Demographics

This form is designed to measure progress we have made in the **last academic year (2023-2024)** toward creating a culture of evidence about student learning. It will also help to identify areas within the University that can provide examples of 'best practices' to other areas, and identify areas that may need additional assistance or resources.

Please complete this survey by **Friday, November 15th.** If you have any questions about the survey, please contact Russell Mayer at russell.mayer@lmu.edu.

College, School, or Unit:

- ○ Bellarmine College of Liberal Arts
- ○ College of Business Administration
- ○ College of Communication and Fine Arts
- ○ Loyola Law School
- ○ Seaver College of Science and Engineering
- ○ School of Education
- ○ School of Film and Television
- ○ University Core Curriculum

Department (if applicable):

[   ]

Program:

[   ]

Degree offered:

Other (please specify):
[   ]

BA	BBA	BS	BSE	EdD	MA	MAT	MBA	MFA	MS	MSA	MSE
○	○	○	○	○	○	○	○	○	○	○	○

○ (Other)

Name of person completing this form:

[   ]

Is this your first time completing the EEI for your program?

○ Yes

○ No

○ Not sure/don't recall

Who is responsible for leading your program's assessment efforts?

○ A faculty member (other than the chair or director). Name:

[   ]

○ A committee led by a faculty member (other than the chair or director). Name:

[   ]

○ A committee led by department chair or program director. Name:

[   ]

○ The department chair or program director. Name: [   ]

○ Other (please specify): [   ]

Student Learning Outcomes

Please indicate if your program completed any of the following activities during the 2023-2024 academic year (check all that apply). If necessary, you can refer to the curriculum map, assessment plan, and assessment schedule at the Box link provided with the survey to determine whether your program made any of the changes described below.

☐ Added or revised one or more of your program learning outcomes

☐ Made or updated your curriculum map (Click here for a reference curriculum map template)

☐ Made or modified your assessment plan (Click here for a reference assessment plan template)

☐ Made or modified your assessment schedule (Click here for a reference assessment schedule template)

☐ My program did not complete any of these steps.

Please list your program's new or revised student learning outcomes here. You can copy and paste into the text box.

[   ]

Where are your learning outcomes published? Please check all that apply.

- ☐ Bulletin
- ☐ Department website
- ☐ Brochures or other printed materials
- ☐ Course syllabi
- ☐ Published in another place. Please specify:
  [   ]
- ☐ Not published

How many learning outcomes did your program examine in the 2023-2024 academic year? This could mean that you developed a tool to assess learning (e.g., rubrics, exam items), collected evidence of student learning (e.g., completed exam items, survey items, scores from a rubric you applied to student work, etc.), analyzed collected evidence, discussed findings, and/or made decisions about how to improve student learning based on what you learned.

- ○ 0
- ○ 1
- ○ 2
- ○ 3
- ○ 4
- ○ more than 4

First SLO

Please type in the first student learning outcome you examined during the 2023-2024 academic year.

[   ]

What did you do to examine this learning outcome during the 2023-2024 academic year? Please check all that apply.

☐ Developed a tool to measure learning (e.g., wrote exam items, created a rubric, developed a survey, etc.)

☐ Collected evidence of student learning (e.g., exam items, applied a rubric to student work, survey, etc.).

☐ Analyzed evidence. By this we mean that you created a qualitative or quantitative summary of evidence you collected.

☐ Discussed and interpreted the analyzed evidence.

Which of the following best describes any changes you decided to make during the 2023-24 academic year based on your assessment findings?

☐ We have not gotten to the point of examining our assessment findings and are not ready to make changes yet

☐ We have decided to make changes based on our assessment findings

☐ We have begun the process of making changes based on our assessment findings

☐ We have completed the process of making changes based on our assessment findings

If you have decided to make a change, are in the process of making a change, or have completed the process of making a change, please describe what the change was below.

What type of tool(s) did you develop to measure learning for this outcome? Please check all that apply.

☐ Exam items

☐ Rubric

☐ Survey questions

☐ Interview questions

☐ Other. Please describe:

What type(s) of evidence of student accomplishment of this outcome did you utilize for assessment during the 2023-2024 academic year? Please check all that apply.

