the tables below.

Outcome Measures <i>Explain how student learning will be measured and indicate whether it is direct or indirect.</i>	Performance Standard <i>Define and explain acceptable level of student performance.</i>	Data Collection <i>Discuss how the data was collected and describe the student population</i>	Analysis 1) Describe the analysis process. 2) Present the findings of the analysis including the numbers participating and deemed acceptable.
<p>Indirect Measures: The following items from the 2018-2019 Graduating Student Survey:</p> <p><i>For each of the following skills, please indicate how well you believe your education prepared you to:</i></p> <p>(1) Apply knowledge and skills to new situations.</p> <p>(2) Solve problems in your field using your knowledge and skills.</p>	<p>An average student rating of "adequate" (3.00) is expected to meet the acceptable level of performance. The scale used for the question is:</p> <p>1 = poor 2 = needs improvement 3 = adequate 4 = good 5 = excellent</p>	<p>215 graduating students completed this question on the survey.</p>	<p>The data were collected and analyzed by the Office of Institutional Effectiveness. The mean rating for each item was then calculated.</p> <p>Results:</p> <p>For (1): 83% of graduating seniors said "good" or "excellent." Mean 4.2/5.0</p> <p>For (2): 84% of graduating seniors said "good" or "excellent." Mean 4.2/5.0</p>
<p>The following items from the 2019 NSSE responses from seniors:</p> <p><i>How much has your experience at this institution contributed to your knowledge, skills, and personal development in the following areas:</i></p> <p>(1) Thinking critically and analytically</p> <p>(2) Forming a new idea or understanding from various pieces of information</p> <p>(3) Solving complex real-world problems</p>	<p>An average student rating of 2.50 is expected to meet the acceptable level of performance. The scale used for the question is:</p> <p>1 = not much 2 = somewhat 3 = quite a bit 4 = very much</p>	<p>167 seniors completed this question on the survey</p>	<p>The data were collected and analyzed by the Office of Institutional Effectiveness. The mean rating for each item was then calculated.</p> <p>Results:</p> <p>(1) 85% of seniors said "quite a bit" or "very much." Mean 3.3/4.0</p> <p>(2) 76% of seniors said "quite a bit" or "very much." Mean 3.1/4.0</p> <p>(3) 64% of seniors said "quite a bit" or "very much." Mean 2.8/4.0</p>

Table 3: Critical Thinking: Description, Mean Ratings, and Rater Consistency

(Ratings are on a four-point scale: 4 = "Strong", 3 = "Adequate", 2 = "Marginal", and 1 = "Attempt that fails".)

Trait	Analyzes		Questions		Adopts		Evidence		Synthesizes		Overall	
Description	Analyzes and evaluates relevant position		Questions key assumptions		Adopts only claims supported with evidence		Accurately analyzes appropriate evidence		Synthesizes evidence in order to articulate logical and compelling conclusion		Considers perspectives and positions, assesses the data or evidence and reaches appropriate conclusions	
	Mean ³	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD
Lower Level (LL) (n=37)	2.49	.738	2.112	.649	2.55	.715	2.45	.715	2.36	.641	2.45	.664
Upper Level (UL) (n=40)	3.02	.503	2.51	.500	2.94	.534	2.98	.449	2.83	.485	2.89	.520
First College (UL) (n=53)	2.74	.647	2.29	.600	2.71	.621	2.69	.570	2.58	.588	2.63	.583
Transfer (UL) (n=24)	2.82	.753	2.39	.627	2.85	.720	2.80	.737	2.66	.661	2.77	.727
Total (n=77 ⁴)	2.77	.678	2.32	.606	2.75	.652	2.73	.646	2.60	.608	2.68	.630
Rater Consistency ⁵	.633		.544		.613		.614		.600		.673	
"No Evidence", as % of Total Ratings	13%		14%		12%		12%		13%		13%	

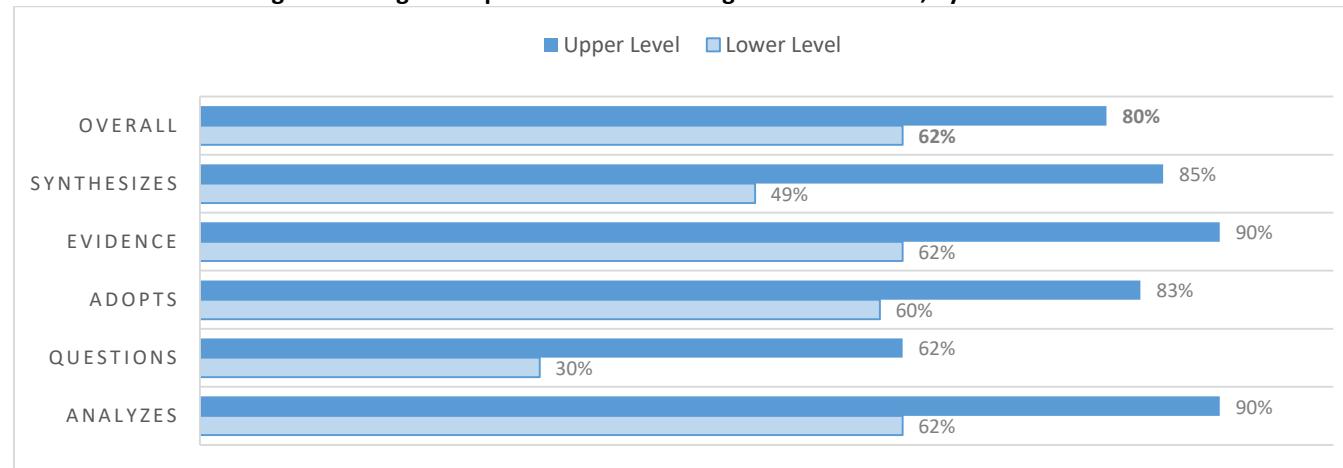
Chart 3: Critical Thinking: Percentage of Papers with Mean Ratings at or Above 2.5, by Course Level³Ratings of "no evidence" are excluded from the calculation of the mean rating.⁴Two papers received ratings of "9" ("no evidence, not assigned") on all traits by all raters so were excluded from calculation of means. A total of 80 papers were evaluated.⁵Two-way random intraclass correlation coefficient (ICC), using a consistency definition for average measure, as an estimator of interrater reliability. An ICC is measured on a scale of 0 to 1, with 1 representing perfect reliability and 0 representing no reliability. Generally, a coefficient of .700 or higher is considered acceptable. Ratings of "not in evidence" are excluded from this analysis.

