
A Guide to the University Learning Goals: Mission in Action



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TABLE OF CONTENTS

1	History of the Goals
2	Mission, Vision, & Core Values
3	The Goals
	Intellect
	Character
	Leadership
	Service

HISTORY OF THE GOALS

The University Learning Goals were created through a cross-divisional, collaborative process undertaken through the Provost's Council, a group consisting of faculty representatives and leadership from Student Affairs, Academic Affairs, Mission and Identity, Diversity and Inclusion, Academic Advising, Budget, and Enrollment. The University Learning Goals were formed by aligning the goals developed previously—but separately—in Student Affairs and Academic Affairs and then situating them in the context of John Carroll University's mission to inspire “individuals to excel in learning, leadership, and service in the region and in the world.”

The goals were discussed by the entire University community at a community forum on January 21, 2015. The entire campus community reviewed and provided feedback on these goals, which were approved by the Provost's Council on February 11, 2015. On April 23, 2015, the President affirmed his acceptance of the community-designed learning goals. All program-level learning goals in all divisions (e.g., Academic Affairs, Student Affairs, Campus Ministry) are aligned with the University Learning Goals that encapsulate the totality of the student learning experience at the institution, i.e., learning that occurs in courses, academic degree programs, academic support units, student support units, extra- and co-curricular programs, and the Integrative Core Curriculum.

Nine specific academic learning goals (now part of the University Learning Goals) had been previously adopted by faculty vote to serve as the guiding principles of the new Integrative Core Curriculum and of undergraduate majors, minors, and concentrations. The seven Graduate Learning Goals were derived from the Academic Learning Goals and expanded to reflect the depth of knowledge and advanced skills expected of graduate students in the various disciplines.

MISSION, VISION, & CORE VALUES

Vision:

John Carroll University will graduate individuals of intellect and character who lead and serve by engaging the world around them and around the globe.

Mission:

As a Jesuit Catholic university, John Carroll inspires individuals to excel in learning, leadership, and service in the region and in the world.

Core Values:

The University's core values include a commitment to learning in order to create:

- An environment of inquiry which embraces Jesuit Catholic education as a search for truth where faith and reason complement each other in learning. In pursuit of our educational mission, the University welcomes the perspectives and participation in our mission of faculty, staff, students, and alumni, of all faiths and of no faith.
- A rigorous approach to scholarship that instills in our graduates the knowledge, eloquence, sensitivity, and commitment to embrace and to live humane values.
- A campus committed to the intellectual, spiritual, emotional, and physical development of each student.
- An inclusive community where differing points of view and experience are valued as opportunities for mutual learning.
- A culture of service and excellence that permeates every program and office.
- A commitment to sharing our gifts in service to each other and the community.
- A campus that responds to demographic, economic, and social challenges.
- An appreciation that our personal and collective choices can build a more just world.

THE UNIVERSITY LEARNING GOALS

Preamble:

The vision of Jesuit higher education for the twenty-first century is to graduate individuals with a well-educated solidarity who are contemplatives in action—morally responsible, aware of the fundamental challenges facing the modern world, with a depth of knowledge and strength of character to work creatively and compassionately for a more just and humane society. Within this vision, a John Carroll education is distinguished by respect and care for the whole person (*cura personalis*), innovative teaching, and integrated learning across the entire student experience. A commitment to excellence and academic rigor animates our way of proceeding—graduating individuals of intellect and character who lead and serve by engaging the world around them and around the globe.

We express this commitment in terms of the following four university learning goals informed by our Jesuit, Catholic heritage:

Intellect

John Carroll students will be transformed by an integrative curriculum, in-depth study within their program(s) of study, and applied learning to fully realize their potential to enrich the world. To achieve this level of engaged learning, our students will:

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

Character

John Carroll students will develop a holistic awareness of self and others, acting with integrity and moral purpose for the good of society. Amidst a diverse community of learners and inspired by the Ignatian tradition of finding God in all things, our students will:

- Cultivate a habit of reflection
- Understand, value, and respect their own and others' talents, unique characteristics, and socio-cultural identities
- Develop a personal belief system that is inspired by Ignatian values such as rigor, generosity, gratitude, inclusivity, solidarity, and a desire for the greater good
- Practice mature decision making and care for the whole person
- Act competently in a global and diverse world

Leadership

John Carroll students will recognize themselves as agents of positive change with and for others. Integrating faith and reason to meet the world's needs through ethical leadership, our students will:

- Claim their identities as discerning leaders
- Apply a framework for examining ethical dilemmas
- Employ leadership and collaborative skills
- Live responsibly in accord with their personal belief system

Service

John Carroll students will advocate for social justice through responsible service in their local, national, and global communities. Informed by our collective faith traditions, prepared by scholarship, and in solidarity with the poor and the marginalized, our students will:

- Understand and promote social justice
- Work actively toward creating a more inclusive, welcoming, and just community
- Serve in their communities as engaged citizens and advocates

INTELLECT

John Carroll students will be transformed by an integrative curriculum, in-depth study within their program(s) of study, and applied learning to fully realize their potential to enrich the world. To achieve this level of engaged learning, our students will:

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





Develop Habits of Critical Analysis & Aesthetic Appreciation

141 distinct program-level learning goals (from 86 distinct assessment plan documents) align with this University Learning Goal.

Majors, Minors, and Concentrations

Art History: Be able to *locate, interpret, and analyze* primary and secondary sources relevant to solving research problems in the visual arts. *Demonstrate* a knowledge of vocabulary specific to the visual arts and develop a proficiency in visual literacy that will prepare them for graduate study and/or careers in the visual arts, architecture, the media, and related fields. *Engage* with the curatorial and institutional dimensions of art collections and exhibitions by studying at local cultural institutions, including the Cleveland Museum of Art and the Cleveland Museum of Contemporary Art. *Recognize and understand* major artists and monuments of world art, and *be able to identify* the characteristics and distinguishing features of works of art and architecture in their historical and cultural settings. They will learn to *make comparisons* across cultures and time periods, leading to an understanding of art and culture within a global context. *Recognize, understand, and apply* critical, theoretical, and methodological approaches to the history of representation understood within broader socio-cultural and interdisciplinary perspectives. (capstone)

Biology *Use* an empirical approach to evaluate biological phenomena. (course assignments)

Cell and Molecular Biology: *Use* an empirical approach to evaluate biological phenomena. (course assignments)

Chemistry: *Demonstrate* competency in the laboratory skills necessary to *acquire, analyze and interpret* experimental results. (lab assignments)

Education (Initial Teacher Licensure): *Creates* a learning environment that encourages social interaction, active engagement, and self-motivation. *Demonstrates* flexibility, responsiveness, and persistence in adapting to diverse learners. *Grows and develops* professionally. *Plans* instruction based on knowledge of subject matter, students, the community, and curriculum goals. *Reflects* upon professional practices. *Understands and uses* a variety of instructional strategies; *designs* coherent instruction. *Understands and uses* formative and summative assessment approaches and strategies. *Understands* the central concepts, tools of inquiry, competing perspectives, and the structure of the disciplines taught. *Uses* knowledge of communication techniques to foster active inquiry, collaboration, and supportive interaction. (course assignments, other unit measures)

Environmental Science: *Collect and analyze* scientific data and communicate its importance through effective oral and written presentation. *Use* critical thinking to evaluate and interpret biological and environmental phenomena. (course assignments)

Exercise Science: *Possess* knowledge in applied settings; of health, lifestyle wellness, lifestyle disabilities and working with diverse populations; of organization, leadership and planning for



a variety of situations; of research and the appropriate use of research in papers, projects, and for problem-solving and critical thinking. (course assignments)

Humanities (undergraduate): *Be able to locate, interpret, and analyze* primary and secondary sources relevant to solving research problems in the visual arts. *Demonstrate* a knowledge of vocabulary specific to the visual arts and develop a proficiency in visual literacy that will prepare them for graduate study and/or careers in the visual arts, architecture, the media, and related fields. *Engage* with the curatorial and institutional dimensions of art collections and exhibitions by studying at local cultural institutions, including the Cleveland Museum of Art and the Cleveland Museum of Contemporary Art. *Integrate* the knowledge of various Humanities disciplines in a unique fashion by creating, with the supervision of a faculty advisor, a self-designed major that integrates coursework from the following areas: Art History, Literature, History, Theology and Religious Studies, and/or Philosophy. *Recognize* and *understand* major artists and monuments of world art, and *be able to identify* the characteristics and distinguishing features of works of art and architecture in their historical and cultural settings. They will *learn to make* comparisons across cultures and time periods, leading to an understanding of art and culture within a global context. *Recognize, understand, and apply* critical, theoretical, and methodological approaches to the history of representation understood within broader socio-cultural and interdisciplinary perspectives. (capstone)

Physics (B.A.): *Apply* mathematical, analytical, computational, and experimental skills to *model* the behavior of physical systems, solve a wide range of physics problems, *design* and *conduct* experiments to measure and interpret physical phenomena, and to *critically evaluate* scientific results and arguments, both of their own and that of others. (course assignments)

Pre-Medical Post-Baccalaureate Program: *Demonstrate* readiness for medical or other professional health care schools by completing course requirements for admission to such programs. (MCAT/acceptance)

Professional Healthcare Preparation Minor: *Communicate* effectively to patients and peers. *Integrate* leadership and ethical perspectives with the practice of medicine. *Manage* practical and business aspects of health care. (portfolio)

Psychology: *Demonstrate* mastery of the experimental method and statistical analysis as practiced by psychologists (course assignments, Major Field Test)

Sociology and Criminology: *Develop* critical sociological thinking skills in reasoning, theoretical analysis, interpretation of research findings, and the general ability to separate fact from misinformation and rhetorical manipulation in order to engage the institutions and cultures of the multiple societies in this global community. (course assignment, Major Field Test)

Sports Studies: Possess knowledge in a professional internship setting in Sports Administration, Coaching, or working with diverse populations through planning, organization, decision-making, reflection, oversight and implementation of rules, policies and procedures; of Organization, Leadership and Planning for a variety of situations; of research and the appropriate use of research in papers, projects, and for problem-solving and critical thinking; of working with diverse populations within multiple types of sports administration, and sports-related settings and provide evidence of their ability to be an effective leader; related to the collection and interpretation of data and the effective use of data-driven decision-making in an ethical and moral manner with attention to the decision-making process and its



impact on others (e.g., employees, those being served, and the broader community). (course assignments)

Other Programs

Program: Goal with *verbs*. (selected measures)

Arrupe Scholars Program: *Develop* their intellectual curiosity (essays)

Center for Service and Social Action: *Apply* and *deepen* knowledge through engaged experiential learning (Reflection, Student Assessment Tool)

Pre-Health Professions: *Demonstrate understanding* that health careers are service careers, requiring skills involving critical analysis, communication, leadership, collaboration, cultural competency, and creative thinking. *Understand* the variety of careers in healthcare and pathways to access those careers, including program prerequisites, standardized tests needed, and application processes and explain why the chosen career path is personally appropriate. (course assignments, HPAC Application)

The following large-scale assessment measures provide information about this learning goal: *HERI Your First College Year, College Senior Survey; National Survey of Student Engagement.*

CRITICAL ANALYSIS

Integrative Core Curriculum

Foundational Competency in Written Expression: Students will *develop* and *support* an argument appropriate to context, audience, and purpose.

Foundational Competency in Oral Expression: Student will *articulate* a defensible thesis in argumentative, informative and persuasive speeches; *support* the speeches with appropriate, credible evidence; *understand* differences in audiences and occasions and *adapt* the content, structure, language choice and delivery of the presentation appropriately; and *develop* critical listening skills for the purpose of evaluating presentations.

Foundational Competency in Quantitative Analysis: Students will *find* and *pose* precise questions that can be appropriately analyzed by quantitative methods; *draw* inference from data; *represent* data; and *think critically* about quantitative statements.

Foundational Competency in Technological/Informational Literacy: Students will *access* and *understand* different types of sources and *use* them appropriately.

Integrated Courses—Engaging the Global Community: In their writing, students will *develop* and *support* an argument appropriate to context, audience, and purpose.

Integrated Courses—Linked Courses: Students will *identify* and *understand* the fundamental elements of a problem or question to be considered critically; students will *interpret* relevant evidence. In their writing, students will *develop* and *support* an argument appropriate to context, audience, and purpose.



Jesuit Heritage—Creative and Performing Arts: Students will *demonstrate* the ability to analyze multiple forms of expression (such as oral, written, digital, or visual); and *develop* critical thinking skills.

Jesuit Heritage—Philosophy (Knowledge & Reality): Students will *identify* and *understand* the fundamental elements of a problem; *demonstrate* the ability to analyze multiple forms of expression (such as oral, written, digital, or visual); and *develop* critical thinking skills.

Jesuit Heritage—Theology and Religious Studies: Students will *critically analyze* the culturally and globally diverse dimensions of religious experiences as expressed in sacred texts, art, ritual practice, and ethical commitments.

Requirements in the Major—Additional Writing: Students will *develop* and *support* an argument appropriate to context, audience, and purpose.

Student learning in the Core is assessed by examination of course-specific assignments, chosen by instructors, by both instructors and members of Core subcommittees using Core rubrics.

Majors, Minors, and Concentrations

Biology: *Use* an empirical approach to evaluate biological phenomena. (course assignments)

Catholic Studies: *Think critically* about Catholicism by a) *assessing* the strengths and weaknesses of theological and historical arguments; b) *examining critically* core texts, works of literature, or works of art that originate in the Catholic intellectual and cultural traditions; c) *employing* these sources properly in fashioning their own understanding of Catholicism. (course assignments)

Cell and Molecular Biology: *Use* an empirical approach to evaluate biological phenomena. (course assignments)

Chemistry: *Apply* their integrative knowledge of chemistry to *solve* problems (exams)

Classical Languages: *Apply* critical analysis and aesthetic appreciation (capstone)

Classical Studies: *Apply* critical analysis and aesthetic appreciation. (capstone)

Computer Science: *Develop* problem-solving and critical thinking skills and use these skills to solve complex computing problems. (capstone, portfolio, course assignments)

East Asian Studies: *Analyze* an East Asian society from at least three disciplinary perspectives (including, but not limited to, anthropology, art history, economics, history, literature and the arts, political science, religious studies and sociology). *Articulate* the political, economic, and sociocultural relationships among East Asian nations and between the East Asia and other regions. *Identify* common elements of the East Asian region, as well as differences within the region based on society and culture. (capstone, course assignments)

English (Creative Writing concentration): *Produce* written analyses of literary texts that demonstrate awareness of audience, organizational sophistication, and clear argumentation. *Read* texts with active, critical skill to form and articulate accomplished interpretations of those texts. *Recognize* the employment and contextual use of the formal elements of language and genre. (capstone, course assignments)



English (Literature concentration): *Produce* written analyses of literary texts that demonstrate awareness of audience, organizational sophistication, and clear argumentation. *Read* texts with active, critical skill to form and articulate accomplished interpretations of those texts. *Recognize* the employment and contextual use of the formal elements of language and genre. (capstone, course assignments, Major Field Test)

English (Professional Writing concentration): *Produce* written texts in professional genres that demonstrate awareness of audience, organizational sophistication, and clear argumentation. *Read* texts with active, critical skill to form and articulate accomplished interpretations of those texts. *Recognize* the employment and contextual use of the formal elements of language and genre. (capstone, course assignments, portfolio)

Entrepreneurship: *Develop* critical thinking analysis. (course assignments)

Environmental Science: *Collect* and *analyze* scientific data and *communicate* its importance through effective oral and written presentation. *Use* critical thinking to evaluate and interpret biological and environmental phenomena (course assignments)