☐ Portfolios

- ☐ Specific work product from capstone course (e.g., thesis paper)
- ☐ Specific performance or presentation from capstone course
- ☐ Student work product from non-capstone course
- ☐ Specific performance or presentation from non-capstone course
- ☐ Exam created by department faculty and taken by students
- ☐ Standardized exam (e.g., GRE, LSAT) taken by students
- ☐ Exit interviews were completed with students
- ☐ Student surveys created by department faculty and completed by students
- ☐ Standardized student surveys (e.g., EBI) were completed by students
- ☐ Alumni surveys
- ☐ Employer surveys
- ☐ Other, please specify the type of evidence: [_____]

What did you learn from the evidence about student accomplishment of this outcome?

[   ]

As a result of what you learned, what action(s) did your program recommend for improving student learning? Please check all that apply.

Please briefly describe the details of each action you recommended.

- ☐ Course-level changes (e.g., syllabus, content, pedagogy). Please describe change:
  [_____]

- ☐ Changes to the curriculum (e.g., course sequencing, add or delete course). Please describe change: [_____]

- ☐ Staffing change (e.g., faculty hire). Please describe change:
  [_____]

- ☐ Changes to learning outcomes. Please describe change:
  [_____]

☐ Changes to the assessment methods used (e.g., revised rubric, added exam). Please describe change:

[   ]

☐ Changes to student advising. Please describe change:

[   ]

☐ Changes to faculty mentoring process. Please describe change:

[   ]

☐ Determine resource allocation. Please describe change:

[   ]

☐ Other. Please describe change:

[   ]

☐ None. Please explain why no changes were made:

[   ]

Second SLO

Please type in the second student learning outcome you examined during the 2023-2024 academic year.

[   ]

What did you do to examine this learning outcome during the 2023-2024 academic year? Please check all that apply.

☐ Developed a tool to measure learning (e.g., wrote exam items, created a rubric, developed a survey, etc.)

☐ Collected evidence of student learning (e.g., exam items, applied a rubric to student work, survey, etc.).

☐ Analyzed evidence. By this we mean that you created a qualitative or quantitative summary of evidence you collected.

☐ Discussed and interpreted the analyzed evidence.

Which of the following best describes any changes you decided to make during the 2023-24 academic year based on your assessment findings?

☐ We have not gotten to the point of examining our assessment findings and are not ready to make changes yet

☐ We have decided to make changes based on our assessment findings

☐ We have begun the process of making changes based on our assessment findings

☐ We have completed the process of making changes based on our assessment findings

If you have decided to make a change, are in the process of making a change, or have completed the process of making a change, please describe what the change was below.

[   ]

What type of tool(s) did you develop to measure learning for this outcome? Please check all that apply.

☐ Exam items

☐ Rubric

☐ Survey questions

☐ Interview questions

☐ Other. Please describe: [   ]

What type(s) of evidence of student accomplishment of this outcome did you utilize for assessment during the 2023-2024 academic year? Please check all that apply.

☐ Portfolios

☐ Specific work product from capstone course (e.g., thesis paper)

☐ Specific performance or presentation from capstone course

☐ Student work product from non-capstone course

☐ Specific performance or presentation from non-capstone course

☐ Exam created by department faculty and taken by students

☐ Standardized exam (e.g., GRE, LSAT) taken by students

☐ Exit interviews were completed with students

☐ Student surveys created by department faculty and completed by students

☐ Standardized student surveys (e.g., EBI) were completed by students

☐ Alumni surveys

☐ Employer surveys

☐ Other, please specify the type of evidence: [   ]

What did you learn from the evidence about student accomplishment of this outcome?

[   ]

As a result of what you learned, what action(s) did your program recommend for improving student learning? Please check all that apply.

Please briefly describe the details of each action you recommended.

☐ Course-level changes (e.g., syllabus, content, pedagogy). Please describe change:

[   ]

☐ Changes to the curriculum (e.g., course sequencing, add or delete course). Please describe change: [   ]

☐ Staffing change (e.g., faculty hire). Please describe change:

[   ]

☐ Changes to learning outcomes. Please describe change:

[   ]

☐ Changes to the assessment methods used (e.g., revised rubric, added exam). Please describe change: [   ]

☐ Changes to student advising. Please describe change:

[   ]

☐ Changes to faculty mentoring process. Please describe change:

[   ]

☐ Determine resource allocation. Please describe change:

[   ]

☐ Other. Please describe change:

[   ]

☐ None. Please explain why no changes were made:

[   ]

Third SLO

Please type in the third learning outcome you examined during the 2023-2024 academic year.