Chart 4: Critical Thinking: Percentage of *Upper Level* Papers with Mean Ratings at or Above 2.5, by Admissions Type

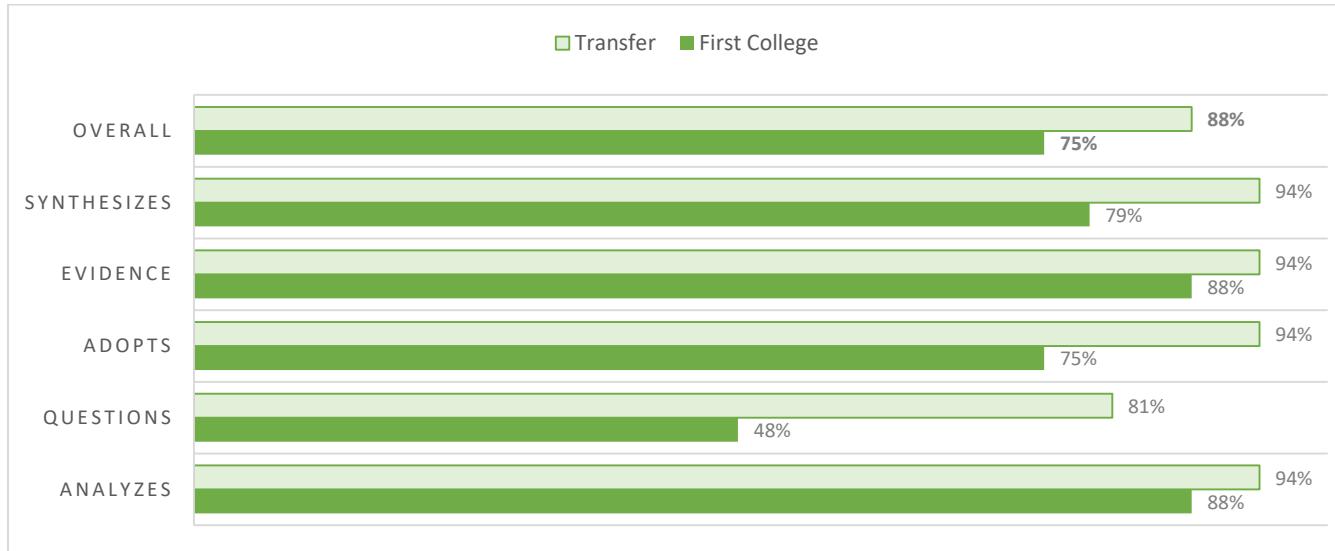
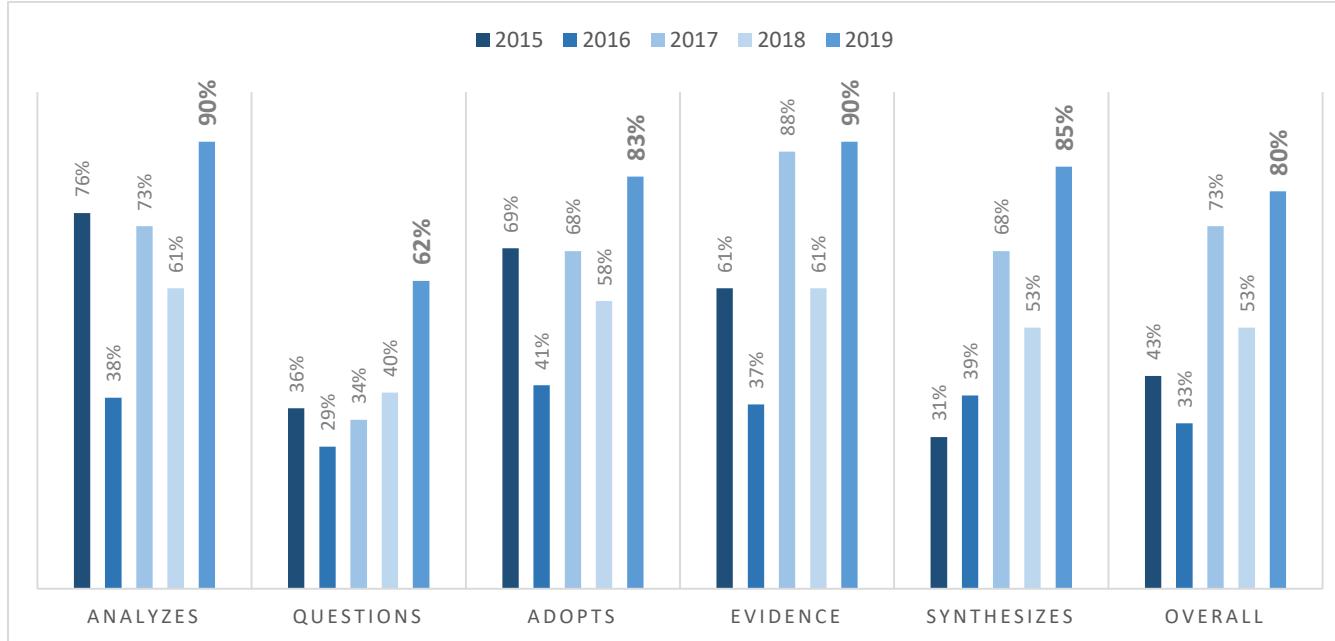


Chart 5: Critical Thinking: Percentage of *Upper Level* Papers with Mean Ratings at or Above 2.5



Interpretation of Results

Describe the extent to which this learning outcomes has been achieved by students (Use both direct and indirect measure results):

The indirect measure data, gathered from numerous students, indicate that by graduation Marymount is effectively helping students apply knowledge and skills to new situations, to solve problems in their fields, to think critically and analytically, to form new ideas from various pieces of information, and to solve complex real-world problems.

The direct measure data indicate:

- The overall mean rating for this outcome was 2.89 (UL), which exceeds the performance standard of 2.5.
- For the overall measure of sampled students' work from upper-level courses, 62% met or exceeded the minimum performance standard.
- Performance was strongest on "analyzes and evaluates relevant positions" and "accurately analyzes appropriate evidence" with 90% of coursework from upper-level courses meeting or exceeding the performance standard and weakest on "questions key assumptions" with 62% of student work from upper-level courses meeting or exceeding the performance standard.
- Inter-rater reliability was weak, below the desired level of at least .700 on all traits.
- An average of 13% of papers in the sample were marked as "no evidence" (traits were not assigned).

Briefly describe program strengths and opportunities for improvement relative to assessment of outcome:

More work needs to be done on achieving inter-rater consistency when assessing critical thinking, but this year's reliability is an improvement over last year's. The fact that transfer students perform better at critical thinking in all areas suggests that Marymount may not be utilizing the best available practices when teaching these skills to our first college students. The Director of the Liberal Arts Core will continue to solicit feedback from departmental chairs and/or other faculty about how critical thinking is manifested in their field, with the end goal being the development of a university-wide understanding of what critical thinking is, and what the best practices are for teaching it across a variety of fields. Edits to the rubric in the form of clarifications of, rather than alterations to, its elements, may be recommended for the rubric to be used in 2020.

Discuss planned curricular or program improvements for this year based on assessment of outcome:

Assessment results will be shared widely with school deans, department chairs and the faculty. During the 2019-20 academic year, the Liberal Arts Core Committee will continue evaluation of the critical thinking competency in the core curriculum. The Director of the Liberal Arts Core will continue to solicit feedback from departmental chairs and/or other faculty about how critical thinking is practiced in their field. Feedback from a variety of programs could help with promoting a university-wide understanding of what is meant by "critical thinking" and what the best practices are for teaching this skill.

Learning Outcome 3: Students will demonstrate information literacy

Assessment Activity

Outcome Measures <i>Explain how student learning will be measured and indicate whether it is direct or indirect.</i>	Performance Standard <i>Define and explain acceptable level of student performance.</i>	Data Collection <i>Discuss how the data was collected and describe the student population</i>	Analysis <i>1) Describe the analysis process. 2) Present the findings of the analysis including the numbers participating and deemed acceptable.</i>
Direct Measure: Papers from lower and upper-level courses were examined	Using a rubric created by faculty on the Liberal Arts Core Committee, sample student papers were rated with respect	Copies of 80 papers were gathered: 40 papers from upper level writing-intensive or inquiry courses from across the	Each student paper was rated on each of three traits and given an overall rating by five faculty raters using the rubric previously created the Liberal Arts Core Committee.