Finance: Articulate financial problems and pose appropriate solutions to problems that are unfamiliar. Define and solve familiar financial management problems. *Recognize* limitations of suggested solutions and deal with ambiguity inherent in many situations. (course assignment)

French Language: *Compare* linguistic features of the target language with those of English; *Compare* the culture and society of the target-language area with one's own capstone. *Demonstrate knowledge* of how aspects of the history, politics, religion, or geography of a target-language area relate to its culture capstone (course assignments, capstone)

French Studies: Compare linguistic features of the target language with those of English. *Compare* the culture and society of the target-language area with one's own. *Demonstrate knowledge* of how aspects of the history, politics, religion, or geography of a target-language area relate to its culture capstone (course assignments, capstone)

Gender, Sexuality, and Women's Studies: *Analyze* the connections between gender inequalities and other forms of discrimination (race, class, ethnicity, etc.); *Evaluate* feminist critical scholarship and methodologies; *Examine* gender roles from multiple perspectives and disciplines; *Recognize* how the social and cultural constructions of gender have shaped the experiences of men and women historically and geographically; *Understand* connections between gender and power in a global context (portfolio, reflection component [course-embedded])

German: *Compare* linguistic features of the target language with those of English course assignments. *Compare* the culture and society of the target-language area with one's own course assignments. *Demonstrate knowledge* of how aspects of the history, politics, religion, or geography of a target-language area relate to its culture. (course assignments)

History: *Become* competent researchers who can discover pertinent primary and secondary sources. *Become* effective writers who can clearly and elegantly express a complex, thesis-driven historical argument. *Think critically* by a) *assessing* the strengths and weaknesses of historical arguments, b) *critically interrogating* primary and secondary sources, and c) *employing* these sources properly in fashioning their own historical arguments (course assignments)



International Business with Language and Cultures: *Acquire* the ability to analyze international business contexts. *Be able to analyze* change, risk and uncertainty in international settings. *Be able to problem solve* in organizations across cultures. (course assignments)

Marketing: *Apply* data-driven decisions to address marketing problems and develop effective marketing strategies to sustain the success of an organization. *Identify* and *analyze* marketplace needs. *Recognize* organizational resources that can fulfill marketplace needs. *Identify and solve problems* in marketing. (capstone)

Mathematics: *Communicate* mathematical ideas and *present* mathematical arguments both in writing and orally using proper use of mathematical notation and terminology. *Distinguish* coherent mathematical arguments from fallacious ones, and *construct* complete formal arguments of previously seen or closely-related results. *Give* complete solutions to previously seen or closely-related problems. *Use* definitions, theorems, and techniques learned to solve problems they haven't seen before. (course assignments, Major Field Test)

Neuroscience: *Possess* critical thinking skills related to neuroscience and applied to a neuroscience research topic; *Possess* mastery of the experimental method and statistical analysis; *Demonstrate* readiness for graduate study, professional school, or for transition into the work force (capstone, placement rates)

Peace, Justice, and Human Rights: *Articulate* a world view that leads to concern for and on behalf of those who suffer from conflict, injustice and/or human rights violations; *Ascertain* and *understand* those situations where the ideals of peace, justice, and human rights are not attained (including both domestic and global situations and including causes, consequences, and solutions); *Describe, explain, analyze, and reflect* upon the complex and systematic nature of peace building, justice, and human rights (capstone)

Philosophy: *Critically evaluate* arguments and evidence; *Develop* the skills necessary to *engage critically* with contemporary social issues (seminar paper)

Political Science: *Be engaged in and aware of* local, national and global politics; *be prepared*, according to interest, for graduate programs and/or careers related to Political Science (e.g. public policy, law, political journalism, international service); *Demonstrate* academic and intellectual skills: critical analysis; academic writing, and oral communication; *Demonstrate* knowledge of the major fields of political science: American, comparative, IR, theory, and methods (internship evaluation, employer survey, course assignments)

Population and Public Health: *Demonstrate* a basic understanding of population and public health course assignment; *Demonstrate* familiarity with the concepts and uses of epidemiology to understand the prevalence and distribution of disease; *Display* ethical behaviors, cultural sensitivity, teamwork, and professional conduct (internship evaluation, course assignment)

Psychology: *Demonstrate* critical thinking skills and their application; *Demonstrate* expertise in the methods of information gathering, organization, and synthesis as applied to psychological science (course assignments, Major Field Test, practicum evaluations)

Sociology and Criminology: *Develop* as whole persons with their completion of a successful educational program with its implications for continued learning and a successful work life, and a commitment to lifelong civic engagement; *Engage* in critical questioning about their society, its social structure, and the larger world in which they live (alumni survey, course assignment, Major Field Test)



Sociology (Forensic and Behavioral Science concentration): *Demonstrate* an in-depth understanding of ethical issues related to the crime-forensic relationship. *Demonstrate* in-depth knowledge of the social, political, and economic issues related to forensic behavioral science. *Understand* the theoretical principles associated with forensic psychology, forensic criminology, and the criminal justice system capstone. *Understand* the theoretical principles associated with forensic psychology, forensic criminology, and the criminal justice system (course assignments, capstone)

Spanish: *Compare* linguistic features of the target language with those of English; *Compare* the culture and society of the target-language area with one's own; *Demonstrate* knowledge of how aspects of the history, politics, religion, or geography of a target-language area relate to its culture (course assignments, capstone)

Statistics and Analytics: *Apply* appropriate statistical methods to previously encountered or closely-related research problems; *Apply* appropriate statistical methods to research problems not previously encountered course assignment (course assignment)

Theology and Religious Studies: *Applies* a variety of interpretative methods (including historical-critical methods) to the Bible and to the sacred texts of at least one other religious tradition; able to assess the strengths and weakness of these methods (course assignments, thesis/essay)

Theology and Religious Studies (minor): *Applies* historical-critical methods to interpret sacred texts from a particular religious tradition and recognizes how these methods differ from other modes of interpretation (course assignments)

Other Programs

Grasselli Library: *Evaluate* information and *use* it ethically; *Find* information efficiently and effectively (course assignments)

Honors Program: *Demonstrate* critical and integrative thinking (honors project)

Library Instruction: *Find* information efficiently and effectively; *Use* and *cite* information sources accurately (course assignments)

Major Advising: *Formulate*, *monitor*, and *modify*, as necessary, an academic plan that unifies educational, personal, and professional interests, strengths, and aspirations; *Monitor* progress toward on-time degree completion by regularly reviewing a degree evaluation in consultation with one's advisor; *Select* courses and integrate co-curricular experiences meaningfully and intentionally (advising survey)

Pre-Major Advising: *Align* one's academic plan with one's interests, goals, talents, and values; *Know* curricular requirements for intended program of study and *draft* a tentative academic plan leading to major declaration by spring of sophomore year; *Monitor* academic progress in courses and towards degree completion; *Recover* from mistakes and change plans as necessary (advising survey)

Russert Department of Communication and Theatre Arts Co-Curricular Activities—Debate Team: *Analyze* and *synthesize* arguments more critically; *Listen* more critically; *Research* more thoroughly and efficiently



Russert Department of Communication and Theatre Arts Co-Curricular Activities—Public Relations Student Society of America: Understand current theories and procedures of the profession

The following programs have indicated that their operations align with this goal: **Chemistry Experiential Opportunities** (ACS Student Affiliates Service Activities, Attend/Present at Conferences, Laboratory Coursework, Science Fair Judging, Teaching Assistant, Chemistry Experiential Opportunities: Tutoring, Undergraduate Research); **Russert Department of Communication and Theatre Arts Co-Curricular Activities** (Carroll News, Theatre Productions)

AESTHETIC APPRECIATION

Integrative Core Curriculum

Foundational Competency in Oral Expression: *Employ* design principles in creating appropriate and effective visual aids; *Employ* language effectively in wording speeches.

Jesuit Heritage—Theology and Religious Studies: *Critically analyze* the culturally and globally diverse dimensions of religious experience as expressed in sacred texts, art, ritual practices, and ethical commitments.

Jesuit Heritage—Issues in Social Justice: *Demonstrate* the ability to analyze multiple forms of expression such as oral, written, digital, or visual.

Jesuit Heritage—Creative and Performance Arts: *Demonstrate* the ability to analyze multiple forms of expression (such as oral, written, digital or visual); *Articulate* an appreciation and understanding of the arts as human endeavors through a consideration of or engagement in the creative process

Student learning in the Core is assessed by examination of course-specific assignments, chosen by instructors, by both instructors and members of Core subcommittees using Core rubrics.

Majors, Minors, and Concentrations

Classical Languages: *Apply* critical analysis and aesthetic appreciation (capstone)

Classical Studies: *Apply* critical analysis and aesthetic appreciation (capstone)

East Asian Studies: *Understand* the role of artists, the arts and the artistic impulse in society and recognize how history, politics, religion, philosophy, science and technology influence art and how art influences history, politics, religion, philosophy, science and technology (capstone, course assignments)

English: *Produce* written analyses of literary texts that demonstrate awareness of audience, organizational sophistication, and clear argumentation; *Read* texts with active, critical skill to *form* and *articulate* accomplished interpretations of those texts; *Recognize* the employment and contextual use of the formal elements of language and genre; *Show* knowledge of cultural and



historical contexts of Anglophone and translated literature. (final portfolio, capstone, course assignments)

French Language: *Demonstrate* foundational knowledge of features of the culture of a target-language area, such as its art, literature, music, film, popular culture, tradition, and customs (capstone)

French Studies: *Demonstrate* foundational knowledge of features of the culture of a target-language area, such as its art, literature, music, film, popular culture, tradition, and customs (capstone)

German: *Demonstrate* foundational knowledge of features of the culture of a target-language area, such as its art, literature, music, film, popular culture, tradition, and customs (course assignments)

Spanish: *Demonstrate* foundational knowledge of features of the culture of a target-language area, such as its art, literature, music, film, popular culture, tradition, and customs (capstone)

Other Programs

The following programs have indicated that their operations align with this goal: **Russert Department of Communication and Theatre Arts Co-Curricular Activities** (Theatre Productions).

GRADUATE GOAL: Develop habits of critical analysis that can be applied to essential questions, issues, and problems within the field

Graduate Programs

Accountancy (graduate): *Demonstrate* critical thinking skills necessary for *identifying* and *addressing* complex situations in accounting and business related areas including ethical dilemmas. (course assignments)

Biology (M.A.): *Demonstrate* a deep knowledge of biology and *develop* advanced competency in specific areas of interest consistent with the primary focus of the program that the students develop with their committee; *Demonstrate* a deep knowledge of how to use an empirical approach (with appropriate methods, experimental design, and data analysis) to evaluate biological phenomena in new ways (course assignments)

Biology (M.S.): *Demonstrate* a deep knowledge of biology and *develop* advanced competency in specific areas of interest consistent with the primary focus of the program that the students develop with their committee (course assignments)

Education (Advanced Studies): *Assumes* responsibility in data-based decision-making and helps to *ensure* that decisions are based on the highest professional standards; *Demonstrates* accuracy, organization, and persistence in achieving intellectual and professional goals; *Engages* in systematic inquiry; *Understands* the contexts of professional practices (course assignments)



English (M.A.): *Analyze and evaluate* texts to *form and articulate* original interpretations of those texts; *Build* oral communication skills by *listening* to others' ideas and *articulating* their own responses and questions clearly to *situate* themselves in a larger critical and/or theoretical conversation that begins in but extends beyond the classroom; *Produce* extended written analyses of literary texts, informed by research, that demonstrate awareness of audience, knowledge of critical theory, understanding of formal elements of language and genre, formulation of an original question or thesis within the field, sophisticated organization, and clear and persuasive argumentation (comprehensive exams, essay/thesis/project)

English (M.A. Creative Writing): *Analyze and evaluate* texts to *form and articulate* original interpretations of those texts; *Build* oral communication skills by *listening* to others' ideas and *articulating* their own responses and questions clearly to *situate* themselves in a larger critical and/or theoretical conversation that begins in but extends beyond the classroom; *Produce* extended written analyses of literary texts, informed by research, that demonstrate awareness of audience, knowledge of critical theory, understanding of formal elements of language and genre, formulation of an original question or thesis within the field, sophisticated organization, and clear and persuasive argumentation (comprehensive exams, essay/thesis/project)

English (M.A. Rhetoric and Composition): *Analyze and evaluate* texts to *form and articulate* original interpretations of those texts; *Build* oral communication skills by *listening* to others' ideas and *articulating* their own responses and questions clearly to *situate* themselves in a larger critical and/or theoretical conversation that begins in but extends beyond the classroom; *Produce* extended written analyses of literary texts, informed by research, that demonstrate awareness of audience, knowledge of critical theory, understanding of formal elements of language and genre, formulation of an original question or thesis within the field, sophisticated organization, and clear and persuasive argumentation (comprehensive exams, essay/thesis/project)

Fifth Year MBA: *Demonstrate* the application of analytical and quantitative techniques to solving business problems (course assignments)

Humanities (graduate): *Demonstrate* a level of critical thinking, data analysis, and use of sources that situates this project in the scholarship of the selected field(s); *Integrate* at least two disciplines in a sound interdisciplinary project (thesis/essay)

Mathematics (M.A. for H.S. Teachers): *Distinguish* coherent mathematical arguments from fallacious ones and to construct precise arguments of previously seen or related results with the goal of teaching their students the importance of giving complete explanations of mathematical ideas. *Gain* advanced competence in communicating mathematical ideas and presenting mathematical arguments both in writing and orally using proper use of mathematical notation and terminology. *Master* mathematical concepts that they will be able to use to enrich their high school curriculum (thesis, comprehensive exams)

Mathematics (M.S.): *Communicate* mathematical ideas and present mathematical arguments both in writing and orally using proper use of mathematical notation and terminology at an advanced level that represents formal mathematical practice. *Give* complete solutions to challenging graduate-level mathematical problems. (thesis, comprehensive exams)

Part-Time MBA: *Have* analytical problem-solving skills – Be able to define a problem based on ambiguous information and identify a set of tasks necessary to develop an effective solution (course assignments)



Theology and Religious Studies (M.A.): Critically analyzes religious texts, art, doctrines, practices, and other expressions in light of their historical, cultural, and social contexts; understands the methods, sources, and research tools necessary for academic research of these expressions (course assignments, thesis/essay)

Understand the Religious Dimensions of Human Experience

38 distinct program-level learning goals (from 27 distinct assessment plan documents) align with this University Learning Goal.

Integrative Core Curriculum

Jesuit Heritage—Theology and Religious Studies: *Critically analyze* the culturally and globally diverse dimensions of religious experience as expressed in sacred texts, art, ritual practices, and ethical commitments.

Student learning in the Core is assessed by examination of course-specific assignments, chosen by instructors, by both instructors and members of Core subcommittees using Core rubrics.

Majors, Minors, and Concentrations

Art History: *Demonstrate* a knowledge of vocabulary specific to the visual arts and *develop* a proficiency in visual literacy that will prepare them for graduate study and/or careers in the visual arts, architecture, the media, and related fields; *Recognize and understand* major artists and monuments of world art, and be able to *identify* the characteristics and distinguishing features of works of art and architecture in their historical and cultural settings. They will learn to *make* comparisons across cultures and time periods, leading to an understanding of art and culture within a global context; *Recognize, understand, and apply* critical, theoretical, and methodological approaches to the history of representation understood within broader socio-cultural and interdisciplinary perspectives (capstone)

Catholic Studies: *Articulate* multiple perspectives on current issues in catholic life, drawing on scholarly and professional perspectives; *Become* effective writers and public speakers who can clearly and elegantly *express* a complex argument on major issues facing contemporary Catholic life; *Think critically* about Catholicism by a) assessing the strengths and weaknesses of theological and historical arguments; b) examining critically core texts, works of literature, or works of art that originate in the Catholic intellectual and cultural traditions; c) employing these sources properly in fashioning their own understanding of Catholicism (course assignments)

Classical Languages: *Explore* modes of religious experience in the ancient world by reading religious texts (such as the New Testament or Augustine) in the original language (capstone)



Classical Studies: *Explore* modes of religious experience in the ancient world by completing a course in TRS (capstone).