What did you do to examine this learning outcome during the 2023-2024 academic year? Please check all that apply.

☐ Developed a tool to measure learning (e.g., wrote exam items, created a rubric, developed a survey, etc.)

☐ Collected evidence of student learning (e.g., exam items, applied a rubric to student work, survey, etc.).

☐ Analyzed evidence. By this we mean that you created a qualitative or quantitative summary of evidence you collected.

☐ Discussed and interpreted the analyzed evidence.

Which of the following best describes any changes you decided to make during the 2023-24 academic year based on your assessment findings?

☐ We have not gotten to the point of examining our assessment findings and are not ready to make changes yet

☐ We have decided to make changes based on our assessment findings

☐ We have begun the process of making changes based on our assessment findings

☐ We have completed the process of making changes based on our assessment findings

If you have decided to make a change, are in the process of making a change, or have completed the process of making a change, please describe what the change was below.

What type of tool(s) did you develop to measure learning for this outcome? Please check all that apply.

☐ Exam items

☐ Rubric

☐ Survey questions

☐ Interview questions

☐ Other. Please describe: [   ]

What type(s) of evidence of student accomplishment of this outcome did you utilize for assessment during the 2023-2024 academic year? Please check all that apply.

☐ Portfolios

☐ Specific work product from capstone course (e.g., thesis paper)

☐ Specific performance or presentation from capstone course

☐ Student work product from non-capstone course

☐ Specific performance or presentation from non-capstone course

☐ Exam created by department faculty and taken by students

☐ Standardized exam (e.g., GRE, LSAT) taken by students

☐ Exit interviews were completed with students

☐ Student surveys created by department faculty and completed by students

☐ Standardized student surveys (e.g., EBI) were completed by students

☐ Alumni surveys

☐ Employer surveys

☐ Other, please specify the type of evidence: [   ]

What did you learn from the evidence about student accomplishment of this outcome?

[   ]

As a result of what you learned, what action(s) did your program recommend for improving student learning? Please check all that apply.

Please briefly describe the details of each action you recommended.

☐ Course-level changes (e.g., syllabus, content, pedagogy). Please describe change:
[   ]

☐ Changes to the curriculum (e.g., course sequencing, add or delete course). Please describe change:

☐ Staffing change (e.g., faculty hire). Please describe change:

☐ Changes to learning outcomes. Please describe change:

☐ Changes to the assessment methods used (e.g., revised rubric, added exam). Please describe change:

☐ Changes to student advising. Please describe change:

☐ Changes to faculty mentoring process. Please describe change:

☐ Determine resource allocation. Please describe change:

☐ Other. Please describe change:

☐ None. Please explain why no changes were made:

Fourth SLO

Please type in the fourth learning outcome you examined during the 2023-2024 academic year.

What did you do to examine this learning outcome during the 2023-2024 academic year? Please check all that apply.

☐ Developed a tool to measure learning (e.g., wrote exam items, created a rubric, developed a survey, etc.)

☐ Collected evidence of student learning (e.g., exam items, applied a rubric to student work, survey, etc.).

☐ Analyzed evidence. By this we mean that you created a qualitative or quantitative summary of evidence you collected.

☐   Discussed and interpreted the analyzed evidence.

Which of the following best describes any changes you decided to make during the 2023-24 academic year based on your assessment findings?

☐   We have not gotten to the point of examining our assessment findings and are not ready to make changes yet

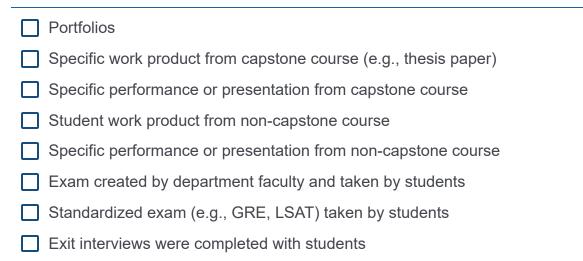☐   We have decided to make changes based on our assessment findings

☐   We have begun the process of making changes based on our assessment findings

☐   We have completed the process of making changes based on our assessment findings

If you have decided to make a change, are in the process of making a change, or have completed the process of making a change, please describe what the change was below.