Outcome Measures <i>Explain how student learning will be measured and indicate whether it is direct or indirect.</i>	Performance Standard <i>Define and explain acceptable level of student performance.</i>	Data Collection <i>Discuss how the data was collected and describe the student population</i>	Analysis <i>1) Describe the analysis process. 2) Present the findings of the analysis including the numbers participating and deemed acceptable.</i>
using the rubric for the information literacy competency.	<p>to three traits on a four-point scale, defined as follows:</p> <p>1 - attempt that fails 2 - marginal 3 - adequate 4 – strong</p> <p>Average ratings at or above 2.5 are considered to be an acceptable level of performance. It is expected that 50% or more of students surveyed in upper-level courses will perform at this level.</p>	<p>curriculum and 40 papers from Discover 101 and 201, other 100- and 200-level writing-intensive or inquiry courses, and English 102.</p> <p>The sample included papers by 29 transfer students, 14 at the lower- level and 15 at the upper-level.</p>	<p>The frequency of a rater choosing “no evidence” of a trait was examined by calculating the percentage of ratings that were “no evidence” from the total number of ratings for each trait.</p> <p>The mean rating for each student was then calculated. The percentage of student papers that met the acceptable level of performance (mean rating above 2.5) for each trait and the overall evaluation were calculated. Comparisons were made between results from lower-level and upper-level courses and between MU only students and transfer students.</p> <p>The intra-class consistency coefficient for ratings of each trait was also calculated.</p> <p>78% of the upper level papers and 58% of the lower level papers were rated “overall” at the acceptable level or higher.</p> <p>Detailed findings are presented in the tables below.</p>
<p>Indirect Measures: The following items from the 2018-2019 Graduating Student Survey:</p> <p><i>For each of the following skills, please indicate how well you believe your education prepared you to:</i></p> <p>(1) Find appropriate sources of information.</p> <p>(2) Evaluate the quality of information</p>	<p>An average student rating of “adequate” (3.00) is expected to meet the acceptable level of performance. The scale used for the question is:</p> <p>1 = poor 2 = needs improvement 3 = adequate 4 = good 5 = excellent</p>	<p>215 graduating students completed this question on the survey.</p>	<p>The data were collected and analyzed by the Office of Institutional Effectiveness. The mean rating for each item was then calculated.</p> <p>Results:</p> <p>(1) 83% of graduating seniors said “good” or “excellent.” Mean 4.2/5.0</p> <p>(2) 83% of graduating seniors said “good” or “excellent.” Mean 4.2/5.0</p>
<p>The following items from the 2019 NSSE responses from seniors:</p> <p><i>During the current school year, how often has your coursework emphasized:</i></p>	<p>An average student rating of 2.50 is expected to meet the acceptable level of performance. The scale used for the question is:</p> <p>1 = not much 2 = somewhat</p>	<p>167 seniors completed this question on the survey.</p>	<p>The data were collected and analyzed by the Office of Institutional Effectiveness. The mean rating for each item was then calculated.</p> <p>Results:</p>

Outcome Measures <i>Explain how student learning will be measured and indicate whether it is direct or indirect.</i>	Performance Standard <i>Define and explain acceptable level of student performance.</i>	Data Collection <i>Discuss how the data was collected and describe the student population</i>	Analysis <i>1) Describe the analysis process. 2) Present the findings of the analysis including the numbers participating and deemed acceptable.</i>
Evaluating a point of view, decision, or information source	3 = quite a bit 4 = very much		81% of seniors said "quite a bit" or "very much." Mean 3.2/4.0 (significant increase over Catholic C&U, Carnegie class, and Carnegie doctoral peers)

Table 4: Information Literacy: Description, Mean Ratings, and Rater Consistency

(Ratings are on a four-point scale: 4 = "Strong", 3 = "Adequate", 2 = "Marginal", and 1 = "Attempt that fails".)

Trait	Cites		Evaluates		Incorporates		Overall	
Description	Demonstrates knowledge of citation usage and methods		Evaluates source material		Incorporates source material		The paper indicates that information was used effectively to accomplish a specific purpose.	
	Mean ⁶	SD	Mean	SD	Mean	SD	Mean	SD
Lower Level (LL) (n=31)	2.32	.762	2.74	.797	2.69	.869	2.55	.814
Upper Level (UL) (n=32)	2.70	.710	3.05	.758	3.07	.751	2.99	.711
First College (UL) (n=41)	2.46	.763	2.82	.810	2.78	.835	2.71	.800
Transfer (UL) (n=22)	2.62	.744	3.05	.737	3.08	.796	2.89	.772
Total (n=63)⁷	2.51	.754	2.90	.787	2.88	.828	2.77	.789
Rater Consistency⁸	.871		.878		.891		.876	
"No Evidence", as % of Total Ratings	21%		21%		21%		21%	

⁶Ratings of "no evidence" are excluded from the calculation of the mean rating.

⁷Seventeen (17) papers received ratings of "9" (no evidence, not assigned) on all traits by all raters so were excluded from calculation of means. A total of 80 papers were evaluated.

⁸Two-way random intraclass correlation coefficient (ICC), using a consistency definition for average measure, as an estimator of interrater reliability. An ICC is measured on a scale of 0 to 1, with 1 representing perfect reliability and 0 representing no reliability. Generally, a coefficient of .700 or higher is considered acceptable. Ratings of "not in evidence" are excluded from this analysis.

Chart 6: Information Literacy: Percentage of Papers with Mean Ratings at or Above 2.5, by Course Level

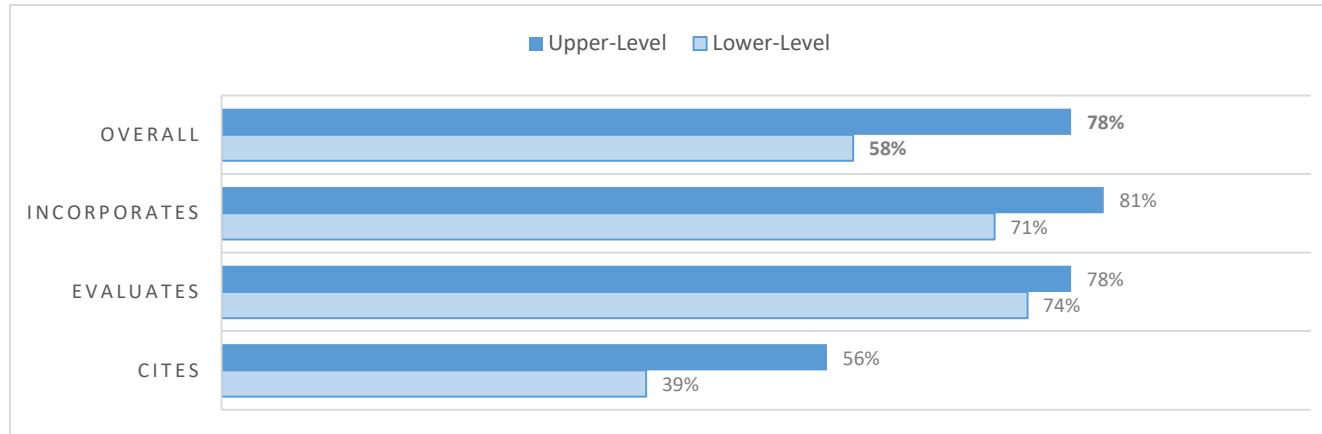


Chart 7: Information Literacy: Percentage of *Upper Level* Papers with Mean Ratings at or Above 2.5, by Admissions Type