East Asian Studies: Articulate the political, economic, and sociocultural relationships among East Asian nations and between the East Asia and other regions; *Identify* common elements of the East Asian region, as well as differences within the region based on society and culture; *Understand* the role of artists, the arts and the artistic impulse in society and recognize how history, politics, religion, philosophy, science and technology influence art and how art influences history, politics, religion, philosophy, science and technology (course assignments, capstone)

Education (Initial Teacher Licensure): *Recognizes* the value of understanding the interests and cultural heritage of each student (course assignments)

English (Creative Writing concentration): *Show* knowledge of cultural and historical contexts of Anglophone and translated literature (capstone, course assignments)

English (Literature concentration): *Show* knowledge of cultural and historical contexts of Anglophone and translated literature (capstone, course assignments)

Exercise Science: *Demonstrate* knowledge related to moral and ethical behavior for a movement professional (course assignments)

French Language: *Demonstrate* knowledge of how aspects of the history, politics, religion, or geography of a target-language area relate to its culture (capstone)

French Studies: *Demonstrate* knowledge of how aspects of the history, politics, religion, or geography of a target-language area relate to its culture (capstone)

Humanities (undergraduate): *Demonstrate* a knowledge of vocabulary specific to the visual arts and develop a proficiency in visual literacy that will prepare them for graduate study and/or careers in the visual arts, architecture, the media, and related fields; *Recognize and understand* major artists and monuments of world art, and be able to *identify* the characteristics and distinguishing features of works of art and architecture in their historical and cultural settings. They will learn to *make* comparisons across cultures and time periods, leading to an understanding of art and culture within a global context; *Recognize, understand, and apply* critical, theoretical, and methodological approaches to the history of representation understood within broader socio-cultural and interdisciplinary perspectives (capstone)

Marketing: *Demonstrate* the ability to identify and analyze marketplace needs, the ability to navigate the complexities of marketing problems in the dynamic market environments of for-profit and non-profit organizations (capstone)

Peace, Justice, and Human Rights: *Articulate* a worldview that leads to concern for and on behalf of those who suffer from conflict, injustice and/or human rights violations; *Describe, explain, analyze, and reflect* upon the complex and systematic nature of peace building, justice, and human rights (capstone)

Political Science: *Be engaged in and aware* of local, national and global politics; *Demonstrate* academic and intellectual skills: critical analysis; academic writing; and oral communication; *Demonstrate* knowledge of the major fields of political science: American, comparative, IR, theory, and methods (internship, course assignments, Major Field Test)



Psychology: *Demonstrate* recognition of how psychological science contributes to the understanding of human diversity (course assignments, Major Field Test)

Sociology (Forensic and Behavioral Science concentration): *Demonstrate* an in-depth understanding of ethical issues related to the crime-forensic relationship; *Demonstrate* in-depth knowledge of the social, political, and economic issues related to forensic behavioral science (capstone)

Sports Studies: Knowledge related to moral and ethical behavior for a movement professional (course assignments)

Theology and Religious Studies: *Understands* Catholic theological approaches to multiple fundamental questions and how these questions are related to one another; *Understands* the key terms and methodologies of the diverse subfields within the academic study of religion (including biblical studies, ethics, historical approaches, and systematic theology) and is *able to articulate* his or her own methodological approach; *Understands* the key terms and methodologies of the diverse subfields within the academic study of religion (including biblical studies, ethics, historical approaches, and systematic theology) and is *able to articulate* his or her own methodological approach (course assignment, thesis/essay)

Theology and Religious Studies (M.A.): *Exhibits* a nuanced understanding of the key terms and methodologies of the diverse subfields within the academic study of religion, including knowledge of diversity and development within these subfields; is able to articulate and apply in depth a particular methodology to a specific religious question or topic; *Exhibits* a nuanced understanding of the key terms and methodologies within Catholic systematic theology, and the ability to address strengths and weaknesses of differing theological approaches (course assignments, thesis/essay)

Theology and Religious Studies (minor): Understands Catholic theological approaches to a fundamental human question in light of historical, cultural, and social contexts; Understands the basic terms in the academic study of religion and is able to apply them to specific religious traditions and to her or his own experiences and worldview (course assignments)

Other Programs

Arrupe Scholars Program: *Be* reflective learners (essays)

Campus Ministry: *Own* and *appreciate* their faith.

Center for Global Education: *Being able to provide* concrete examples of different cultural practices & perspectives without resorting to stereotyping; *Reflect* on the ethical responsibilities that derive from one's particular social location (Reflection Session)

Center for Service and Social Action: *Create* a genuine understanding of others' lived experiences through sustained personal interactions (Student Assessment Tool)

The following programs have indicated that their operations align with this goal: **History** (all courses touch upon religious dimensions in some way).



The following large-scale assessment measures provide information about this learning goal:
HERI Your First College Year, College Senior Survey

Demonstrate an Integrative Knowledge of the Human and Natural Worlds

106 distinct program-level learning goals (from 63 distinct assessment plan documents) align with this University Learning Goal.

INTEGRATIVE LEARNING

Integrative Core Curriculum

Integrated Courses: Engaging the Global Community: *Draw* conclusions by *connecting* examples, facts, or theories from more than one field of study or perspective; *apply* skills, abilities, theories or methodologies gained in one situation to contribute to their understanding of a problem or issue.

Integrated Courses: Linked Courses: *Draw* conclusions by *connecting* examples, facts, or theories from more than one field of study or perspective; *apply* skills, abilities, theories or methodologies gained in one situation to contribute to their understanding of a problem or issue.

Student learning in the Core is assessed by examination of course-specific assignments, chosen by instructors, by both instructors and members of Core subcommittees using Core rubrics.

Majors, Minors, and Concentrations

East Asian Studies: *Analyze* an East Asian society from at least three disciplinary perspectives (including, but not limited to, anthropology, art history, economics, history, literature and the arts, political science, religious studies and sociology) (course assignments)

English (Creative Writing concentration): *Show* knowledge of cultural and historical contexts of Anglophone and translated literature: (capstone, course assignments)

English (Literature concentration): *Show* knowledge of cultural and historical contexts of Anglophone and translated literature: (capstone, course assignments)

International Business with Language and Cultures: *Achieve* a level of intercultural competency (course assignments)

Philosophy: *Understand* the relationship between philosophy and other academic disciplines (seminar paper)



Other Programs

Major Advising: *Select* courses and integrate co-curricular experiences meaningfully and intentionally; *understand* connections between major study and the general education curriculum (advising survey)

DEPTH OF KNOWLEDGE

Majors, Minors, and Concentrations

Art History: *Demonstrate* a knowledge of vocabulary specific to the visual arts and *develop* a proficiency in visual literacy that will prepare them for graduate study and/or careers in the visual arts, architecture, the media, and related fields; *Engage* with the curatorial and institutional dimensions of art collections and exhibitions by studying at local cultural institutions, including the Cleveland Museum of Art and the Cleveland Museum of Contemporary Art; *Recognize and understand* major artists and monuments of world art, and be able to identify the characteristics and distinguishing features of works of art and architecture in their historical and cultural settings. They will learn to *make* comparisons across cultures and time periods, leading to an understanding of art and culture within a global context; *recognize, understand, and apply* critical, theoretical, and methodological approaches to the history of representation understood within broader socio-cultural and interdisciplinary perspectives. (capstone)

Biology: *Demonstrate* a broad knowledge of biology and develop competency in specific areas of interest (course assignments, Major Field Test)

Catholic Studies: *Articulate* multiple perspectives on current issues in Catholic life, drawing on scholarly and professional perspectives; *become* effective writers and public speakers who can clearly and elegantly express a complex argument on major issues facing contemporary Catholic life. (course assignments)

Cell and Molecular Biology: *Demonstrate* a broad knowledge of biology and develop competency in specific areas of interest (course assignments, Major Field Test)

Chemistry: *Demonstrate* a working knowledge in the sub-disciplines of chemistry where they have completed coursework: organic, analytical, physical, and inorganic or biochemistry (ACS Standardized Exams, Biochemistry final exams)

Chemistry (Biochemistry concentration): *Demonstrate* a working knowledge in the sub-disciplines of chemistry where they have completed coursework: organic, analytical, physical, and biochemistry (ACS Standardized Exams, Biochemistry final exams)

Chemistry (Chemical Physics concentration): *Demonstrate* a working knowledge in the sub-disciplines of chemistry where they have completed coursework: organic, analytical, physical, inorganic, and biochemistry (ACS Standardized Exams, Biochemistry final exams)

Chemistry (minor): *Demonstrate* a working knowledge in the sub-disciplines of chemistry where they have completed coursework: organic, analytical, and physical (ACS Standardized Exams)



Classical Languages: *Demonstrate* knowledge about the literature of ancient Mediterranean societies and one of the following areas: history, art history/material culture, or philosophy (capstone)

Classical Studies: *Demonstrate* knowledge about ancient Mediterranean societies in at least three of the following areas: history, art history/material culture, philosophy, and literature (capstone)

Computer Science: *Acquire* a working knowledge of the theoretical foundations of computer science; *acquire* both a working knowledge and a theoretical understanding of the professional practice and formal methodologies of development of large software projects (capstone, Major Field Test, portfolio, course assignments)

East Asian Studies: *Identify* common elements of the East Asian region, as well as differences within the region based on society and culture (capstone, course assignments)

Education (Initial Teacher Licensure): *Demonstrates* flexibility, responsiveness, and persistence in adapting to diverse learners; *understands and uses* a variety of instructional strategies; designs coherent instruction; *understands and uses* formative and summative assessment approaches and strategies; *understands* how children/youth develop and learn; *understands* how learners differ in their approaches to learning; *understands* the central concepts, tools of inquiry, competing perspectives, and the structure of the disciplines taught (course assignments)

Engineering Physics: *Demonstrate* a solid understanding of the core principles and concepts of physics, and gain understanding in selected additional advanced topics in engineering (diagnostics)

English (Creative Writing concentration): *Recognize* the employment and contextual use of the formal elements of language and genre; *show* knowledge of cultural and historical contexts of Anglophone and translated literature (capstone, course assignments)

English (Literature concentration): *Recognize* the employment and contextual use of the formal elements of language and genre; *show* knowledge of cultural and historical contexts of Anglophone and translated literature (capstone, course assignments)

English (Professional Writing concentration): *Recognize* the employment and contextual use of the formal elements of language and genre (capstone, course assignments)

Entrepreneurship: *Demonstrate* knowledge of the business model concept (course assignments)

Environmental Science: *Demonstrate* a broad knowledge of environmental science and develop competency in biology, chemistry, and Earth science (course assignments)

Exercise Science: *Demonstrate* knowledge in applied settings; knowledge of health, lifestyle wellness, lifestyle disabilities and working with diverse populations; knowledge of history, philosophy, mission, personal and professional identity; knowledge of lifespan development, developmental disabilities, and developmental regression; knowledge of movement skills, motor skills, fitness skills and sports skills development and learning; knowledge of organization, Leadership and Planning for a variety of situations; knowledge of research and the appropriate use of research in papers, projects, and for problem-solving and critical thinking; knowledge of the structure and function of the human body; knowledge related to moral and ethical behavior for a movement professional. (course assignments)



Finance: *Have* knowledge of financial accounting, financial markets, financial instruments, and financial theories (course assignment)

French Language: *Compare* linguistic features of the target language with those of English; *compare* the culture and society of the target-language area with one's own; *demonstrate* foundational knowledge of features of the culture of a target-language area, such as its art, literature, music, film, popular culture, tradition, and customs; *demonstrate* knowledge of how aspects of the history, politics, religion, or geography of a target-language area relate to its culture (capstone, course assignments)

French Studies: *Compare* linguistic features of the target language with those of English; *compare* the culture and society of the target-language area with one's own; *demonstrate* foundational knowledge of features of the culture of a target-language area, such as its art, literature, music, film, popular culture, tradition, and customs; *demonstrate* knowledge of how aspects of the history, politics, religion, or geography of a target-language area relate to its culture (capstone, course assignments)

Gender, Sexuality, and Women's Studies: *Analyze* the connections between gender inequalities and other forms of discrimination (race, class, ethnicity, etc.); *examine* gender roles from multiple perspectives and disciplines; *recognize* how the social and cultural constructions of gender have shaped the experiences of men and women historically and geographically; *understand* connections between gender and power in a global context (portfolio, reflection component (course-embedded))

German: *Compare* linguistic features of the target language with those of English; *compare* the culture and society of the target-language area with one's own; *demonstrate* foundational knowledge of features of the culture of a target-language area, such as its art, literature, music, film, popular culture, tradition, and customs; *demonstrate* knowledge of how aspects of the history, politics, religion, or geography of a target-language area relate to its culture (capstone, course assignments)

History: *Become* competent researchers who can discover pertinent primary and secondary sources; *become* effective writers who can clearly and elegantly express a complex, thesis-driven historical argument; *develop* skills in public speaking and oral presentation. (course assignments)

Humanities (undergraduate): *Demonstrate* a knowledge of vocabulary specific to the visual arts and develop a proficiency in visual literacy that will prepare them for graduate study and/or careers in the visual arts, architecture, the media, and related fields; *engage* with the curatorial and institutional dimensions of art collections and exhibitions by studying at local cultural institutions, including the Cleveland Museum of Art and the Cleveland Museum of Contemporary Art; *integrate* the knowledge of various Humanities disciplines in a unique fashion by creating, with the supervision of a faculty advisor, a self-designed major that integrates coursework from the following areas: Art History, Literature, History, Theology and Religious Studies, and/or Philosophy; *recognize and understand* major artists and monuments of world art, and be able to identify the characteristics and distinguishing features of works of art and architecture in their historical and cultural settings. They will learn to *make* comparisons across cultures and time periods, leading to an understanding of art and culture within a global context; *recognize, understand, and apply* critical, theoretical, and methodological approaches to the history of representation understood within broader socio-cultural and interdisciplinary perspectives. (capstone)



Interdisciplinary Physics: *Demonstrate* a solid understanding of the core principles and concepts of physics and gain additional knowledge from complementary areas of biology, chemistry, mathematics, computer science, psychological science, or business (diagnostics)

Marketing: *Possess* a command of the primary marketing content areas including the marketing environment, segmentation, targeting, positioning, the marketing mix and socially responsible marketing; the ability to develop marketing strategy to effectively connect organizational resources to marketplace needs (capstone)

Mathematics: Be able to **synthesize** material from multiple perspectives and make connections with other areas; develop an in-depth integrated knowledge in algebra, geometry, and analysis (course assignments, Major Field Test)

Neuroscience: *Possess* a fundamental knowledge of the core areas of neuroscience; mastery of the experimental method and statistical analysis; readiness for graduate study, professional school, or for transition into the work force (Major Field Test/ACS Exams, capstone, placement rates)

Peace, Justice, and Human Rights: *Describe, explain, analyze, and reflect* upon the complex and systematic nature of peace building, justice, and human rights (capstone)