[   ]

What type of tool(s) did you develop to measure learning for this outcome? Please check all that apply.

☐   Exam items

☐   Rubric

☐   Survey questions

☐   Interview questions

☐   Other. Please describe: [   ]

What type(s) of evidence of student accomplishment of this outcome did you utilize for assessment during the 2023-2024 academic year? Please check all that apply.

☐   Portfolios

☐   Specific work product from capstone course (e.g., thesis paper)

☐   Specific performance or presentation from capstone course

☐   Student work product from non-capstone course

☐   Specific performance or presentation from non-capstone course

☐   Exam created by department faculty and taken by students

☐   Standardized exam (e.g., GRE, LSAT) taken by students

☐   Exit interviews were completed with students

☐ Student surveys created by department faculty and completed by students

☐ Standardized student surveys (e.g., EBI) were completed by students

☐ Alumni surveys

☐ Employer surveys

☐ Other, please specify the type of evidence: [   ]

What did you learn from the evidence about student accomplishment of this outcome?

[   ]

As a result of what you learned, what action(s) did your program recommend for improving student learning? Please check all that apply.

Please briefly describe the details of each action you recommended.

☐ Course-level changes (e.g., syllabus, content, pedagogy). Please describe change:
[   ]

☐ Changes to the curriculum (e.g., course sequencing, add or delete course). Please describe change: [   ]

☐ Staffing change (e.g., faculty hire). Please describe change:
[   ]

☐ Changes to learning outcomes. Please describe change:
[   ]

☐ Changes to the assessment methods used (e.g., revised rubric, added exam). Please describe change: [   ]

☐ Changes to student advising. Please describe change:
[   ]

☐ Changes to faculty mentoring process. Please describe change:
[   ]

☐ Determine resource allocation. Please describe change:
[   ]

☐   Other. Please describe change:

[   ]

☐   None. Please explain why no changes were made:

[   ]

5 or more SLO

Please type or paste in a list of all the student learning outcomes you examined during the 2023-2024 academic year.

[   ]

What did you do to examine this learning outcome during the 2023-2024 academic year? Please check all that apply.

☐   Developed a tool to measure learning (e.g., wrote exam items, created a rubric, developed a survey, etc.)

☐   Collected evidence of student learning (e.g., exam items, applied a rubric to student work, survey, etc.).

☐   Analyzed evidence. By this we mean that you created a qualitative or quantitative summary of evidence you collected.

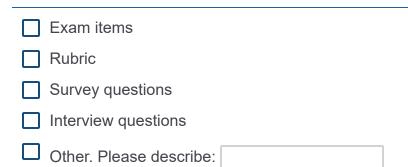☐   Discussed and interpreted the analyzed evidence.

Which of the following best describes any changes you decided to make during the 2023-24 academic year based on your assessment findings?

☐   We have not gotten to the point of examining our assessment findings and are not ready to make changes yet

☐   We have decided to make changes based on our assessment findings

☐   We have begun the process of making changes based on our assessment findings

☐   We have completed the process of making changes based on our assessment findings

If you have decided to make a change, are in the process of making a change, or have completed the process of making a change, please describe what the change was below.

[   ]

What type of tool(s) did you develop to measure learning for this outcome? Please check all that apply.

☐ Exam items

☐ Rubric

☐ Survey questions

☐ Interview questions

☐ Other. Please describe: [   ]

What type(s) of evidence of student accomplishment of this outcome did you utilize for assessment during the 2023-2024 academic year? Please check all that apply.

☐ Portfolios

☐ Specific work product from capstone course (e.g., thesis paper)

☐ Specific performance or presentation from capstone course

☐ Student work product from non-capstone course

☐ Specific performance or presentation from non-capstone course

☐ Exam created by department faculty and taken by students

☐ Standardized exam (e.g., GRE, LSAT) taken by students

☐ Exit interviews were completed with students

☐ Student surveys created by department faculty and completed by students

☐ Standardized student surveys (e.g., EBI) were completed by students

☐ Alumni surveys

☐ Employer surveys

☐ Other, please specify the type of evidence: [   ]

What did you learn from the evidence about student accomplishment of this outcome?

[ ]

As a result of what you learned, what action(s) did your program recommend for improving student learning? Please check all that apply.

Please briefly describe the details of each action you recommended.