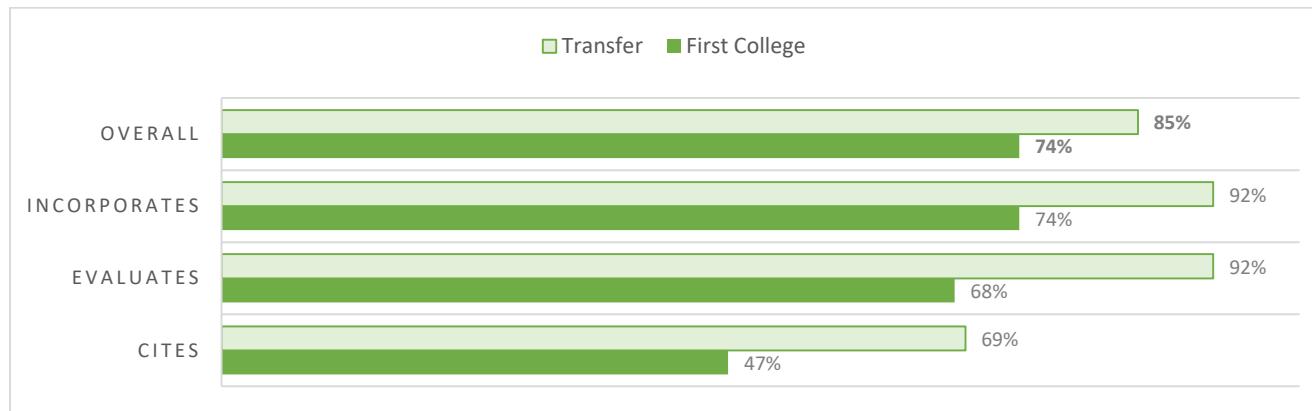
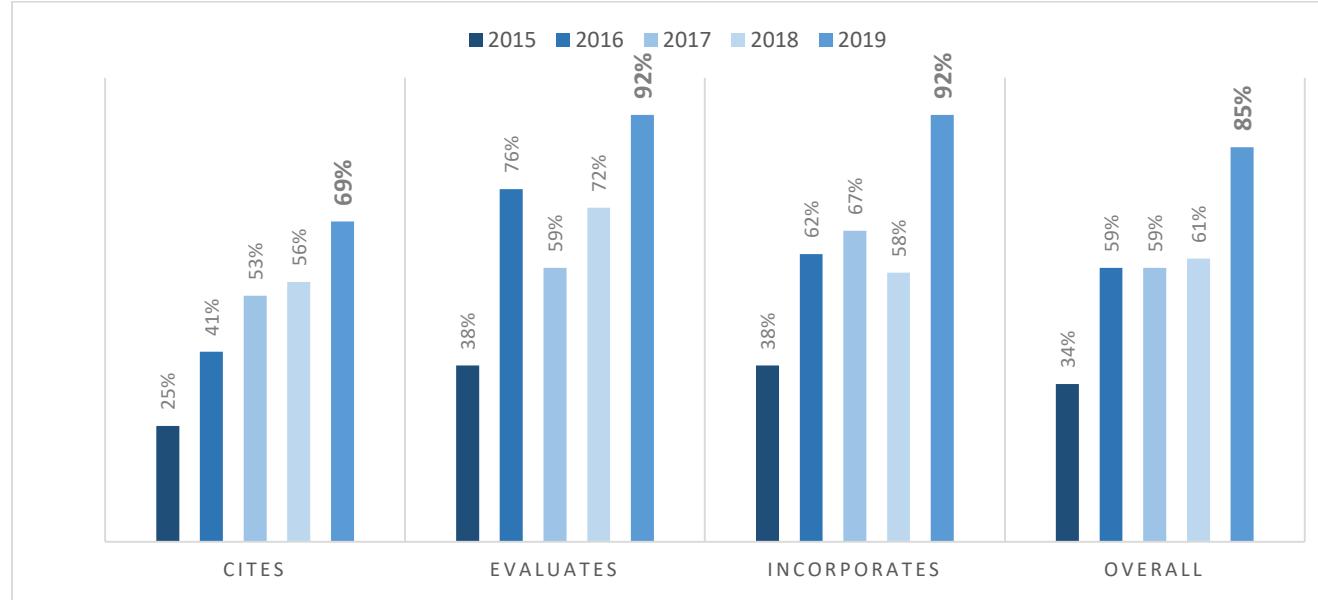


Chart 8: Information Literacy: Percentage of *Upper Level* Papers with Mean Ratings at or Above 2.5



Interpretation of Results

Describe the extent to which this learning outcome has been achieved by students (Use both direct and indirect measure results):

The indirect measure data, gathered from numerous students, indicate that by graduation Marymount is effectively helping students find appropriate sources of information, evaluate the quality of that information, and evaluate the information source.

The direct measure data indicate:

- The overall mean rating for this outcome was 2.99 (UL), above the minimum performance standard of 2.5.
- For the overall measure of sampled students' work from upper-level courses, 78% met or exceeded the minimum performance standard.
- Performance was the strongest on "incorporates source material," with 81% of students in upper-level courses meeting or exceeding the minimum performance standard, and weakest on "demonstrates knowledge of citation usage and methods," with 56% of students in upper-level courses meeting the standard. There was a significant increase in this year's results compared to previous years.
- Almost one-fifth (21%) of samples resulted in a rating of "no evidence" (traits were not assigned).
- Inter-rater reliability was strong on all traits.

Briefly describe program strengths and opportunities for improvement relative to assessment of outcome:

Information literacy shows significant improvement over the past few years, and shows growth in student performance between lower-level and upper-level courses. However, information literacy also had the largest number of papers that raters marked as showing "no evidence" of this outcome. This is troubling, as it suggests that students are not being asked to demonstrate this outcome in a number of courses.

Discuss planned curricular or program improvements for this year based on assessment of outcome:

This year's results indicate that when students are asked to demonstrate information literacy in their written work, they are able to do so quite well. But because of the large number of papers showing "no evidence" of this outcome, faculty need to be made more aware that they should be requiring students to demonstrate information literacy in most, if not all, of their written products. Edits to the rubric in the form of clarifications of, rather than alterations to, its elements, may be recommended for the rubric to be used in 2020.

Learning Outcome 4: Students will demonstrate inquiry-based learning

Assessment Activity

Outcome Measures <i>Explain how student learning will be measured and indicate whether it is direct or indirect.</i>	Performance Standard <i>Define and explain acceptable level of student performance.</i>	Data Collection <i>Discuss how the data was collected and describe the student population</i>	Analysis <i>1) Describe the analysis process. 2) Present the findings of the analysis including the numbers participating and deemed acceptable.</i>
Direct Measure: Papers from lower and upper-level courses were examined using the rubric for the inquiry competency.	Using a rubric created by faculty on the Liberal Arts Core Committee, sample student papers were rated with respect to five traits on a four-point scale, defined as follows: 1 - attempt that fails 2 - marginal 3 - adequate 4 – strong Average ratings at or above 2.5 are considered to be an acceptable level of performance. It is expected that 50% or more of students surveyed in upper-level courses will perform at this level.	Copies of 80 papers were gathered: 40 papers from upper level inquiry courses and 40 papers from lower level Discovery 101/201 and other 100- and 200-level inquiry courses. The sample included papers by 21 transfer students, 10 at the lower- level and 11 at the upper-level.	Each student paper was rated on each of five traits and given an overall rating by five faculty raters using the rubric previously created the Liberal Arts Core Committee. The frequency of a rater choosing "no evidence" of a trait was examined by calculating the percentage of ratings that were "no evidence" from the total number of ratings for each trait. The mean rating for each student was then calculated. The percentage of student papers that met the acceptable level of performance (mean rating above 2.5) for each trait and the overall evaluation were calculated. Comparisons were made between results from lower-level and upper-level courses and between MU only students and transfer students. The intra-class consistency coefficient for ratings of each trait was also calculated. 92% of the upper level papers and 83% of the lower level papers were rated "overall" at the acceptable level or higher. Detailed findings are presented in the tables below.
Indirect Measures: The following items from the 2018-2019 Graduating Student Survey:	An average student rating of "adequate" (3.00) is expected to meet the acceptable level of	215 graduating students completed this question on the survey	The data were collected and analyzed by the Office of Institutional Effectiveness. The mean rating for each item was then calculated.