Philosophy: *Write and speak* knowledgeably about central aspects of and problems within the history of philosophy, as well as about philosophy's major historical figures (seminar paper)

Physics (B.A.): *Demonstrate* a solid understanding of the core principles and concepts of physics (diagnostics)

Physics (B.S.): *Demonstrate* a solid understanding of the core principles and concepts of physics, and gain understanding in selected additional advanced topics in physics (diagnostics)

Physics (minor): *Demonstrate* a solid understanding of the core principles and concepts of physics at an introductory level (diagnostics)

Political Science: *Be engaged in and aware of* local, national and global politics; be prepared, according to interest, for graduate programs and/or careers related to Political Science (e.g. public policy, law, political journalism, international service); *demonstrate* knowledge of the major fields of political science: American, comparative, IR, theory, and methods (course assignments, Major Field Test, internship, employer survey)

Population and Public Health: *Demonstrate* a basic understanding of population and public health; *demonstrate* familiarity with the concepts and uses of epidemiology to understand the prevalence and distribution of disease; *display* ethical behaviors, cultural sensitivity, teamwork, and professional conduct (course assignment, internship evaluation)

Pre-Medical Post-Baccalaureate Program: *Demonstrate* readiness for medical or other professional health care schools by completing course requirements for admission to such programs (MCAT/acceptance)

Professional Healthcare Preparation Minor: *Demonstrate* an understanding of healthcare as a healing art (portfolio)

Psychology: *Possess* a fundamental knowledge base in the core areas of psychological science; a readiness for graduate study or for transition into the workforce; recognition of how psychological science contributes to the understanding of human diversity (course assignment, Major Field Test, practicum evaluations)



Psychology--Child and Family Studies: Proficiency in the use of the language and science of Child and Family Studies in both written and verbal form. (course assignments)

Psychology--Forensic Psychology: Possess proficiency in the use of the language and science of Forensic Psychology in both written and verbal form. (course assignments)

Psychology--I/O Psychology: Possess proficiency in the use of the language and science of I/O Psychology in both written and verbal form. (course assignments)

Psychology--Mental Health Services: Possess proficiency in the use of the language and science of Mental Health Services in both written and verbal form. (course assignments)

Psychology--Sports Sciences: Possess proficiency in the use of the language and science of Sports Psychology in both written and verbal form. (course assignments)

Sociology and Criminology: *Develop* critical sociological thinking skills in reasoning, theoretical analysis, interpretation of research findings, and the general ability to separate fact from misinformation and rhetorical manipulation in order to engage the institutions and cultures of the multiple societies in this global community; *engage* in critical questioning about their society, its social structure, and the larger world in which they live; *engage* in research of various types with the goal of answering questions about the nature of human society and its diversity, cultures, human interactions, social structures, and issues related to social justice (course assignments, Major Field Test)

Sociology and Criminology (Aging Studies concentration): Applies gerontological concepts related to marginalization, the aging process, societal/family impact, wellness, impairment, and/or adaptation to the internship experience (course assignment)

Sociology and Criminology (Criminology concentration): Applies sociological and criminological concepts related to crime, justice, and law enforcement to the internship experience (course assignment)

Sociology and Criminology (Diversity, Culture, and Inclusion concentration): Applies sociological concepts of cultural diversity within and across societies (course assignment)

Sociology (Forensic and Behavioral Science concentration): *Demonstrate* an in-depth understanding of ethical issues related to the crime-forensic relationship; *demonstrate* in-depth knowledge of the social, political, and economic issues related to forensic behavioral science; *understand* practice-related skills associated with crime scene analysis, court testimony procedures, and internships; *understand* the theoretical principles associated with forensic psychology, forensic criminology, and the criminal justice system (capstone, course assignments)

Sociology and Criminology (Human Service, Health, and Human Justice concentration): Applies sociological concepts related to poverty, inequalities, and/or social justice to the internship experience (course assignment)

Spanish: *Compare* linguistic features of the target language with those of English; *compare* the culture and society of the target-language area with one's own; *demonstrate* foundational knowledge of features of the culture of a target-language area, such as its art, literature, music, film, popular culture, tradition, and customs; *demonstrate* knowledge of how aspects of the history, politics, religion, or geography of a target-language area relate to its culture (course assignments, capstone)



Sports Studies: *Possess* knowledge in a professional internship setting in Sports Administration, Coaching, or working with diverse populations through planning, organization, decision-making, reflection, oversight and implementation of rules, policies and procedures; knowledge of history, philosophy, mission, personal and professional identity; knowledge of Organization, Leadership and Planning for a variety of situations; knowledge of research and the appropriate use of research in papers, projects, and for problem-solving and critical thinking; knowledge of working with diverse populations within multiple types of sports administration, and sports-related settings and provide evidence of their ability to be an effective leader; knowledge related to moral and ethical behavior for a movement professional; knowledge related to the collection and interpretation of data and the effective use of data-driven decision-making in an ethical and moral manner with attention to the decision-making process and its impact on others (e.g., employees, those being served, and the broader community) (course assignments)

Statistics and Analytics (minor): *Apply* appropriate statistical methods to previously encountered or closely-related research problems; *apply* appropriate statistical methods to research problems not previously encountered; *develop* an in-depth integrated knowledge in applied statistics beginning with a Quantitative Analysis course and extending into MT 322 Applied Regression Analysis and MT 422 Applied Statistics; *encounter* applications of statistics within a partner discipline, such as Mathematics, Psychological Science, Biology, or Economics (course assignment)

Theology and Religious Studies: *Understands* Catholic theological approaches to multiple fundamental questions and how these questions are related to one another; *understands* the key terms and methodologies of the diverse subfields within the academic study of religion (including biblical studies, ethics, historical approaches, and systematic theology) and is able to articulate his or her own methodological approach; *understands* the key terms and methodologies of the diverse subfields within the academic study of religion (including biblical studies, ethics, historical approaches, and systematic theology) and is able to articulate his or her own methodological approach (course assignments, thesis/essay)

Theology and Religious Studies (M.A.): *Exhibits* a nuanced understanding of the key terms and methodologies of the diverse subfields within the academic study of religion, including knowledge of diversity and development within these subfields; is able to articulate and apply in depth a particular methodology to a specific religious question or topic; *exhibits* a nuanced understanding of the key terms and methodologies of the diverse subfields within the academic study of religion, including knowledge of diversity and development within these subfields; is able to articulate and apply in depth a particular methodology to a specific religious question or topic; *exhibits* a nuanced understanding of the key terms and methodologies within Catholic systematic theology, and the ability to address strengths and weaknesses of differing theological approaches (course assignments, thesis/essay)

Theology and Religious Studies (minor): *Understands* Catholic theological approaches to a fundamental human question in light of historical, cultural, and social contexts; *understands* the basic terms in the academic study of religion and is able to apply them to specific religious traditions and to her or his own experiences and worldview. (course assignments)



Other Programs

Center for Global Education: Being able to *identify* connections between global issues or processes and host country, or local, circumstances. (Reflection Session)

Center for Service and Social Action: *Develop* competency to challenge uncritical assumptions about the lives of others, especially those living in poverty and on the margins; *Increase* students' knowledge of community issues, needs, strengths, challenges, and resources (Reflections, Student Assessment Tool)

Honors Program: *Demonstrate* active engagements within and beyond the classroom; critical and integrative thinking (honors project)

Library Instruction: *Evaluate* information ethically (course assignments)

Pre-Health Professions: *Acquire* foundational knowledge of the human and natural worlds through completion of appropriate integrative courses and other courses which ensuring academic preparation for health professional programs; (HPAC Application)

The following programs have indicated that their operations align with this goal: **Chemistry Experiential Opportunities** (ACS Student Affiliates Service Activities, Attend/Present at Conferences, Laboratory Coursework, Science Fair Judging, Teaching Assistant, Tutoring, Undergraduate Research).

GRADUATE GOAL: Demonstrate an integrative knowledge of the of the discipline that extends beyond that attained at the undergraduate level

Majors, Minors, and Concentrations

Mathematics (M.A. for H.S. Teachers): *Develop* an in-depth integrated knowledge of topics related to the high school mathematics curriculum; *synthesize* material from multiple perspectives and make connections with other areas of mathematics (thesis, comprehensive exams)

Mathematics (M.S.): *Develop* an in-depth integrated knowledge in Algebra and Analysis as well as multiple elective areas of mathematics, beyond the undergraduate level. They will analyze foundational theorems in much greater depth and, exceeding what is expected of an undergraduate mathematics major, give complete proofs of these advanced theorems; *synthesize* material from multiple perspectives and make connections with other areas of mathematics (thesis, comprehensive exams)

Accountancy (graduate): *Develop* a deeper knowledge and understanding of accounting principles, theories, and concepts and use the appropriate research tools to develop effective solutions to accounting problems (course assignments)

Biology (M.A.): *Demonstrate* a deep knowledge of biology and develop advanced competency in specific areas of interest consistent with the primary focus of the program that the students develop with their committee; *demonstrate* a deep knowledge of how to use an empirical



approach (with appropriate methods, experimental design, and data analysis) to evaluate biological phenomena in new ways (course assignments)

Biology (M.S.): *Demonstrate* a deep knowledge of biology and develop advanced competency in specific areas of interest consistent with the primary focus of the program that the students develop with their committee; *demonstrate* a deep knowledge of how to use an empirical approach (with appropriate methods, experimental design, and data analysis) to evaluate biological phenomena in new ways (course assignments)

Education (Advanced Studies): *Demonstrates* knowledge of clients/students, *demonstrates* knowledge of content and pedagogy; *demonstrates* knowledge of resources; *understands* the contexts of professional practices (course assignments)

English (M.A. Creative Writing): *Analyze and evaluate* texts to form and articulate original interpretations of those texts; *incorporate* knowledge of cultural and historical contexts of Anglophone and translated creative works into original interpretations of those works; *produce* extended written analyses of literary texts, informed by research, that demonstrate awareness of audience, knowledge of critical theory, understanding of formal elements of language and genre, formulation of an original question or thesis within the field, sophisticated organization, and clear and persuasive argumentation; *produce* major and minor written works, demonstrate an understanding of the genre-specific uses of style and form in creative writing, and acquire an ability to use the self- and peer-revision processes to identify holistic and line-specific opportunities for improving creative texts (comprehensive exams, essay/thesis/project)

English (M.A. Rhetoric and Composition): *Analyze and evaluate* texts to form and articulate original interpretations of those texts; *demonstrate* understanding of contemporary composition pedagogy and theory, including core issues, debates, research, history, ethics, and technology; *incorporate* knowledge of cultural and historical contexts of Anglophone and translated creative works into original interpretations of those works; *produce* extended written analyses of literary texts, informed by research, that demonstrate awareness of audience, knowledge of critical theory, understanding of formal elements of language and genre, formulation of an original question or thesis within the field, sophisticated organization, and clear and persuasive argumentation (comprehensive exams, essay/thesis/project)

English (M.A.) *Analyze and evaluate* texts to form and articulate original interpretations of those texts; *incorporate* knowledge of cultural and historical contexts of Anglophone and translated creative works into original interpretations of those works; *produce* extended written analyses of literary texts, informed by research, that demonstrate awareness of audience, knowledge of critical theory, understanding of formal elements of language and genre, formulation of an original question or thesis within the field, sophisticated organization, and clear and persuasive argumentation (comprehensive exams, essay/thesis/project)

Fifth Year MBA: *Possess* managerial level knowledge of the functional areas of business (course assignments)

Humanities (graduate): *Demonstrate* a level of critical thinking, data analysis, and use of sources that situates this project in the scholarship of the selected field(s); *integrate* at least two disciplines in a sound interdisciplinary project (thesis/essay)

Part-Time MBA: *Have* a common body of knowledge - *Know* the functional areas of the business disciplines. (course assignments)



Pre-Medical Post-Baccalaureate Program: *Demonstrate* readiness for medical or other professional health care schools by completing course requirements for admission to such programs (MCAT/acceptance)

Apply Creative and Innovative Thinking

104 distinct program-level learning goals (from 63 distinct assessment plan documents) align with this University Learning Goal.

Integrative Core Curriculum

Foundational Competency—Quantitative Analysis: *Draw* inference from data.

Jesuit Heritage—Creative and Performing Arts: *Respect* innovation and creativity by demonstrating a basic conceptual analysis of aesthetic expression.

Student learning in the Core is assessed by examination of course-specific assignments, chosen by instructors, by both instructors and members of Core subcommittees using Core rubrics.

Majors, Minors, and Concentrations

Art History: Be able to *locate, interpret, and analyze* primary and secondary sources relevant to solving research problems in the visual arts; *recognize and understand* major artists and monuments of world art, and be able to *identify* the characteristics and distinguishing features of works of art and architecture in their historical and cultural settings. They will learn to *make comparisons* across cultures and time periods, leading to an understanding of art and culture within a global context; *recognize, understand, and apply* critical, theoretical, and methodological approaches to the history of representation understood within broader socio-cultural and interdisciplinary perspectives. (capstone)

Catholic Studies: *Articulate* multiple perspectives on current issues in catholic life, drawing on scholarly and professional perspectives; *demonstrate* the qualities necessary for leadership and service within Catholic contexts that are increasingly diverse; *think critically* about Catholicism by a) *assessing* the strengths and weaknesses of theological and historical arguments; b) *examining* critically core texts, works of literature, or works of art that originate in the Catholic intellectual and cultural traditions; c) *employing* these sources properly in fashioning their own understanding of Catholicism; (course assignments)

Chemistry: *Apply* their integrative knowledge of chemistry to solve problems; *demonstrate* competency in the laboratory skills necessary to acquire, analyze and interpret experimental results (Case Study Exam Questions CH435 CH436; Final Exam CH443, lab assignments)

Computer Science: *Develop* problem-solving and critical thinking skills and *use* these skills to solve complex computing problems (capstone, Major Field Test, portfolio)



East Asian Studies: *Analyze* an East Asian society from at least three disciplinary perspectives (including, but not limited to, anthropology, art history, economics, history, literature and the arts, political science, religious studies and sociology); *understand* the role of artists, the arts and the artistic impulse in society and recognize how history, politics, religion, philosophy, science and technology influence art and how art influences history, politics, religion, philosophy, science and technology (capstone, course assignments)

Education (Initial Teacher Licensure): *Creates* a learning environment that encourages social interaction, active engagement, and self-motivation; *demonstrates* flexibility, responsiveness, and persistence in adapting to diverse learners; *plans* instruction based on knowledge of subject matter, students, the community, and curriculum goals; *understands* and uses a variety of instructional strategies; *designs* coherent instruction; *understands and uses* formative and summative assessment approaches and strategies. (course assignments)

English (Creative Writing concentration): *Produce* written analyses of literary texts that demonstrate awareness of audience, organizational sophistication, and clear argumentation ; read texts with active, critical skill to form and articulate accomplished interpretations of those texts (capstone, course assignment, portfolio)

English (Literature concentration): *Produce* written analyses of literary texts that demonstrate awareness of audience, organizational sophistication, and clear argumentation; *read* texts with active, critical skill to form and articulate accomplished interpretations of those texts (capstone, course assignment, portfolio)

English (Professional Writing concentration): *Produce* written texts in professional genres that demonstrate awareness of audience, organizational sophistication, and clear argumentation; *read* texts with active, critical skill to form and articulate accomplished interpretations of those texts (capstone, course assignment, portfolio)

Entrepreneurship: *Develop* creativity/innovative thinking (course assignments)

Exercise Science: *Demonstrate* knowledge in applied settings; knowledge of organization, Leadership and Planning for a variety of situations; knowledge of research and the appropriate use of research in papers, projects, and for problem-solving and critical thinking; (course assignments)