☐ Course-level changes (e.g., syllabus, content, pedagogy). Please describe change:

[ ]

☐ Changes to the curriculum (e.g., course sequencing, add or delete course). Please describe change: [ ]

☐ Staffing change (e.g., faculty hire). Please describe change:

[ ]

☐ Changes to learning outcomes. Please describe change:

[ ]

☐ Changes to the assessment methods used (e.g., revised rubric, added exam). Please describe change: [ ]

☐ Changes to student advising. Please describe change:

[ ]

☐ Changes to faculty mentoring process. Please describe change:

[ ]

☐ Determine resource allocation. Please describe change:

[ ]

☐ Other. Please describe change:

[ ]

☐ None. Please explain why no changes were made:

[ ]

Discussions and Reporting

Who discussed assessment planning and results in your program during the 2023-2024 academic year? Please check all that apply.

☐ A committee of program faculty

☐ The program faculty as a whole

☐ School or college curriculum and assessment committee or assessment committee

☐ Other type of school, college, or divisional committee

☐ An advisory board

☐ Other (please specify) [   ]

☐ No one discussed assessment planning and results in 2022-2023

How often did these discussions take place?

○ More than once a semester

○ Once a semester

○ Once during the 2023-2024 academic year

During the past academic year, to whom did you report your assessment findings? Please check all that apply.

☐ The program faculty

☐ The department faculty

☐ The Dean's Office

☐ The Office of Educational Effectiveness & Assessment

☐ An advisory board

☐ Academic Planning and Review Committee (APRC)

☐ Students

☐ Accreditation agency

☐ Other (please specify) [   ]

☐ We did not report any assessment findings in 2023-2024

Final thoughts

Is there anything else you would like to share regarding your program's learning outcomes assessment?

[text area]

One final note: the Office of Assessment is in the process of building a repository of rubrics for the campus and needs your help. Faculty regularly ask us for examples of rubrics, so we decided it would be helpful to develop a repository that will be accessible to all faculty through a shared Box folder.

If you have any examples of rubrics that you are willing to share, please upload it below.

To help your colleagues best understand and be able to use your rubric, for each please provide the following information:

- Program and/or course that the rubric comes from
- Level it was used for (e.g., freshmen course, capstone course)
- Learning outcome(s) it helped you understand
- Type of assignment it was applied to (e.g., paper, presentation) or the actual assignment it was applied to (optional information, but really can be helpful)
- If you are willing to be contacted about the rubric, your contact information

Please let us know if you would like more information about this project.

If you have a rubric you'd like to share, please upload it here. (If the rubric was created in Brightspace, please upload a screenshot of the rubric, if possible.)

If you have uploaded a rubric, please share the following information.

Program or course the rubric came from	
Level rubric was used for (e.g., freshmen course, capstone course)	
Learning outcome(s) the rubric helped you understand	
Type of assignment it was applied to (e.g., paper, presentation)	
Your contact information (optional)	

Mapping Grad and Undergrad PLOs

Is your program undergraduate or graduate?

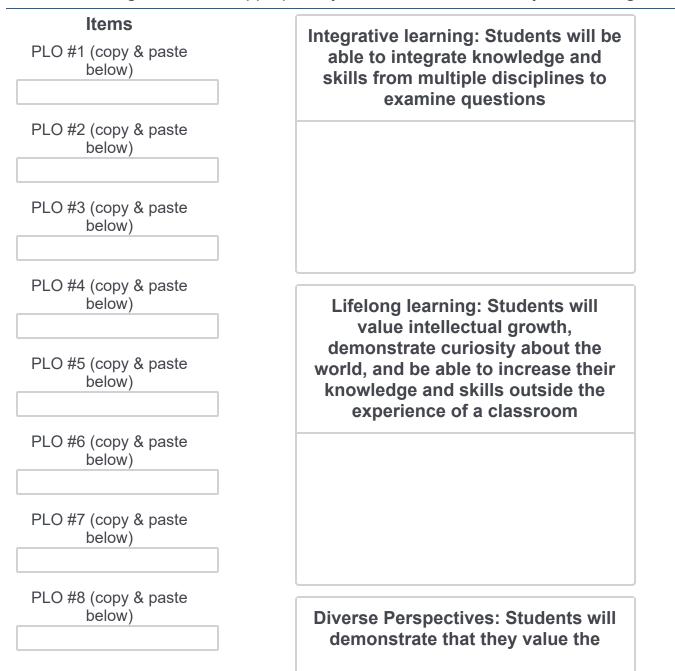Undergraduate   Graduate
○   ○

In the boxes to the left, please copy and paste the full list of your program's learning outcomes. Whether you have examined them or not in the 2023-24 academic year, please include **every** learning outcome for your program (as you would see it listed in the university bulletin).