Outcome Measures <i>Explain how student learning will be measured and indicate whether it is direct or indirect.</i>	Performance Standard <i>Define and explain acceptable level of student performance.</i>	Data Collection <i>Discuss how the data was collected and describe the student population</i>	Analysis <i>1) Describe the analysis process. 2) Present the findings of the analysis including the numbers participating and deemed acceptable.</i>
<p><i>For each of the following skills, please indicate how well you believe your education prepared you to:</i></p> <p>(1) Conduct research to support a position (2) Use quantitative/qualitative techniques within your professional field (3) Apply knowledge and skills to new situations</p>	<p>performance. The scale used for the question is:</p> <p>1 = poor 2 = needs improvement 3 = adequate 4 = good 5 = excellent</p>		<p>Results:</p> <p>(1) 75% of graduating seniors said “good” or “excellent.” Mean 4.0/5.0</p> <p>(2) 81% of graduating seniors said “good” or “excellent.” Mean 4.1/5.0</p> <p>(3) 83% of graduating seniors said “good” or “excellent.” Mean 4.2/5.0</p>
<p>The following items from the 2019 NSSE responses from seniors:</p> <p><i>During the current school year, how often has your coursework emphasized:</i></p> <p>(1) Applying facts, theories, or methods to practical problems or new situations (2) Analyzing an idea, experience, or line of reasoning in depth by examining its parts</p>	<p>An average student rating of 2.50 is expected to meet the acceptable level of performance. The scale used for the question is:</p> <p>1 = not much 2 = somewhat 3 = quite a bit 4 = very much</p>	<p>167 seniors completed this question on the survey</p>	<p>The data were collected and analyzed by the Office of Institutional Effectiveness. The mean rating for each item was then calculated.</p> <p>Results:</p> <p>(1) 78% of seniors said “quite a bit” or “very much.” Mean 3.1/4.0</p> <p>(2) 79% of seniors said “quite a bit” or “very much.” Mean 3.1/4.0 (significant increase over Carnegie class peers)</p>

Table 5: Inquiry: Description, Mean Ratings, and Rater Consistency

(Ratings are on a four-point scale: 4 = "Strong", 3 = "Adequate", 2 = "Marginal", and 1 = "Attempt that fails".)

	Questions		Methodology		Exploration		Analysis		Conclusion		Communication		Overall			
	Description	Provides appropriate, focused inquiry question or project	Designs or uses methodology or theoretical framework appropriate to inquiry question or project	Has identified and explored existing knowledge relevant to the question	Has analyzed, evaluated and synthesized information from multiple, relevant sources	Has drawn an independent conclusion that integrates new knowledge with previous knowledge	Effectively communicates findings in a method appropriate to the discipline	Has a defined focus that uses appropriate methodology or a theoretical framework and provides a solid conclusion	Mean ⁹	SD	Mean	SD	Mean	SD	Mean	SD
Lower Level (LL) (n=40)	3.03	.503	3.01	.570	2.93	.623	2.88	.645	2.83	.633	3.04	.652	3.01	.604		
Upper Level (UL) (n=36)	3.17	.587	3.05	.815	3.33	.526	3.28	.556	3.09	.663	3.22	.688	3.19	.639		
First College (UL) (n=56)	3.02	.566	2.96	.705	3.06	.629	3.01	.662	2.86	.693	3.04	.702	3.01	.660		
Transfer (UL) (n=20)	3.31	.420	3.20	.655	3.26	.541	3.24	.522	3.23	.458	3.35	.522	3.33	.445		
Total (n=76) ¹⁰	3.09	.545	3.03	.696	3.12	.610	3.07	.633	2.95	.657	3.12	.671	3.10	.623		
Rater Consistency ¹¹	.562		.626		.513		.655		.625		.648		.605			
"No Evidence," as % of Total Ratings	9%		8%		9%		8%		9%		9%		8%			

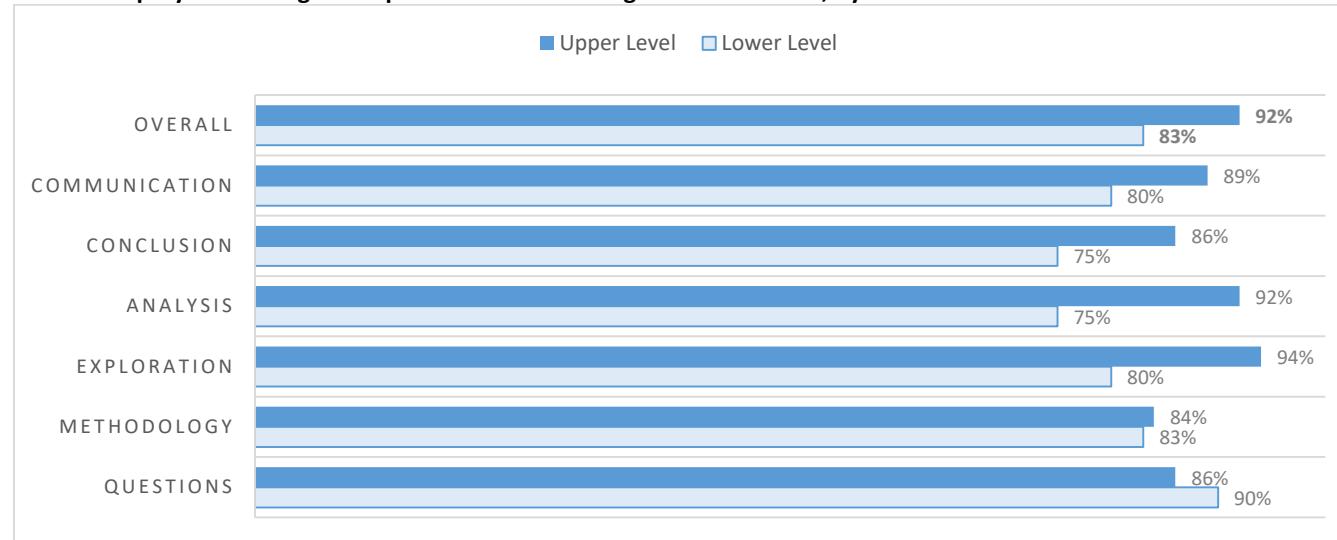
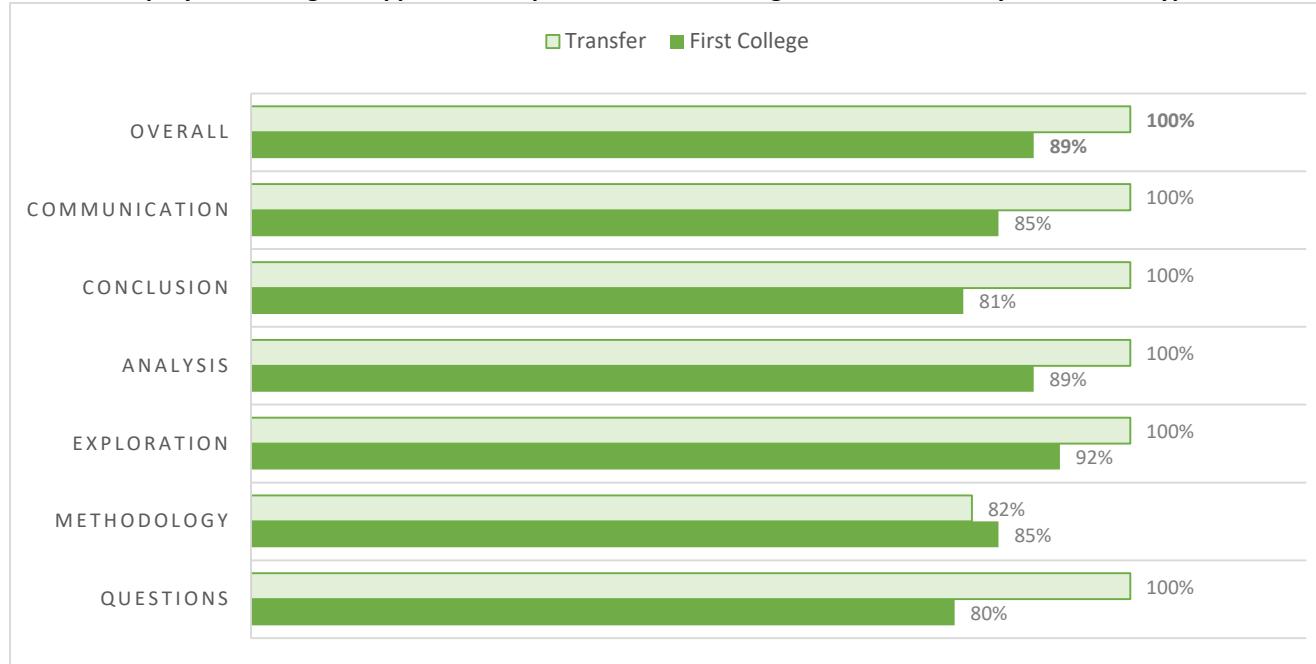
Chart 9: Inquiry: Percentage of Papers with Mean Ratings at or Above 2.5, by Course Level⁹Ratings of "no evidence" are excluded from the calculation of the mean rating.¹⁰Four papers received ratings of "9" (no evidence, not assigned) on 4/5 traits by all raters so were excluded from calculation of means. A total of 80 papers were evaluated.¹¹Two-way random intraclass correlation coefficient (ICC), using a consistency definition for average measure, as an estimator of interrater reliability. An ICC is measured on a scale of 0 to 1, with 1 representing perfect reliability and 0 representing no reliability. Generally, a coefficient of .700 or higher is considered acceptable. Ratings of "not in evidence" are excluded from this analysis.