Finance: *Articulate* financial problems and *pose* appropriate solutions to problems that are unfamiliar; *define and solve* familiar financial management problems; *recognize* limitations of suggested solutions and deal with ambiguity inherent in many situations (course assignment)

Gender, Sexuality, and Women's Studies: *Analyze* the connections between gender inequalities and other forms of discrimination (race, class, ethnicity, etc.); *evaluate* feminist critical scholarship and methodologies; *examine* gender roles from multiple perspectives and disciplines (portfolio, reflection component (course-embedded))

History: *Become* effective writers who can clearly and elegantly express a complex, thesis-driven historical argument; *think* critically by a) *assessing* the strengths and weaknesses of historical arguments, b) critically *interrogating* primary and secondary sources, and c) *employing* these sources properly in fashioning their own historical arguments (course assignments)

Humanities (undergraduate): Be able to *locate, interpret, and analyze* primary and secondary sources relevant to solving research problems in the visual arts; *recognize and understand* major artists and monuments of world art, and be able to identify the characteristics and



distinguishing features of works of art and architecture in their historical and cultural settings. They will learn to *make* comparisons across cultures and time periods, leading to an understanding of art and culture within a global context; *recognize, understand, and apply* critical, theoretical, and methodological approaches to the history of representation understood within broader socio-cultural and interdisciplinary perspectives (capstone)

International Business with Language and Cultures: Be able to *problem solve* in organizations across cultures. (course assignments)

Marketing: *Possess* a command of the primary marketing content areas including the marketing environment, segmentation, targeting, positioning, the marketing mix and socially responsible marketing; the ability to develop marketing strategy to effectively connect organizational resources to marketplace needs; the skills necessary to identify and solve problems in marketing (capstone)

Mathematics: Be able to *distinguish* coherent mathematical arguments from fallacious ones, and to construct complete formal arguments of previously seen or closely-related results; be able to *give complete solutions* to previously seen or closely-related problems; be able to *use* definitions, theorems, and techniques learned to solve problems they haven't seen before (course assignment)

Neuroscience: *Demonstrate* critical thinking skills related to neuroscience and applied to a neuroscience research topic; mastery of the experimental method and statistical analysis; readiness for graduate study, professional school, or for transition into the work force (capstone, placement rates)

Peace, Justice, and Human Rights: *Articulate* a world view that leads to concern for and on behalf of those who suffer from conflict, injustice and/or human rights violations (capstone)

Physics: *Apply* mathematical, analytical, computational, and experimental skills to *model* the behavior of physical systems, solve a wide range of physics problems, design and conduct experiments to measure and interpret physical phenomena, and to critically *evaluate* scientific results and arguments, both of their own and that of others (course assignments)

Political Science: *Be engaged in and aware of* local, national and global politics; *be prepared*, according to interest, for graduate programs and/or careers related to Political Science (e.g. public policy, law, political journalism, international service); *demonstrate* academic and intellectual skills: critical analysis; academic writing; and oral communication; *demonstrate* knowledge of the major fields of political science: American, comparative, IR, theory, and methods (internship evaluation, employer survey, course assignment, 'Major Field Test')

Population and Public Health: *Display* ethical behaviors, cultural sensitivity, teamwork, and professional conduct (internship evaluation)

Pre-Medical Post-Baccalaureate Program: *Demonstrate* readiness for medical or other professional health care schools by completing course requirements for admission to such programs (MCAT/acceptance)

Psychology: *Demonstrate* critical thinking skills and their application; expertise in the methods of information gathering, organization, and synthesis as applied to psychological science; mastery of the experimental method and statistical analysis as practiced by psychologists (course assignments, Major Field Test, practicum evaluations)



Sociology and Criminology: *Develop* critical sociological thinking skills in reasoning, theoretical analysis, interpretation of research findings, and the general ability to separate fact from misinformation and rhetorical manipulation in order to engage the institutions and cultures of the multiple societies in this global community; *engage* in critical questioning about their society, its social structure, and the larger world in which they live; *engage* in research of various types with the goal of answering questions about the nature of human society and its diversity, cultures, human interactions, social structures, and issues related to social justice (course assignment, Major Field Test)

Sociology (Forensic and Behavioral Science concentration): *Demonstrate* in-depth knowledge of the social, political, and economic issues related to forensic behavioral science; *understand* practice-related skills associated with crime scene analysis, court testimony procedures, and internships (capstone, course assignments)

Sports Studies: *Demonstrate* knowledge in a professional internship setting in Sports Administration, Coaching, or working with diverse populations through planning, organization, decision-making, reflection, oversight and implementation of rules, policies and procedures; knowledge of Organization, Leadership and Planning for a variety of situations; knowledge of research and the appropriate use of research in papers, projects, and for problem-solving and critical thinking; knowledge of working with diverse populations within multiple types of sports administration, and sports-related settings and provide evidence of their ability to be an effective leader; knowledge related to the collection and interpretation of data and the effective use of data-driven decision-making in an ethical and moral manner with attention to the decision-making process and its impact on others (e.g., employees, those being served, and the broader community) (course assignments)

Statistics and Analytics (minor): *Apply* appropriate statistical methods to research problems not previously encountered; *apply* appropriate technology in the analysis of real or realistic research problems (course assignment)

Other Programs

Arrupe Scholars Program: *Apply* their knowledge and abilities to advocate for positive social change (social justice resume)

Campus Ministry: *Become* educated in a “faith that does justice.”

Center for Global Education: Being able to *identify* connections between global issues or processes and host country, or local, circumstances; being able to *provide* concrete examples of different cultural practices & perspectives without resorting to stereotyping; *demonstrate* basic knowledge of the history, politics, and society of host country; *reflect* on the ethical responsibilities that derive from one's particular social location. (Reflection Session)

Center for Service and Social Action: *Develop* competency to challenge uncritical assumptions about the lives of others, especially those living in poverty and on the margins (Reflection, Student Assessment Tool)

Grasselli Library: *Find* information efficiently and effectively (course assignments)

Library Instruction: *Evaluate* information ethically (course assignments)



Major Advising: *Formulate, monitor, and modify*, as necessary, an academic plan that unifies educational, personal, and professional interests, strengths, and aspirations (advising survey)

Pre-Health Professions: *Demonstrate* understanding that health careers are service careers, requiring skills involving critical analysis, communication, leadership, collaboration, cultural competency, and creative thinking. (HPAC Application)

Pre-Major Advising: *Recover* from mistakes and change plans as necessary (advising survey)

Russert Department Co-Curricular Activities--Debate Team: Research more thoroughly and efficiently

Russert Department Co-Curricular Activities--JCTV-4: Apply creative and innovative thinking in program development, script writing, and through constructing finished program segments using modern video and audio editing facilities.

Russert Department Co-Curricular Activities--Public Relations Student Society of America: Enhance knowledge of public relations through professional development opportunities.

The following programs have indicated that their operations align with this goal: **Chemistry Experiential Opportunities** (ACS Student Affiliates Service Activities, Attend/Present at Conferences, Laboratory Coursework, Science Fair Judging, Teaching Assistant, Tutoring, Undergraduate Research); **Russert Department Co-Curricular Activities--Theatre Productions**

The following large-scale assessment measures provide information about this learning goal: *HERI The Freshman Survey, Your First College Year, and College Senior Survey; National Survey of Student Engagement.*

ARTISTIC CREATIVITY

Integrative Core Curriculum

Jesuit Heritage—Creative and Performing Arts: *Articulate* an appreciation and understanding of the arts as human endeavors through a consideration of or engagement in the creative process; *Understanding and demonstrating* the diverse nature, meanings and functions of creative endeavors through the study and practice of literature, music, theatrical and visual arts and related forms of expression

Student learning in the Core is assessed by examination of course-specific assignments, chosen by instructors, by both instructors and members of Core subcommittees using Core rubrics.

Majors, Minors, and Concentrations

English (Creative Writing concentration): *Produce* multiple drafts of original creative works that are honed and revised through the peer workshop process (capstone, portfolio)



GRADUATE GOAL: Apply creative and innovative thinking to critical issues in the field

Majors, Minors, and Concentrations

Mathematics (M.A. for H.S. Teachers): *Distinguish* coherent mathematical arguments from fallacious ones and to construct precise arguments of previously seen or related results with the goal of teaching their students the importance of giving complete explanations of mathematical ideas; *master* mathematical concepts that they will be able to use to enrich their high school curriculum (comprehensive exams, thesis)

Mathematics (M.S.): *Give* complete solutions to challenging graduate-level mathematical problems (comprehensive exams, thesis)

Accountancy (graduate): *Develop* a deeper knowledge and understanding of accounting principles, theories, and concepts and use the appropriate research tools to develop effective solutions to accounting problems (course assignments)

Biology (M.A.): *Communicate* new biological knowledge effectively in written, oral, and visual formats; *demonstrate* a deep knowledge of biology and develop advanced competency in specific areas of interest consistent with the primary focus of the program that the students develop with their committee; *demonstrate* a deep knowledge of how to use an empirical approach (with appropriate methods, experimental design, and data analysis) to evaluate biological phenomena in new ways (course assignments)

Biology (M.S.): *Communicate* new biological knowledge (typically obtained during thesis research) effectively in written, oral, and visual formats; *demonstrate* a deep knowledge of biology and develop advanced competency in specific areas of interest consistent with the primary focus of the program that the students develop with their faculty-based committee; *demonstrate* a deep knowledge of how to use an empirical approach (with appropriate methods, experimental design, and data analysis) to evaluate biological phenomena in new ways (course assignments, thesis)

Education (Advanced Studies): *Designs* coherent, evidence-based interventions; *engages* in systematic inquiry; *establishes* favorable conditions for instruction and intervention. (course assignments)

English (M.A. Creative Writing): *Produce* extended written analyses of literary texts, informed by research, that demonstrate awareness of audience, knowledge of critical theory, understanding of formal elements of language and genre, formulation of an original question or thesis within the field, sophisticated organization, and clear and persuasive argumentation; *produce* major and minor written works, demonstrate an understanding of the genre-specific uses of style and form in creative writing, and acquire an ability to use the self- and peer-revision processes to identify holistic and line-specific opportunities for improving creative texts (comprehensive exams, essay/thesis/project)

English (M.A. Rhetoric and Composition): *Produce* extended written analyses of literary texts, informed by research, that demonstrate awareness of audience, knowledge of critical theory,



understanding of formal elements of language and genre, formulation of an original question or thesis within the field, sophisticated organization, and clear and persuasive argumentation (comprehensive exams, essay/thesis/project)

English (M.A.): *Produce* extended written analyses of literary texts, informed by research, that demonstrate awareness of audience, knowledge of critical theory, understanding of formal elements of language and genre, formulation of an original question or thesis within the field, sophisticated organization, and clear and persuasive argumentation (comprehensive exams, essay/thesis/project)

Humanities (graduate): *Demonstrate* a level of critical thinking, data analysis, and use of sources that situates this project in the scholarship of the selected field(s); *integrate* at least two disciplines in a sound interdisciplinary project (thesis/essay)

Part-Time MBA: *Have* analytical problem-solving skills – Be able to *define* a problem based on ambiguous information and *identify* a set of tasks necessary to develop an effective solution. (course assignments)

Communicate Skillfully in Multiple Forms of Expression

126 distinct program-level learning goals (from 82 distinct assessment plan documents) align with this University Learning Goal.

Majors, Minors, and Concentrations

Accountancy (graduate): *Enhance* their ability to effectively communicate through oral presentations and writing assignments (course assignments)

Art History: Be able to *locate, interpret, and analyze* primary and secondary sources relevant to solving research problems in the visual arts; *demonstrate* a knowledge of vocabulary specific to the visual arts and develop a proficiency in visual literacy that will prepare them for graduate study and/or careers in the visual arts, architecture, the media, and related fields; *recognize, understand, and apply* critical, theoretical, and methodological approaches to the history of representation understood within broader socio-cultural and interdisciplinary perspectives. (capstone)

Biology (general major and minor): *Communicate* biological knowledge effectively. (course assignments)

Biology (M.A.): *Communicate* new biological knowledge (typically obtained during thesis research) effectively in written, oral, and visual formats (course assignments)

Biology (M.S.): *Communicate* new biological knowledge (typically obtained during thesis research) effectively in written, oral, and visual formats (thesis, course assignments)

Catholic Studies: *Become* effective writers and public speakers who can clearly and elegantly express a complex argument on major issues facing contemporary Catholic life; *demonstrate* the qualities necessary for leadership and service within Catholic contexts that are increasingly diverse; *think* critically about Catholicism by a) assessing the strengths and weaknesses of



theological and historical arguments; b) examining critically core texts, works of literature, or works of art that originate in the Catholic intellectual and cultural traditions; c) employing these sources properly in fashioning their own understanding of Catholicism (course assignments)

Cell and Molecular Biology: *Communicate* biological knowledge effectively.

Computer Science: *Acquire* communication and interpersonal skills necessary to perform effectively in a technical environment (capstone, Major Field Test, portfolio, course assignments)

East Asian Studies: *Articulate* the political, economic, and sociocultural relationships among East Asian nations and between the East Asia and other regions; *understand* the role of artists, the arts and the artistic impulse in society and recognize how history, politics, religion, philosophy, science and technology influence art and how art influences history, politics, religion, philosophy, science and technology (capstone, course assignments)

Education (Advanced Studies): *Assists and supports* fellow professionals; *establishes* favorable conditions for instruction and intervention; *uses* knowledge of communication techniques to foster collaboration and supportive interactions. (course assignments)

Education (Initial Teacher Licensure): *Creates* a learning environment of respect and rapport. *fosters* relationships with colleagues, parents, and agencies in the larger community; *provides* learning opportunities that acknowledge and support the cognitive and social development of learners; *understands and uses* a variety of instructional strategies; designs coherent instruction; *uses* knowledge of communication techniques to *foster* active inquiry, collaboration, and supportive interaction; (course assignments)

English (Creative Writing concentration): *Produce* written analyses of literary texts that demonstrate awareness of audience, organizational sophistication, and clear argumentation; *read* texts with active, critical skill to form and *articulate* accomplished interpretations of those texts (final portfolio, capstone, course assignments)

English (Literature concentration): *Read* texts with active, critical skill to *form and articulate* accomplished interpretations of those texts (capstone, course assignments, Major Field Test)

English (Professional Writing concentration): *Complete* at least one professional internship that employs writing, editing, and communicating skills learned in PRW courses; *read* texts with active, critical skill to *form and articulate* accomplished interpretations of those texts (capstone, portfolio, course assignments)

Entrepreneurship: *Communicate* skillfully in presenting entrepreneurship projects (course assignments)

Environmental Science: *Collect and analyze* scientific data and communicate its importance through effective oral and written presentation. (course assignments)

Exercise Science: *Demonstrate* knowledge in applied settings; knowledge of organization, Leadership and Planning for a variety of situations; knowledge of research and the appropriate use of research in papers, projects, and for problem-solving and critical thinking (course assignments)

Fifth Year MBA: *Demonstrate* effective influential communication skills for oral presentations and written communication (course assignments)



History: *Become* effective writers who can clearly and elegantly express a complex, thesis-driven historical argument; *develop* skills in public speaking and oral presentation. (course assignments)

Humanities (graduate): *Demonstrate* a level of critical thinking, data analysis, and use of sources that situates this project in the scholarship of the selected field(s); *demonstrate* a professional level of writing and oral presentation skills (eloquentia perfecta); *integrate* at least two disciplines in a sound interdisciplinary project (thesis/essay)