Once you have filled out all of your learning outcomes, place them in the corresponding boxes on the right that most appropriately describes the theme of your learning outcome.

Items

PLO #1 (copy & paste below)

| |

PLO #2 (copy & paste below)

| |

PLO #3 (copy & paste below)

| |

PLO #4 (copy & paste below)

| |

PLO #5 (copy & paste below)

| |

PLO #6 (copy & paste below)

| |

PLO #7 (copy & paste below)

| |

PLO #8 (copy & paste below)

| |

Integrative learning: Students will be able to integrate knowledge and skills from multiple disciplines to examine questions

Lifelong learning: Students will value intellectual growth, demonstrate curiosity about the world, and be able to increase their knowledge and skills outside the experience of a classroom

Diverse Perspectives: Students will demonstrate that they value the

PLO #9 (copy & paste below)

PLO #10 (copy & paste below)

richness afforded by multiple perspectives

Teamwork skills: Students will participate effectively in team problem-solving and decision-making situations

Creative and critical thinking: Students will be able to ask questions, solve problems and produce works through the innovation of ideas and concepts and by developing and justifying solutions through critical evaluation and analysis

Written communication: Students will effectively express information in writing using conventions and forms appropriate to the intended audience

Oral communication: Students will effectively express information orally using conventions and forms appropriate to the intended audience
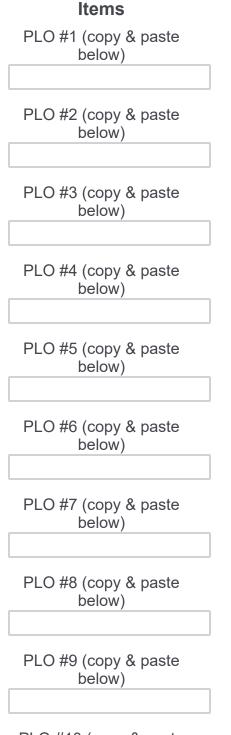
Quantitative literacy: Students will be able to comprehend, create and communicate arguments supported by quantitative evidence

Information literacy: Students will be able to identify information needs, locate and access relevant information and critically evaluate a diverse array of sources

In the boxes to the left, please copy and paste the full list of your program's learning outcomes. Whether you have examined them or not in the 2023-24 academic year, please include **every** learning outcome for your program (as you would see it listed in the university bulletin).

Once you have filled out all of your learning outcomes, place them in the corresponding boxes on the right that most appropriately describes the theme of your learning outcome.

Items

PLO #1 (copy & paste below)

PLO #2 (copy & paste below)

PLO #3 (copy & paste below)

PLO #4 (copy & paste below)

PLO #5 (copy & paste below)

PLO #6 (copy & paste below)

PLO #7 (copy & paste below)

PLO #8 (copy & paste below)

PLO #9 (copy & paste below)

PLO #10 (copy & paste below)

Analytical Inquiry: Students examine, probe and grasp the assumptions and conventions of the discipline. Students synthesize, combine, formulate, evaluate and reconstruct complex information and ideas. Students disaggregate complex ideas, reformulate them and adapt them in ways that advance disciplinary understanding

Research Skills: Students master the skills needs for rigorous inquiry and the creation of new knowledge according to disciplinary standards. Student acquire the technical competencies needed attain this outcome

Integration & Application: Students connect and combine ideas, information and perspectives to synthesize and transfer learning to new and complex situation in the processes of discovery innovation, and creative problem solving

Diversity, Equity, & Inclusion: Students are mindful of diverse perspectives, and value and support the creation of equitable and inclusive environments

Social Justice: Students use disciplinary skills to address issues of systemic oppression and marginalization and find ways to remedy injustice

Collaboration: Students participate effectively in, support and facilitate

team problem-solving and decision-making situations

Disciplinary Knowledge: Students demonstrate a deep understanding of the history of the discipline, the contributions of important figures in the discipline, and the evolution of disciplinary paradigms and current theories