Chart 10: Inquiry: Percentage of *Upper Level* Papers with Mean Ratings at or Above 2.5, by Admissions Type



Interpretation of Results

Describe the extent to which this learning outcomes has been achieved by students (Use both direct and indirect measure results):

The indirect measure data, gathered from numerous students, indicate that by graduation Marymount is effectively helping students conduct research to support a position; use quantitative/qualitative techniques within their professional fields; apply their knowledge and skills to new situations; apply facts, theories, or methods to practical problems or new situations; and analyze ideas, experiences, or lines of reasoning in depth by examining their parts.

The direct measure data indicate:

- The overall mean rating for this outcome was 3.19 (UL), which exceeds the minimum performance standard of 2.5.
- Performance on all traits was strong, with more than 80% of student work from upper-level courses meeting or exceeding the performance benchmark on all traits. All transfer students in upper-level courses met the benchmark on six of the seven traits.
- Performance was the strongest on “has identified and explored existing knowledge relevant to the question” with 94% of upper-level student work meeting or exceeding the minimum performance standard. Performance was the weakest on “designs or uses methodology or theoretical framework appropriate to inquiry question or project” with 84% of students meeting or exceeding the standard.
- An average of 9% of traits received ratings of “no evidence” (traits were not assigned).
- Inter-rater reliability was weak on all traits, less than the desired level of .700.

Briefly describe program strengths and opportunities for improvement relative to assessment of outcome:

The 2018-2019 academic year was the first to require faculty teaching inquiry-designated courses to use a syllabus template especially designed for these courses. The template includes the outcomes that will be assessed, and it also include guidelines for developing an inquiry-focused assignment(s). In addition, faculty were provided with descriptions of the qualities under assessment and prompted to submit work from assignments that give students opportunities to demonstrate the fundamental competencies. Copies of the assessment rubrics and of guidelines for inquiry courses were sent directly to instructors. All of this appears to have been quite effective, as student performance in inquiry-learning was very strong.

Discuss planned curricular or program improvements for this year based on assessment of outcome:

Assessment results will be shared widely with school deans, department chairs, and the faculty. During the 2019-20 academic year, the Liberal Arts Core Committee and the Inquiry Committee will continue evaluation of the inquiry requirement in the core curriculum. Faculty who teach designated inquiry courses will be contacted early during each semester with a reminder that student work from these courses is used for assessment purposes. In addition, faculty will be provided with descriptions of the qualities under assessment in their syllabi, and prompted to submit work from assignments that give students opportunities to demonstrate these qualities. Edits to the rubric in the form of clarifications of, rather than alterations to, its elements, may be recommended for the rubric to be used in 2020.

Appendices

Appendix 1 provides copies of the rubrics used by faculty raters at the 2019 assessment workshop. Included are the rubrics for Written Communication, Critical Thinking, Information Literacy, and Inquiry-based Learning.

Appendix 2 contains the data gained from student feedback on institutional surveys (graduating students and alumni) that was used as an indirect measure.

Rater: _____

Please circle the appropriate number.

PERFORMANCE OUTCOMES	Strong	Adequate	Marginal	Attempt that fails	No evidence -- not assigned
The tone of the paper is appropriate for the targeted audience and the task.	4	3	2	1	0
The paper has a focused thesis, theme, or purpose that engages complex ideas without oversimplifying or distorting them.	4	3	2	1	0
Support for this thesis, theme, or purpose effectively moves between generalizations and details. Irrelevant material is not included.	4	3	2	1	0
The paper advances its purpose clearly and coherently at the level of the paper, paragraphs, and sentences.	4	3	2	1	0
The paper shows careful attention to clear, fluent sentences and grammatical correctness.	4	3	2	1	0
OVERALL	Strong	Adequate	Marginal	Attempt that fails	No evidence -- not assigned
Overall, the paper is an effective academic or professional product.	4	3	2	1	0

Written Communication

Strong: On all levels -content, organization, style- the work exhibits the knowledge and skills required to engage and analyze significant issues in writing, to express serious thinking clearly and effectively. These papers, while not perfect, are characterized by a mature level of thought and by capable writing.

- The paper consistently and effectively adopts a tone appropriate to the targeted audience and purpose
- The paper contains a focused thesis, theme, or purpose that engages complex ideas without oversimplifying or distorting them.
- The paper develops this thesis, theme, or purpose with specifics, illustrations, and details that are explained and well connected. For the most part, only relevant material is included.
- The organization is fluid with transitions as appropriate to the discipline.
- The sentences reflect an understanding of principles of clarity and conciseness, and they convey meaning through variety and emphasis. The sentences sound and look polished.

Adequate: These papers evince a mature level of thought and development. They demonstrate capable writing but are uneven in execution.

- The paper is mostly successful in adopting a tone appropriate to the targeted audience and task. There may be some lapses.
- The paper contains a (perhaps too broad) thesis, theme, or purpose that nonetheless mostly confronts rather than over-simplifies complex issues.
- Paper contains relevant material and many specifics. Specifics and details may not always be explained so that they clearly support the thesis, theme, or purpose.
- The organization is mostly clear with transitions as appropriate to the discipline.
- The sentences reflect an understanding of the principles of clarity, and at times they use variety and emphasis to convey meaning. The paper has few distracting errors in grammar.

Marginal: The work meets minimal requirements for a successful academic essay.