Humanities (undergraduate): Be able to *locate, interpret, and analyze* primary and secondary sources relevant to solving research problems in the visual arts; *demonstrate* a knowledge of vocabulary specific to the visual arts and develop a proficiency in visual literacy that will prepare them for graduate study and/or careers in the visual arts, architecture, the media, and related fields; *recognize, understand, and apply* critical, theoretical, and methodological approaches to the history of representation understood within broader socio-cultural and interdisciplinary perspectives. (capstone)

Marketing: *Demonstrate* a command of the primary marketing content areas including the marketing environment, segmentation, targeting, positioning, the marketing mix and socially responsible marketing; the ability to develop marketing strategy to effectively connect organizational resources to marketplace needs (capstone)

Neuroscience: *Demonstrate* readiness for graduate study, professional school, or for transition into the work force (placement rates)

Part-Time MBA: *Have* communication skills – Effectively *communicate* ideas and plans. (course assignments)

Peace, Justice, and Human Rights: *Articulate* a world view that leads to concern for and on behalf of those who suffer from conflict, injustice and/or human rights violations; *describe, explain, analyze, and reflect* upon the complex and systematic nature of peace building, justice, and human rights (capstone)

Philosophy: *Write and speak* knowledgably about central aspects of and problems within the history of philosophy, as well as about philosophy's major historical figures (seminar paper)

Physics: *Apply* mathematical, analytical, computational, and experimental skills to model the behavior of physical systems, solve a wide range of physics problems, design and conduct experiments to measure and interpret physical phenomena, and to critically evaluate scientific results and arguments, both of their own and that of others (course assignments)

Political Science: Be *engaged in and aware of* local, national and global politics; *be prepared*, according to interest, for graduate programs and/or careers related to Political Science (e.g. public policy, law, political journalism, international service) (internship evaluation, employer survey)

Population and Public Health: *Display* ethical behaviors, cultural sensitivity, teamwork, and professional conduct (internship evaluation)

Pre-Medical Post-Baccalaureate Program: *Demonstrate* readiness for medical or other professional health care schools by completing course requirements for admission to such programs (MCAT/acceptance)



Professional Healthcare Preparation Minor: *Communicate* effectively to patients and peers; *promote* patient-centered understanding and respect; (portfolio)

Psychology: *Demonstrate* expertise in the methods of information gathering, organization, and synthesis as applied to psychological science; expertise in the methods of information gathering, organization, and synthesis as applied to psychological science; expertise in the methods of information gathering, organization, and synthesis as applied to psychological science; *proficiency* in the use of the language of psychological science in both written and verbal form; (course assignments, Major Field Test, practicum evaluation)

Sociology and Criminology: *Develop* critical sociological thinking skills in reasoning, theoretical analysis, interpretation of research findings, and the general ability to separate fact from misinformation and rhetorical manipulation in order to engage the institutions and cultures of the multiple societies in this global community; *develop* critical sociological thinking skills in reasoning, theoretical analysis, interpretation of research findings, and the general ability to separate fact from misinformation and rhetorical manipulation in order to engage the institutions and cultures of the multiple societies in this global community; *engage* in research of various types with the goal of answering questions about the nature of human society and its diversity, cultures, human interactions, social structures, and issues related to social justice (course assignment, Major Field Test)

Sociology (Forensic and Behavioral Science concentration): *Demonstrate* an in-depth understanding of ethical issues related to the crime-forensic relationship; *understand* practice-related skills associated with crime scene analysis, court testimony procedures, and internships; *understand* the theoretical principles associated with forensic psychology, forensic criminology, and the criminal justice system (capstone, course assignments)

Sports Studies: *Demonstrate* knowledge in a professional internship setting in Sports Administration, Coaching, or working with diverse populations through planning, organization, decision-making, reflection, oversight and implementation of rules, policies and procedures; knowledge of Organization, Leadership and Planning for a variety of situations; knowledge of research and the appropriate use of research in papers, projects, and for problem-solving and critical thinking; knowledge of working with diverse populations within multiple types of sports administration, and sports-related settings and provide evidence of their ability to be an effective leader (course assignments)

Other Programs

Arrupe Scholars Program: *Apply* their knowledge and abilities to advocate for positive social change (social justice resume)

Center for Service and Social Action: *Communicate* skillfully in multiple forms of expression; *Engage* in activities that advance the promotion of justice and social action; *Engage* in advocacy work that fosters solidarity and promotes the common good (Reflection, Student Assessment Tool)

Honors Program: *Demonstrate* effective and eloquent communication (honors project)

Learning Commons: *Seek out* academic support services as necessary (usage rates/analysis)

Grasselli Library: *Evaluate* information and *use* it ethically (course assignments)



Library Instruction: *Evaluate* information ethically; *find* information efficiently and effectively; *use and cite* information sources accurately (course assignments)

Major Advising: *Discuss* post-graduation plans, which may include graduate school, careers, or service; *monitor* progress toward on-time degree completion by regularly reviewing a degree evaluation in consultation with one's advisor (advising survey)

Pre-Health Professions: *Demonstrate* understanding that health careers are service careers, requiring skills involving critical analysis, communication, leadership, collaboration, cultural competency, and creative thinking; *demonstrate* understanding that health careers are service careers, requiring skills involving critical analysis, communication, leadership, collaboration, cultural competency, and creative thinking; *understand* the variety of careers in healthcare and pathways to access those careers, including program prerequisites, standardized tests needed, and application processes and explain why the chosen career path is personally appropriate; *understand* the variety of careers in healthcare and pathways to access those careers, including program prerequisites, standardized tests needed, and application processes and explain why the chosen career path is personally appropriate; and (course assignments, HPAC Application)

Pre-Major Advising: *Build* connections with the University community (advising survey)

Russert Department Co-Curricular Activities--Debate Team: *Advocate* ideas more persuasively; *analyze and synthesize* arguments more critically; *display* skill in answering questions about their speeches; *listen* more critically

Russert Department Co-Curricular Activities--Public Relations Student Society of America: *Develop* highly qualified, well-prepared professionals for the public relations profession; *enhance* knowledge of public relations through professional development opportunities.

Russert Department Co-Curricular Activities: WJCU: The ability to synthesize, organize and express ideas clearly, engagingly and purposefully via terrestrial radio broadcast, live Internet streaming, or audio podcast.

Student Accessibility Services: *Articulate* needs to faculty and staff; *self-advocate* disability needs and accommodations while at JCU and after leaving JCU (AHEAD assessment tool)

The following programs have indicated that their operations align with this goal: **Russert Department Co-Curricular Activities: Theatre Productions.**

The following large-scale assessment measures provide information about this learning goal: *HERI The Freshman Survey*, *Your First College Year*, and *College Senior Survey*; *National Survey of Student Engagement*.

WRITTEN COMMUNICATION

Integrative Core Curriculum

Foundational Competencies—Written Expression: Articulating an Argument: *Select and develop* a manageable topic, given audience, purpose, and length requirements; and *develop and*



support an argument appropriate to context, audience, and purpose; *integrate* sources (*engage with and integrate* textual sources); *document sources ethically* (*formulate* citations and avoid plagiarism); *control* surface features of writing (*use* language that generally conveys meaning to readers with clarity, although writing may include some errors.)

Integrated Courses—Linked Courses and Engaging the Global Community:

Articulating an Argument: The writer *locates and develops* a manageable topic given audience, purpose, and length requirements and begins to situate the topic in the context of the field. The writer *develops and supports* an argument appropriate to context, audience, and purpose; **Integrating Sources:** The writer *engages with and integrates* credible and relevant sources appropriate to the discipline; **Documenting Ethically:** The writer *avoids* plagiarism and *documents* sources consistently using a citation style appropriate to the discipline with few formatting errors; **Controlling Surface Features:** The writer *uses* straightforward language that conveys meaning to readers with clarity, with few errors.

Requirements in the Major—Additional Writing: **Articulating an Argument:** The writer *locates and develops* a manageable topic given audience, purpose, and length requirements and begins to situate the topic in the context of the field. The writer *develops and supports* an argument appropriate to context, audience, and purpose; **Integrating Sources:** The writer *engages with and integrates* credible and relevant sources appropriate to the discipline; **Documenting Ethically:** The writer *avoids* plagiarism and *documents* sources consistently using a citation style appropriate to the discipline with few formatting errors; **Controlling Surface Features:** The writer *uses* straightforward language that conveys meaning to readers with clarity, with few errors.

Student learning in the Core is assessed by examination of course-specific assignments, chosen by instructors, by both instructors and members of Core subcommittees using Core rubrics.

Majors, Minors, and Concentrations

Chemistry: Effectively *communicate* scientific information in a variety of forms (written, oral, mathematical) (class presentations, Honors Theses, Lab Reports CH367, CH399; research poster presentations)

Classical Languages: *Communicate* skillfully in English (capstone)

Classical Studies: *Communicate* skillfully in English (capstone)

English (Creative Writing concentration): *Produce* written analyses of literary texts that demonstrate awareness of audience, organizational sophistication, and clear argumentation (capstone, course assignments)

English (Literature concentration): *Produce* written analyses of literary texts that demonstrate awareness of audience, organizational sophistication, and clear argumentation (capstone, course assignments)

English (M.A. Creative Writing): *Produce* extended written analyses of literary texts, informed by research, that demonstrate awareness of audience, knowledge of critical theory, understanding of formal elements of language and genre, formulation of an original question



or thesis within the field, sophisticated organization, and clear and persuasive argumentation (comprehensive exams, essay/thesis/project)

English (M.A. Rhetoric and Composition): *Produce* extended written analyses of literary texts, informed by research, that demonstrate awareness of audience, knowledge of critical theory, understanding of formal elements of language and genre, formulation of an original question or thesis within the field, sophisticated organization, and clear and persuasive argumentation (comprehensive exams, essay/thesis/project)

English (M.A.): *Produce* extended written analyses of literary texts, informed by research, that demonstrate awareness of audience, knowledge of critical theory, understanding of formal elements of language and genre, formulation of an original question or thesis within the field, sophisticated organization, and clear and persuasive argumentation (comprehensive exams, essay/thesis/project)

English (Professional Writing concentration): *Produce* written texts in professional genres that demonstrate awareness of audience, organizational sophistication, and clear argumentation (capstone, course assignments, portfolio)

Finance: *Articulate* financial problems and pose appropriate solutions to problems that are unfamiliar (course assignment)

Mathematics: Be able to communicate mathematical ideas and present mathematical arguments both in writing and orally using proper use of mathematical notation and terminology (course assignment)

Mathematics (M.A. for H.S. Teachers): *Gain* advanced competence in communicating mathematical ideas and presenting mathematical arguments both in writing and orally using proper use of mathematical notation and terminology (comprehensive exams, thesis)

Mathematics (M.S.): *Communicate* mathematical ideas and present mathematical arguments both in writing and orally using proper use of mathematical notation and terminology at an advanced level that represents formal mathematical practice (comprehensive exams, thesis)

Neuroscience: *Demonstrate* proficiency in the use of the language of neuroscience in both written and oral forms (capstone)

Physics: Effectively *communicate* scientific hypothesis, research methods, data and analysis both orally and in writing and in a variety of venues (capstone, course assignments)

Political Science: *Demonstrate* academic and intellectual skills: critical analysis; academic writing; and oral communication (course assignment)

Statistics and Analytics (minor): *Communicate* statistical results and present interpretations of statistical analysis both in writing and orally (course assignment)

The following programs have indicated that their operations align with this goal: **Chemistry Experiential Opportunities** (Attend/Present at Conferences; Laboratory Coursework; Teaching Assistant; Undergraduate Research).



ORAL COMMUNICATION

Integrative Core Curriculum

Foundational Competencies—Oral Expression: *Create* speeches which are meaningful and appropriate to a particular audience; *demonstrate* polished delivery including effective eye contact, vocal variety, gestures and movement; *display* skill in answering public questions about a presentation.

Student learning in the Core is assessed by examination of course-specific assignments, chosen by instructors, by both instructors and members of Core subcommittees using Core rubrics.

Majors, Minors, and Concentrations

Chemistry: Effectively *communicate* scientific information in a variety of forms (written, oral, mathematical) (class presentations, Honors Theses, Lab Reports CH367, CH399; research poster presentations)

Classical Languages: *Communicate* skillfully in English (capstone)

Classical Studies: *Communicate* skillfully in English (capstone)

English (Creative Writing concentration): *Build* oral communication skills by listening to others' ideas and articulating their own responses and questions clearly to situate themselves in the conversation. (capstone, course assignments)

English (Literature concentration): *Build* oral communication skills by listening to others' ideas and articulating their own responses and questions clearly to situate themselves in the conversation. (capstone, course assignments)

English (M.A. Creative Writing): *Build* oral communication skills by listening to others' ideas and articulating their own responses and questions clearly to situate themselves in a larger critical and/or theoretical conversation that begins in but extends beyond the classroom. (essay/thesis/project)

English (M.A. Rhetoric and Composition): *Build* oral communication skills by listening to others' ideas and articulating their own responses and questions clearly to situate themselves in a larger critical and/or theoretical conversation that begins in but extends beyond the classroom. (essay/thesis/project)

English (M.A.): *Build* oral communication skills by listening to others' ideas and articulating their own responses and questions clearly to situate themselves in a larger critical and/or theoretical conversation that begins in but extends beyond the classroom. (essay/thesis/project)

English (Professional Writing concentration): *Build* oral communication skills by listening to others' ideas and articulating their own responses and questions clearly to situate themselves in the conversation. (capstone, course assignments)



Finance: *Articulate* financial problems and pose appropriate solutions to problems that are unfamiliar (course assignment)

Mathematics: Be able to communicate mathematical ideas and present mathematical arguments both in writing and orally using proper use of mathematical notation and terminology (course assignment)

Mathematics (M.A. for H.S. Teachers): *Gain* advanced competence in communicating mathematical ideas and presenting mathematical arguments both in writing and orally using proper use of mathematical notation and terminology (comprehensive exams, thesis)

Mathematics (M.S.): *Communicate* mathematical ideas and present mathematical arguments both in writing and orally using proper use of mathematical notation and terminology at an advanced level that represents formal mathematical practice (comprehensive exams, thesis)

Neuroscience: *Demonstrate* proficiency in the use of the language of neuroscience in both written and oral forms (capstone)

Physics: Effectively *communicate* scientific hypothesis, research methods, data and analysis both orally and in writing and in a variety of venues (capstone, course assignments)

Political Science: *Demonstrate* academic and intellectual skills: critical analysis; academic writing; and oral communication (course assignment)

Statistics and Analytics (minor): *Communicate* statistical results and present interpretations of statistical analysis both in writing and orally (course assignment)

The following programs have indicated that their operations align with this goal: **Chemistry Experiential Opportunities** (Attend/Present at Conferences; Laboratory Coursework; Science Fair Judging; Teaching Assistant; Tutoring; Undergraduate Research).

MATHEMATICAL COMMUNICATION

Majors, Minors, and Concentrations

Chemistry: Effectively *communicate* scientific information in a variety of forms (written, oral, mathematical) (class presentations, Honors Theses, Lab Reports CH367, CH399; research poster presentations)

Mathematics: Be able to communicate mathematical ideas and present mathematical arguments both in writing and orally using proper use of mathematical notation and terminology (course assignment)

Mathematics (M.A. for H.S. Teachers): *Gain* advanced competence in communicating mathematical ideas and presenting mathematical arguments both in writing and orally using proper use of mathematical notation and terminology (comprehensive exams, thesis)

Mathematics (M.S.): *Communicate* mathematical ideas and present mathematical arguments both in writing and orally using proper use of mathematical notation and terminology at an advanced level that represents formal mathematical practice (comprehensive exams, thesis)



The following programs have indicated that their operations align with this goal: **Chemistry Experiential Opportunities** (Laboratory Coursework; Tutoring; Undergraduate Research).

CREATIVE EXPRESSION

Integrative Core Curriculum

Jesuit Heritage—Creative and Performing Arts: *Understanding and demonstrating* the diverse nature, meanings and functions of creative endeavors through the study and practice of literature, music, theatrical and visual arts and related forms of expression.

Student learning in the Core is assessed by examination of course-specific assignments, chosen by instructors, by both instructors and members of Core subcommittees using Core rubrics.

Majors, Minors, and Concentrations

English (Creative Writing): *Produce* multiple drafts of original creative works that are honed and revised through the peer workshop process (capstone, portfolio)

English (M.A. Creative Writing): *Produce* major and minor written works, *demonstrate* an understanding of the genre-specific uses of style and form in creative writing, and *acquire* an ability to use the self- and peer-revision processes to identify holistic and line-specific opportunities for improving creative texts (essay/thesis/project)

MULTILINGUAL COMMUNICATION

Integrative Core Curriculum

Languages: *Communicate* skillfully and effectively in a language other than English.

Student learning in the Core is assessed by examination of course-specific assignments, chosen by instructors, by both instructors and members of Core subcommittees using Core rubrics.

Majors, Minors, and Concentrations

Classical Languages: *Communicate* at the advanced high level in presentational writing in Latin and/or Greek; *communicate* at the superior level in interpretive reading in Latin and/or Greek; *communicate* skillfully in English (capstone)

Classical Studies: *Communicate* at the advanced low level in interpretive reading in Latin and/or Greek; *communicate* at the intermediate high level in presentational writing in Latin and/or Greek; *communicate* skillfully in English (capstone)



East Asian Studies: *Demonstrate* at least second-year language proficiency (ACTFL's intermediate-mid) in an East Asian language (language proficiency)

French Language: *Communicate* skillfully and effectively at the advanced mid level of proficiency in French by engaging in interpersonal communication, interpretive listening, interpretive reading, presentational speaking, and presentational writing (capstone)

French Studies: *Communicate* skillfully and effectively at the advanced low level of proficiency in French by engaging in interpersonal communication, interpretive listening, interpretive reading, presentational speaking, and presentational writing (capstone)

German: *Communicate* skillfully and effectively in German by engaging in interpersonal communication, interpretive listening, interpretive reading, presentational speaking, and presentational writing (language proficiency)

International Business with Language and Cultures: *Demonstrate* proficiency in a second language (course assignments, language proficiency)

Spanish: *Communicate* skillfully and effectively in Spanish by engaging in interpersonal communication, interpretive listening, interpretive reading, presentational speaking, and presentational writing (capstone)

Other Programs

Center for Global Education: *Demonstrate* ability to functionally communicate on a day-to-day basis within the host culture (this goal would vary depending on the language of the host country and the degree to which the student has been studying the host country language). (Reflection Session)

Demonstrate a Capacity to Engage in Respectful Civil Discourse

9 distinct program-level learning goals (from 9 distinct assessment plan documents) align with this University Learning Goal.

Other Programs

Arrupe Scholars Program: *Demonstrate* a commitment to social action grounded in sustained engagement with people facing injustice (essays, social justice resume)

Center for Global Education: Ability to functionally *communicate* on a day-to-day basis within the host culture (this goal would vary depending on the language of the host country and the degree to which the student has been studying the host country language); Being able to *provide* concrete examples of different cultural practices & perspectives without resorting to



stereotyping; *Reflect* on the ethical responsibilities that derive from one's particular social location. (Reflection Session)

Center for Service and Social Action: *Develop* an awareness of civic responsibility and the importance of civic engagement; *Engage* in advocacy work that fosters solidarity and promotes the common good; *Increase* students' knowledge of community issues, needs, strengths, challenges, and resources (Reflection, Student Assessment Tool)

Student Accessibility Services: Articulate needs to faculty and staff; Self-advocate disability needs and accommodations while at JCU and after leaving JCU (AHEAD assessment tool)

The following programs have indicated that their operations align with this goal: **Chemistry Experiential Opportunities** (Attend/Present at Conferences, Laboratory Coursework, Science Fair Judging, Teaching Assistant, Tutoring)

The following large-scale assessment measures provide information about this learning goal: *HERI The Freshman Survey, Your First College Year, and College Senior Survey*

CHARACTER

John Carroll students will develop a holistic awareness of self and others, acting with integrity and moral purpose for the good of society. Amidst a diverse community of learners and inspired by the Ignatian tradition of finding God in all things, our students will:

- Cultivate a habit of reflection
- Understand, value, and respect their own and others' talents, unique characteristics, and socio-cultural identities
- Develop a personal belief system that is inspired by Ignatian values such as rigor, generosity, gratitude, inclusivity, solidarity, and a desire for the greater good
- Practice mature decision making and care for the whole person
- Act competently in a global and diverse world





Cultivate a habit of reflection

19 distinct program-level learning goals (from 12 distinct assessment plan documents) align with this University Learning Goal.

Majors, Minors, and Concentrations

Gender, Sexuality, and Women's Studies: *Develop* abilities and skills to deal positively and effectively with gender issues; (portfolio; reflection component (course-embedded))

Peace, Justice, and Human Rights: Describe, explain, analyze, and reflect upon the complex and systematic nature of peace building, justice, and human rights (capstone)

Other Programs

Arrupe Scholars Program: *Be* reflective learners (essays)

Campus Ministry: *Become educated* in a “faith that does justice;” *own* and *appreciate* their faith

Center for Global Education: Being able to *identify* connections between global issues or processes and host country, or local, circumstances; being able to *provide* concrete examples of different cultural practices & perspectives without resorting to stereotyping; *demonstrate* basic knowledge of the history, politics, and society of host country; *reflect* on the ethical responsibilities that derive from one's particular social location. (Reflection Session)

Center for Service and Social Action: *Cultivate* a habit of reflection about the meaning of service in their lives and how their service experience informs their vocation. (Reflection, Student Assessment Tool)

Honors Program: *Demonstrate* reflection and discernment in the Ignatian tradition. (honors project)

Learning Commons: *Seek* out academic support services as necessary (usage rates/analysis)

Major Advising: *Explore* co-curricular and professional-development opportunities, such as research, study abroad, internships, practicums, and service learning; *formulate, monitor, and modify*, as necessary, an academic plan that unifies educational, personal, and professional interests, strengths, and aspirations; *reflect* on one's education broadly at the University. (advising survey)

Pre-Major Advising: *Align* one's academic plan with one's interests, goals, talents, and values; *monitor* academic progress in courses and towards degree completion; *recover* from mistakes and change plans as necessary (advising survey)

Student Accessibility Services: Articulate needs to faculty and staff (AHEAD assessment tool)



The following programs have indicated that their operations align with this goal: **Chemistry Experiential Opportunities: Laboratory Coursework.**

The following large-scale assessment measures provide information about this learning goal: *National Survey of Student Engagement.*

Understand, value, and respect their own and others' talents, unique characteristics, and socio-cultural identities

17 distinct program-level learning goals (from 14 distinct assessment plan documents) align with this University Learning Goal.

Other Programs

Reserve Officers' Training Corps: *Establish and build* professionalism based in Army values and ethic, character, and national service. (academic measures, evaluations, assessments)

Arrupe Scholars Program: *Demonstrate* a commitment to social action grounded in sustained engagement with people facing injustice (essays, social justice resume)

Campus Ministry: To *form* the faith community in the Catholic and Ignatian tradition, as well as provide our non-Catholic population with opportunities to gather with others of their faith tradition.

Center for Global Education: Being able to *provide* concrete examples of different cultural practices & perspectives without resorting to stereotyping; *demonstrate* basic knowledge of the history, politics, and society of host country (Reflection session)

Center for Service and Social Action: *Create* a genuine understanding of others' lived experiences through sustained personal interactions; *Increase* students' knowledge of community issues, needs, strengths, challenges, and resources. (Reflection, Student Assessment Tool)

Learning Commons: *Seek* out academic support services as necessary (usage rates/analysis)

Major Advising: *Monitor* progress toward on-time degree completion by regularly reviewing a degree evaluation in consultation with one's advisor (advising survey)

Pre-Major Advising: *Align* one's academic plan with one's interests, goals, talents, and values; *build* connections with the University community; *make* full use of University resources; *monitor* academic progress in courses and towards degree completion (advising survey)

Student Accessibility Services: *Articulate* needs to faculty and staff; *identify* campus resources that contribute to academic and personal success at JCU; *self-advocate* disability needs



and accommodations while at JCU and after leaving JCU; *understand* SSD policies and procedures and how to request accommodations (AHEAD assessment tool)

The following programs have indicated that their operations align with this goal: **Chemistry Experiential Opportunities** (ACS Student Affiliates Service Activities, Laboratory Coursework, Science Fair Judging, Teaching Assistant, Tutoring)

The following large-scale assessment measures provide information about this learning goal: *HERI The Freshman Survey, Your First College Year, and College Senior Survey; National Survey of Student Engagement*

Develop a personal belief system that is inspired by Ignatian values such as rigor, generosity, gratitude, inclusivity, solidarity, and a desire for the greater good

11 distinct program-level learning goals (from 6 distinct assessment plan documents) align with this University Learning Goal.

Majors, Minors, and Concentrations

Peace, Justice, and Human Rights: *Articulate* a world view that leads to concern for and on behalf of those who suffer from conflict, injustice and/or human rights violations (capstone)

Other Programs

Arrupe Scholars Program: *Demonstrate* a commitment to social action grounded in sustained engagement with people facing injustice; *develop* their intellectual curiosity (essays, social justice resume)

Campus Ministry: To *form* the faith community in the Catholic and Ignatian tradition, as well as provide our non-Catholic population with opportunities to gather with others of their faith tradition.

Center for Global Education: Being able to *provide* concrete examples of different cultural practices & perspectives without resorting to stereotyping; *demonstrate* basic knowledge of the history, politics, and society of host country; *reflect* on the ethical responsibilities that derive from one's particular social location. (Reflection Session)

Center for Service and Social Action: *Cultivate* a habit of reflection about the meaning of service in their lives and how their service experience informs their vocation; *Develop* an awareness of civic responsibility and the importance of civic engagement; *Engage* in activities that advance the promotion of justice and social action. (Reflection, Student Assessment Tool)



The following programs have indicated that their operations align with this goal: **Chemistry Experiential Opportunities: Laboratory Coursework.**

Practice mature decision making and care for the whole person

25 distinct program-level learning goals (from 7 distinct assessment plan documents) align with this University Learning Goal.

Other Programs

Center for Global Education: Being able to *provide* concrete examples of different cultural practices & perspectives without resorting to stereotyping; *reflect* on the ethical responsibilities that derive from one's particular social location. (Reflection Session)

Center for Service and Social Action: *Create* a genuine understanding of others' lived experiences through sustained personal interactions; *Cultivate* a habit of reflection about the meaning of service in their lives and how their service experience informs their vocation. (Reflection, Student Assessment Tool)

Learning Commons: *Seek* out academic support services as necessary (usage rates/analysis)

Major Advising: *Discuss* post-graduation plans, which may include graduate school, careers, or service; *explore* co-curricular and professional-development opportunities, such as research, study abroad, internships, practicums, and service learning; *formulate, monitor, and modify*, as necessary, an academic plan that unifies educational, personal, and professional interests, strengths, and aspirations; *Know* major requirements and departmental expectations and procedures; *Monitor* progress toward on-time degree completion by regularly reviewing a degree evaluation in consultation with one's advisor; *Reflect* on one's education broadly at the University; *Select* courses and integrate co-curricular experiences meaningfully and intentionally; *Understand and follow* University policies and procedures for Graduation (advising survey)

Pre-Major Advising: *Align* one's academic plan with one's interests, goals, talents, and values; *Be familiar* with the University's integrative curriculum, policies, and campus resources; *Build* connections with the University community; *Know* curricular requirements for intended program of study and *draft* a tentative academic plan leading to major declaration by spring of sophomore year; *Know* how to run a degree audit and bring an updated audit to advising meetings; *Make* full use of University resources; *Monitor* academic progress in courses and towards degree completion; *Recover* from mistakes and change plans as necessary (advising survey)

Student Accessibility Services: *Articulate* needs to faculty and staff; *identify* campus resources that contribute to academic and personal success at JCU; *self-advocate* disability needs and



accommodations while at JCU and after leaving JCU; *understand* SSD policies and procedures and how to request accommodations (AHEAD assessment tool)

The following programs have indicated that their operations align with this goal: **Chemistry Experiential Opportunities: Laboratory Coursework.**

Act competently in a global and diverse world

107 distinct program-level learning goals (from 50 distinct assessment plan documents) align with this University Learning Goal.

Integrative Core Curriculum

Languages: *Communicate* skillfully and effectively in a language other than English, at a level commensurate with the language and program. *Demonstrate* foundational cultural and linguistic knowledge of a target-language area. *Demonstrate* emerging intercultural competence.

Integrated Courses: Exploring the Global Community: *Identify* several factors that resulted in social cultural, economic, political or environmental linkages between people at regional and/or global levels; *describe* the reciprocal power relationships that result from these linkages.

Jesuit Heritage—Theology and Religious Studies: *Appreciate* how culturally and globally diverse religious traditions provide resources for responding to injustice and living ethically.

Student learning in the Core is assessed by examination of course-specific assignments, chosen by instructors, by both instructors and members of Core subcommittees using Core rubrics.

Majors, Minors, and Concentrations

Accountancy (undergraduate): *Develop* an understanding of various aspects of global business (course assignments)

Art History: *Demonstrate* a knowledge of vocabulary specific to the visual arts and *develop* a proficiency in visual literacy that will prepare them for graduate study and/or careers in the visual arts, architecture, the media, and related fields; *recognize* and *understand* major artists and monuments of world art, and be able to *identify* the characteristics and distinguishing features of works of art and architecture in their historical and cultural settings. They will learn to *make* comparisons across cultures and time periods, leading to an understanding of art and culture within a global context; *recognize, understand, and apply* critical, theoretical, and methodological approaches to the history of representation understood within broader socio-cultural and interdisciplinary perspectives. (capstone)

Catholic Studies: *Articulate* multiple perspectives on current issues in catholic life, drawing on scholarly and professional perspectives; *demonstrate* the qualities necessary for leadership



and service within Catholic contexts that are increasingly diverse; *think critically* about Catholicism by a) *assessing* the strengths and weaknesses of theological and historical arguments; b) *examining* critically core texts, works of literature, or works of art that originate in the Catholic intellectual and cultural traditions; c) *employing* these sources properly in fashioning their own understanding of Catholicism;

Computer Science: *Acquire* both a working knowledge and a theoretical understanding of the professional practice and formal methodologies of development of large software projects; *acquire* communication and interpersonal skills necessary to perform effectively in a technical environment (course assignments, capstone, Major Field Test)

East Asian Studies: *Articulate* the political, economic, and sociocultural relationships among East Asian nations and between the East Asia and other regions; *demonstrate* at least second-year language proficiency (ACTFL's intermediate-mid) in an East Asian language; (capstone, course assignments, language proficiency)

Education (Initial Teacher Licensure): *Creates* a learning environment of respect and rapport; *Creates* a learning environment that encourages social interaction, active engagement, and self-motivation; *demonstrates* flexibility, responsiveness, and persistence in adapting to diverse learners; *fosters* relationships with colleagues, parents, and agencies in the larger community; *grows and develops* professionally; *plans* instruction based on knowledge of subject matter, students, the community, and curriculum goals; *provides* learning opportunities that acknowledge and support the cognitive and social development of learners; *Understands and uses* a variety of instructional strategies; *designs* coherent instruction; *understands and uses* formative and summative assessment approaches and strategies.