- The paper's tone may not be the most effective choice for the audience or task or may be too inconsistently adopted to be successful.
- The paper contains a relevant thesis, theme, or purpose though it is not complex and perhaps too broad.
- Some support is provided. However, narratives do not always build to argument, analysis, or synthesis. There is excessive summary and too much irrelevant material. Paper relies too often on the general.
- There is an organizational strategy present with attempts at transitions.
- The sentences sometimes lack clarity or conciseness. The prose may be awkward and choppy. The sentences may contain some errors, but these errors do not distract or impede meaning.

Attempt that Fails: The work is not successful for any number of different reasons.

- The tone of the paper shows little or no awareness of audience or task requirements.
- The paper may only vaguely suggest an idea. The theme, thesis, or purpose may contain no arguable claim.
- The paper may rely entirely on the general; specifics if included are not relevant.
- The paper may ramble with no perceivable plan; transitions may be mostly missing.
- The sentences are often so lacking in clarity that they are hard to follow. Grammatical errors may be striking and distracting, with sentences so deficient that they are impede meaning.

No evidence: There is no evidence of the performance outcome because the assignment didn't require demonstration of that trait.

CRITICAL THINKING

Paper Number: _____

Rater: _____

Please circle the appropriate number.

Performance Outcomes	Strong	Adequate	Marginal	Attempt that fails	No evidence -- not assigned
Analyzes and evaluates relevant positions	4	3	2	1	9
Questions key assumptions	4	3	2	1	9
Adopts only claims supported with evidence	4	3	2	1	9
Accurately analyzes appropriate evidence	4	3	2	1	9
Synthesizes evidence in order to articulate logical and compelling conclusion	4	3	2	1	9

Overall	Strong	Adequate	Marginal	Attempt that fails	No evidence -- not assigned
Considers perspectives and positions, assesses the data or evidence and reaches appropriate conclusions	4	3	2	1	9

Critical Thinking Criteria

Strong: *Consistently does all or most of the following:*

- Accurately interprets evidence
- Identifies relevant arguments and counter-arguments
- Thoughtfully analyzes and evaluates major alternative points of view
- Justifies key results; explains assumptions and reasoning
- Fair-mindedly follows where evidence and reasoning lead

- Ignores or superficially evaluates obvious alternative points of view
- Justifies few results; seldom explains reasons
- With little regard for evidence or reasons, maintains or defends views based on preconceptions.

Adequate: *Does most or many of the following:*

- Accurately interprets evidence
- Identifies relevant arguments and counter-arguments
- Analyzes and evaluates obvious points of view
- Justifies some results and explains reasoning
- Fair-mindedly follows where evidence and reasoning lead

Attempt that fails: *Consistently does all or most of the following:*

- Offers biased interpretations of evidence
- Fails to identify or hastily dismisses strong, relevant, counter-arguments
- Ignores or superficially evaluates obvious alternative points of view
- Does not justify results or explain reasons
- Regardless of evidence or reasons, maintains or defends views based on preconceptions

Marginal: *Does most or many of the following:*

- Misinterprets evidence
- Fails to identify relevant arguments and counter-arguments

No evidence -- not assigned: There is no evidence of the performance outcome because the assignment didn't require demonstration of that trait.

INFORMATION LITERACY RUBRIC

Paper Number: _____

Rater: _____

Please circle the appropriate number.

PERFORMANCE OUTCOMES	Strong	Adequate	Marginal	Attempt that fails	No evidence --not assigned
Demonstrates knowledge of citation usage and methods	4	3	2	1	0
Evaluates source material	4	3	2	1	0
Incorporates source material	4	3	2	1	0

OVERALL	Strong	Adequate	Marginal	Attempt that fails	No evidence --not assigned
The paper indicates that information was used effectively to accomplish a specific purpose	4	3	2	1	0

General Information Literacy Criteria

Strong:

- **Consistently** demonstrates knowledge of how and when to cite by documenting sources, using in-text and notes correctly, and naming and labelling figures and/or graphs.
- **Consistently** demonstrates expertise and sophisticated independent thought by using a variety of appropriate and authoritative sources, distinguishing between source types, and demonstrating a critical exploration of sources.
- **Consistently** integrates and synthesizes sources to expertly support claims, makes a clear distinction between own ideas and ideas of others, does not over or under rely on the ideas or work of a single author.

ideas and ideas of others, but may over or under rely on the ideas or work of a single author.

Marginal:

- **Frequently** cites incorrectly or not at all, makes errors in in-text citations or notes, or inconsistently labels figures or graphs.
- **Frequently** relies on too few sources or on largely inappropriate sources, does not distinguish between source types, or demonstrates little critical exploration of sources.
- **Frequently** fails to put sources into context and blurs the distinction between own ideas and ideas of others.

Attempt that fails:

- **Consistently fails** to include citations, in-text or in notes, or fails to label figures or graphs.
- **Consistently fails** to use adequate or appropriate sources, fails to distinguish between source types, or fails to think critically about sources as evidence.
- **Consistently fails** to contextualize quotations and evidence, or fails to distinguish between own ideas and ideas of others.

No evidence -- not assigned: There is no evidence of the performance outcome because the assignment didn't require demonstration of that trait.

Adequate:

- **With occasional errors** demonstrates understanding of the rationale for citation, documents sources, uses in-text and notes and names and labels figures and/or graphs completely.
- **With occasional errors** uses source materials that are adequate and appropriate but may lack depth, uses sources that support claims but may not be the most authoritative, usually distinguishes between source types, and demonstrates preliminary critical exploration of sources.
- **With occasional errors** integrates and synthesizes sources proficiently, distinguishes between own

INQUIRY

Paper/Project Number:

Rater: _____

Please circle the appropriate number.

Performance Outcomes	Strong	Adequate	Marginal	Attempt that fails	No evidence
Has provided an appropriate, focused inquiry question	4	3	2	1	0
Has designed or used appropriate methodology or theoretical framework to investigate the research question	4	3	2	1	0
Has identified and explored existing knowledge relevant to the question	4	3	2	1	0
Has analyzed, evaluated, and synthesized information from multiple, relevant sources	4	3	2	1	0
Has drawn an independent conclusion that integrates new knowledge with previous knowledge	4	3	2	1	0
Effectively communicates findings in a method appropriate to the discipline	4	3	2	1	0

Overall	Strong	Adequate	Marginal	Attempt that fails	No evidence
Inquiry project has a defined focus that uses appropriate methodology or a theoretical framework and provides a clear and thoughtful conclusion based on the inquiry project.	4	3	2	1	0

Inquiry Criteria**Strong:** Consistently does all or most of the following:

- Provides a central question or project focus is clearly defined and appropriate
- Identifies important and relevant issues
- Demonstrates a thorough understanding of context, audience and purpose of the assignment
- Designs and uses an appropriate methodology or theoretical framework
- Connects information to problem and considers alternative ways of approaching question or project and reconciles conflicting evidence
- States clear and thoughtful conclusion that demonstrates solid understanding

Adequate: Does most or many of the following

- Provides a clear and somewhat focused question or project topic
- Identifies key issues
- Demonstrates an adequate understanding of context, audience and purpose of assignment
- Uses some elements of appropriate methodology or theoretical framework
- Integrates knowledge and makes connections
- States an appropriate conclusion

Marginal: Does most or many of the following

- Provides an inquiry question or project that is appropriate but lacking in focus
- States issues in broad manner
- Demonstrates some attention to context, audience, and purpose of assignment
- Uses few elements of appropriate methodological design
- Recognizes some connections in information
- States a conclusion that is somewhat relevant and provides a limited understanding

Attempt that fails: Consistently does all or most of the following

- Provides an inquiry questions or problem that is inappropriate or lacks focus
- Does not show understanding of issues of topic or purpose of assignment
- Does not provide or use a relevant methodology or theoretical framework
- Does not make connections to information
- States a vague or inappropriate conclusion

No evidence: There is no evidence of the performance outcome because the assignment didn't require demonstration of that trait.

Critical Thinking Assessment

Assessment Measure	Result	Data Source
Coverage in the Curriculum		
Coverage in majors	100% of UG majors report that learning outcomes in at least one required course map to this competency.	Curriculum maps in program reviews
Student enrollment in majors		Number of undergraduates who have declared majors in programs with learning outcomes that map to this competency
Student Experience		
<i>How much has your experience at this institution contributed to your knowledge, skills, and personal development in the following areas:</i> Thinking critically and analytically	85% of seniors said "quite a bit" or "very much." Mean 3.3/4.0	Responses to NSSE (2019) from seniors
<i>During the current school year, how often has your coursework emphasized:</i> Forming a new idea or understanding from various pieces of information?	76% of seniors said "quite a bit" or "very much." Mean 3.1/4.0	Responses to NSSE (2019) from seniors
<i>How much has your experience at this institution contributed to your knowledge, skills, and personal development in the following areas:</i> Solving complex real-world problems	64% of seniors said "quite a bit" or "very much." Mean 2.8/4.0	Responses to NSSE (2019) from seniors
<i>For each of the following skills, please indicate how well you believe your education prepared you to:</i> Develop a coherent written argument	78% of graduating seniors said "good" or "excellent." Mean 4.1/5.0	Responses to GSS from graduating seniors
<i>For each of the following skills, please indicate how well you believe your education prepared you to:</i> Apply knowledge and skills to new situations	83% of graduating seniors said "good" or "excellent." Mean 4.2/5.0	Responses to GSS from graduating seniors
<i>For each of the following skills, please indicate how well you believe your education prepared you to:</i> Solve problems in your field using your knowledge and skills	84% of graduating seniors said "good" or "excellent." Mean 4.2/5.0	Responses to GSS from graduating seniors
Assessment Activities		
Result of direct assessment of sampled student work		Annual core competencies assessment event
Program-Level Assessment		
No. of programs assessing program learning outcomes related to this competency		
Assessment results		

Information Literacy Assessment

Assessment Measure	Result	Data Source
Coverage in the Curriculum		
Coverage in majors	100% of UG majors report that learning outcomes in at least one required course map to this competency.	Curriculum maps in program reviews
Student enrollment in majors		Number of undergraduates who have declared majors in programs with learning outcomes that map to this competency
Student Experience		
<i>During the current school year, how often has your coursework emphasized:</i> Evaluating a point of view, decision, or information source?	81% of seniors said “quite a bit” or “very much.” Mean 3.2/4.0 (significant increase over Catholic C&U, Carnegie class, and Carnegie doctoral peers)	Responses to NSSE (2019) from seniors
For each of the following skills, please indicate how well you believe your education prepared you to: Find appropriate sources of information	83% of graduating seniors said “good” or “excellent.” Mean 4.2/5.0	Responses to GSS from graduating seniors
<i>For each of the following skills, please indicate how well you believe your education prepared you to:</i> Evaluate the quality of information	83% of graduating seniors said “good” or “excellent.” Mean 4.2/5.0	Responses to GSS from graduating seniors
Assessment Activities		
Result of direct assessment of sampled student work		Annual core competencies assessment event
Program-Level Assessment		
No. of programs assessing program learning outcomes related to this competency		
Assessment results		

Inquiry Assessment

Assessment Measure	Result	Data Source
Coverage in the Curriculum		
Coverage in majors	100% of majors require students to take at least one inquiry-guided learning in the major	Curriculum maps in program reviews
No. of students taking at least one inquiry-guided learning course	100% of undergraduate students take at least one inquiry-guided learning course.	University requirement
Student Experience		
<i>During the current school year, how often have you:</i> Examined the strengths and weakness of your own views on a topic or issue?	69% of seniors said “often” or “very often.” Mean 2.9/4.0.	Responses to NSSE (2019) from seniors
<i>During the current school year, how often have you:</i> Learned something that changed the way you understand an issue or concept.	71% of seniors said “often” or “very often.” Mean 3.0/4.0	Responses to NSSE (2019) from seniors
<i>During the current school year, how often has your coursework emphasized:</i> Applying facts, theories, or methods to practical problems or new situations?	78% of seniors said “quite a bit” or “very much.” Mean 3.1/4.0	Responses to NSSE (2019) from seniors
<i>During the current school year, how often has your coursework emphasized:</i> Analyzing an idea, experience, or line of reasoning in depth by examining its parts?	79% of seniors said “quite a bit” or “very much.” Mean 3.1/4.0 (significant increase over Carnegie class peers)	Responses to NSSE (2019) from seniors
<i>Which of the following have you done or do you plan to do before you graduate:</i> Work with a faculty member on a research project	24% “done” or “in progress.”	Responses to NSSE (2019) from seniors
<i>For each of the following skills, please indicate how well you believe your education prepared you to:</i> Conduct research to support a position	75% of graduating seniors said “good” or “excellent.” Mean 4.0/5.0	Responses to GSS from graduating seniors
<i>For each of the following skills, please indicate how well you believe your education prepared you to:</i> Use quantitative/qualitative techniques within your professional field	81% of graduating seniors said “good” or “excellent.” Mean 4.1/5.0	Responses to GSS from graduating seniors
<i>For each of the following skills, please indicate how well you believe your education prepared you to:</i> Apply knowledge and skills to new situations	83% of graduating seniors said “good” or “excellent.” Mean 4.2/5.0	Responses to GSS from graduating seniors
Assessment Activities		
Result of direct assessment of sampled student work		Annual core competencies assessment event
Program-Level Assessment		
No. of programs assessing program learning outcomes related to this competency		
Assessment results		

Written Communication Assessment

Assessment Measure	Result	Data Source
Coverage in the Curriculum		
Coverage in majors	100% of UG majors require students to complete at least one writing-intensive-designated course in the major.	University requirement
% of students taking at least one WI course	100% of UG students must complete at least one writing-intensive designated course	University requirement
Student Experience		
<i>How much has your experience at this institution contributed to your knowledge, skills, and personal development in the following areas:</i> Writing clearly and effectively	78% of seniors said “quite a bit” or “very much.” Mean 3.1/4.0	
<i>During the current school year, about how many papers, reports, or other writing tasks of the following lengths have you been assigned?</i> <ul style="list-style-type: none"> • Up to 5 pages • Between 6 and 10 pages • 11 pages or more 	<ul style="list-style-type: none"> • Up to 5 pages – mean 8.5 assignments • Between 6 and 10 pages – mean 4.4 assignments • 11 pages or more – mean 2.6 assignments (significant increase over Catholic C&U and Carnegie doctoral peers) 	Responses to NSSE (2019) from seniors (Values are estimated number of papers, reports, etc.)
Estimated number of assigned pages of student writing	100.4 (Significant increase over Catholic C&U and Carnegie doctoral peers)	(Continuous variable, recoded and summed by NSSE from wrshort, wrmed, and wrlong. Values are estimated pages of assigned writing.)
<i>For each of the following skills, please indicate how well you believe your education prepared you to:</i> Develop a coherent written argument	78% of graduating seniors said “good” or “excellent.” Mean 4.1/5.0	Responses to GSS from graduating seniors
Assessment Activities		
Result of direct assessment of sampled student work		Annual core competencies assessment event
Program-Level Assessment		
No. of programs assessing program learning outcomes related to this competency		
Assessment results		