English (Creative Writing concentration): *Build* oral communication skills by listening to others' ideas and articulating their own responses and questions clearly to situate themselves in the conversation; *show* knowledge of cultural and historical contexts of Anglophone and translated literature (capstone, course assignments)

English (Literature concentration): *Build* oral communication skills by listening to others' ideas and articulating their own responses and questions clearly to situate themselves in the conversation; *show* knowledge of cultural and historical contexts of Anglophone and translated literature (capstone, course assignments)

English (Professional Writing concentration): *Build* oral communication skills by listening to others' ideas and articulating their own responses and questions clearly to situate themselves in the conversation; *complete* at least one professional internship that employs writing, editing, and communicating skills learned in PRW courses (capstone, course assignments)

Exercise Science: *Demonstrate* knowledge in applied settings; of health, lifestyle wellness, lifestyle disabilities and working with diverse populations; of lifespan development, developmental disabilities, and developmental regression; of organization, Leadership and Planning for a variety of situations; related to moral and ethical behavior for a movement professional. (course assignments)

Finance: *Articulate* financial problems and *pose* appropriate solutions to problems that are unfamiliar (course assignment)

French Language: Communicate skillfully and effectively at the “Advanced Mid” level of proficiency in French by engaging in interpersonal communication, interpretive listening,



interpretive reading, presentational speaking, and presentational writing; *demonstrate* emerging intercultural competence (capstone, intercultural competency assessment)

French Studies: *Communicate* skillfully and effectively at the “Advanced Low” level of proficiency in French by engaging in interpersonal communication, interpretive listening, interpretive reading, presentational speaking, and presentational writing; *demonstrate* emerging intercultural competence (capstone, intercultural competency assessment)

Gender, Sexuality, and Women's Studies: *Appreciate* the ethical and social justice dimensions and implications of the study of gender; *develop* abilities and skills to deal positively and effectively with gender issues; *understand* connections between gender and power in a global context (portfolio, reflection component (course-embedded))

German: *Communicate* skillfully and effectively in German by engaging in interpersonal communication, interpretive listening, interpretive reading, presentational speaking, and presentational writing; *demonstrate* emerging intercultural competence (language proficiency, intercultural competency assessment)

Humanities (undergraduate): *Demonstrate* a knowledge of vocabulary specific to the visual arts and develop a proficiency in visual literacy that will prepare them for graduate study and/or careers in the visual arts, architecture, the media, and related fields; *recognize and understand* major artists and monuments of world art, and be able to *identify* the characteristics and distinguishing features of works of art and architecture in their historical and cultural settings. They will learn to *make comparisons* across cultures and time periods, leading to an understanding of art and culture within a global context; *Recognize, understand, and apply* critical, theoretical, and methodological approaches to the history of representation understood within broader socio-cultural and interdisciplinary perspectives. (capstone)

International Business with Language and Cultures: *Achieve* a level of intercultural competency; *acquire* the ability to analyze international business contexts; be able to *analyze* change, risk and uncertainty in international settings; be able to *problem solve* in organizations across cultures; *demonstrate* proficiency in a second language. (course assignments, language proficiency)

Marketing: Demonstrate the ability to *develop* marketing strategy to effectively connect organizational resources to marketplace needs and the ability to *navigate* the complexities of marketing problems in the dynamic market environments of for-profit and non-profit organizations (capstone)

Mathematics: Be able to *use* technology appropriate to each topic. (course assignment)

Neuroscience: *Demonstrate* proficiency in the use of the language of neuroscience in both written and oral forms (capstone)

Peace, Justice, and Human Rights: *Demonstrate* continued levels of engagement in peace, justice, and human rights issues after graduation from JCU; *demonstrate* increased levels of engagement (both on and off campus) with issues related to peace, justice, and human rights (capstone)

Physics: *Demonstrate* awareness of professional responsibilities and good citizenship as members of the scientific community (event participation)

Political Science: *Be* engaged in and aware of local, national and global politics; be *prepared*, according to interest, for graduate programs and/or careers related to Political Science (e.g.



public policy, law, political journalism, international service); *demonstrate* knowledge of the major fields of political science: American, comparative, IR, theory, and methods (internship evaluation, employer survey, course assignments, Major Field Test)

Population and Public Health: *Display* ethical behaviors, cultural sensitivity, teamwork, and professional conduct (internship evaluation)

Professional Healthcare Preparation Minor: *Integrate* leadership and ethical perspectives with the practice of medicine; *manage* practical and business aspects of health care; *promote* patient-centered understanding and respect (portfolio)

Psychology: *Demonstrate* an understanding of the ethics and values of the discipline, recognition of how psychological science contributes to the understanding of human diversity. (course assignments, Major Field Test, practicum evaluation)

Sociology and Criminology: *Develop* as whole persons with their completion of a successful educational program with its implications for continued learning and a successful work life, and a commitment to lifelong civic engagement; *Develop* critical sociological thinking skills in reasoning, theoretical analysis, interpretation of research findings, and the general ability to separate fact from misinformation and rhetorical manipulation in order to engage the institutions and cultures of the multiple societies in this global community; *Develop* critical sociological thinking skills in reasoning, theoretical analysis, interpretation of research findings, and the general ability to separate fact from misinformation and rhetorical manipulation in order to engage the institutions and cultures of the multiple societies in this global community; *engage* in critical questioning about their society, its social structure, and the larger world in which they live; *engage* in research of various types with the goal of answering questions about the nature of human society and its diversity, cultures, human interactions, social structures, and issues related to social justice (alumni survey, course assignment, Major Field Test)

Sociology (Forensic and Behavioral Science concentration): *Demonstrate* in-depth knowledge of the social, political, and economic issues related to forensic behavioral science; *understand* practice-related skills associated with crime scene analysis, court testimony procedures, and internships (capstone, course assignments)

Spanish: *Communicate* skillfully and effectively in Spanish by engaging in interpersonal communication, interpretive listening, interpretive reading, presentational speaking, and presentational writing; *demonstrate* emerging intercultural competence (capstone, intercultural competency assessment)

Sports Studies: *Demonstrate* knowledge in a professional internship setting in Sports Administration, Coaching, or working with diverse populations through planning, organization, decision-making, reflection, oversight and implementation of rules, policies and procedures; knowledge of Organization, Leadership and Planning for a variety of situations; knowledge of working with diverse populations within multiple types of sports administration, and sports-related settings and provide evidence of their ability to be an effective leader; knowledge related to moral and ethical behavior for a movement professional. (course assignments)

Statistics (minor): *Apply* appropriate statistical methods to previously encountered or closely-related research problems; *apply* appropriate statistical methods to research problems not previously encountered; *apply* appropriate technology in the analysis of real or realistic research problems (course assignment)



Theology and Religious Studies: *Compares and contrasts* the beliefs, practices, or worldview of at least two religious traditions in a way that models respectful interaction with people, ideas, and cultures that are different; *understands* Catholic theological approaches to multiple fundamental questions and how these questions are related to one another (course assignments, thesis/essay)

Theology and Religious Studies (M.A.): *Demonstrates* a deep awareness of multiple religious worldviews and is able to engage in the kind of inter-religious dialogue that leads to mutual respect and understanding; *exhibits* a nuanced understanding of the key terms and methodologies within Catholic systematic theology, and the ability to *address* strengths and weaknesses of differing theological approaches. (course assignments, thesis/essay)

Theology and Religious Studies (minor): Respectfully *articulates* the beliefs, practices, or worldview of a non-Christian religious tradition with an awareness of the internal diversity and the various cultural, social, and historical influences within that tradition; *Understands* Catholic theological approaches to a fundamental human question in light of historical, cultural, and social contexts. (course assignments)

Other Programs

Arrupe Scholars Program: *Apply* their knowledge and abilities to advocate for positive social change; *demonstrate* a commitment to social action grounded in sustained engagement with people facing injustice (social justice resume, social justice resume)

Campus Ministry: *Become educated* in a “faith that does justice.”

Center for Global Education: *Ability* to functionally communicate on a day-to-day basis within the host culture (this goal would vary depending on the language of the host country and the degree to which the student has been studying the host country language); Being able to *identify* connections between global issues or processes and host country, or local, circumstances. Being able to *provide* concrete examples of different cultural practices & perspectives without resorting to stereotyping; *demonstrate* basic knowledge of the history, politics, and society of host country; *reflect* on the ethical responsibilities that derive from one's particular social location. (Reflection Session)

Center for Service and Social Action: *Apply* and deepen knowledge through engaged experiential learning; *Develop* an awareness of civic responsibility and the importance of civic engagement; *Engage* in advocacy work that fosters solidarity and promotes the common good. (Reflections, Student Assessment Tool)

Grasselli Library: *Evaluate* information and use it ethically; *find* information efficiently and effectively (course assignments)

Library Instruction: *Evaluate* information ethically; *find* information efficiently and effectively; *use and cite* information sources accurately (course assignments)

Major Advising: *Understand and follow* University policies and procedures for Graduation (advising survey)

Pre-Health Professions: *Demonstrate* understanding that health careers are service careers, requiring skills involving critical analysis, communication, leadership, collaboration, cultural competency, and creative thinking. (course assignments)



Russert Department Co-Curricular Activities—Public Relations Student Society of America: *Develop* highly qualified, well-prepared professionals for the public relations profession.

Russert Department Co-Curricular Activities—WJCU: The ability to *adapt and apply* ethical principles to the creation and distribution of mass-media content.

Student Accessibility Services: *Self-advocate* disability needs and accommodations while at JCU and after leaving JCU (AHEAD assessment tool)

The following programs have indicated that their operations align with this goal: **History** (students in the History major must take World History and at least one non-Western and one European history course).

The following large-scale assessment measures provide information about this learning goal: *HERI The Freshman Survey, Your First College Year, and College Senior Survey; National Survey of Student Engagement.*

LEADERSHIP

John Carroll students will recognize themselves as agents of positive change with and for others. Integrating faith and reason to meet the world's needs through ethical leadership, our students will:

- Claim their identities as discerning leaders
- Apply a framework for examining ethical dilemmas
- Employ leadership and collaborative skills
- Live responsibly in accord with their personal belief system





Claim their identities as discerning leaders

8 distinct program-level learning goals (from 9 distinct assessment plan documents) align with this University Learning Goal.

Other Programs

Arrupe Scholars Program: Apply their knowledge and abilities to advocate for positive social change (social justice resume)

Center for Global Education: Ability to functionally *communicate* on a day-to-day basis within the host culture (this goal would vary depending on the language of the host country and the degree to which the student has been studying the host country language); Being able to *identify connections* between global issues or processes and host country, or local, circumstances; being able to *provide* concrete examples of different cultural practices & perspectives without resorting to stereotyping. (Reflection Session)

Center for Service and Social Action: *Engage* in activities that advance the promotion of justice and social action (Student Assessment Tool)

Major Advising: *Explore* co-curricular and professional-development opportunities, such as research, study abroad, internships, practicums, and service learning (advising survey)

Pre-Major Advising: Align one's academic plan with one's interests, goals, talents, and values; *recover* from mistakes and change plans as necessary (advising survey)

Reserve Officers' Training Corps: Have the capability to *perform* as junior officers (2LT's) in the U.S. Army, and *take charge* of a platoon of soldiers; (academic measures, evaluations, assessments)

Student Accessibility Services: *Self-advocate* disability needs and accommodations while at JCU and after leaving JCU (AHEAD assessment tool)

The following programs have indicated that their operations align with this goal: **Chemistry Experiential Opportunities** (ACS Student Affiliates Service Activities, Teaching Assistant).

Apply a framework for examining ethical dilemmas

61 distinct program-level learning goals (from 43 distinct assessment plan documents) align with this University Learning Goal.

Integrative Core Curriculum



Foundational Competency—Oral Expression: *Employ* the notion of a “good person speaking well” by *demonstrating* ethical responsibility in all areas of speaking, including goals, research, language choice and presentation; *avoid* plagiarizing sources.

Jesuit Heritage—Philosophy (Values and Society): *Identify* ethical questions; *analyze and assess* ethical theories; *apply* personal frameworks to personal, professional, and institutional dilemmas.

Student learning in the Core is assessed by examination of course-specific assignments, chosen by instructors, by both instructors and members of Core subcommittees using Core rubrics.

Majors, Minors, and Concentrations

Accountancy (undergraduate): *Develop* an understanding of professional codes of conduct in accounting (e.g., public and managerial accounting) (course assignment)

Art History: *Recognize and understand* major artists and monuments of world art, and be able to *identify* the characteristics and distinguishing features of works of art and architecture in their historical and cultural settings. They will learn to *make comparisons* across cultures and time periods, leading to an understanding of art and culture within a global context. (capstone)

Catholic Studies: *Articulate* multiple perspectives on current issues in catholic life, drawing on scholarly and professional perspectives; *think* critically about Catholicism by a) *assessing* the strengths and weaknesses of theological and historical arguments; b) *examining* critically core texts, works of literature, or works of art that originate in the Catholic intellectual and cultural traditions; c) *employing* these sources properly in fashioning their own understanding of Catholicism (course assignments)

East Asian Studies: *Analyze* an East Asian society from at least three disciplinary perspectives (including, but not limited to, anthropology, art history, economics, history, literature and the arts, political science, religious studies and sociology); *articulate* the political, economic, and sociocultural relationships among East Asian nations and between the East Asia and other regions; *identify* common elements of the East Asian region, as well as differences within the region based on society and culture (capstone, course assignments)

Education (Initial Teacher Licensure): Reflects upon professional practices; *understands* how learners differ in their approaches to learning (course assignments)

English (Creative Writing concentration): *Show* knowledge of cultural and historical contexts of Anglophone and translated literature (course assignments, capstone)

English (Literature concentration): *Show* knowledge of cultural and historical contexts of Anglophone and translated literature (course assignments, capstone)

Exercise Science: *Demonstrate* knowledge in applied settings; related to moral and ethical behavior for a movement professional. (course assignments)

Gender, Women's and Sexuality Studies: *Appreciate* the ethical and social justice dimensions and implications of the study of gender; *develop* abilities and skills to deal positively and effectively with gender issues; *evaluate* feminist critical scholarship and methodologies (portfolio, reflection component (course-embedded))



Humanities (undergraduate): *Recognize and understand* major artists and monuments of world art, and be able to *identify* the characteristics and distinguishing features of works of art and architecture in their historical and cultural settings. They will learn to *make* comparisons across cultures and time periods, leading to an understanding of art and culture within a global context. (capstone)

Marketing: The ability to *develop* marketing strategy to effectively *connect* organizational resources to marketplace needs; *navigate* the complexities of marketing problems in the dynamic market environments of for-profit and non-profit organizations (capstone)

Peace, Justice, and Human Rights: *Articulate* a world view that leads to concern for and on behalf of those who suffer from conflict, injustice and/or human rights violations; *ascertain and understand* those situations where the ideals of peace, justice, and human rights are not attained (including both domestic and global situations and including causes, consequences, and solutions) (capstone)

Philosophy: Develop the skills necessary to *engage* critically with contemporary social issues (seminar paper)

Physics: *Demonstrate* awareness of professional responsibilities and good citizenship as members of the scientific community (event participation)

Political Science: Be *engaged in and aware of* local, national and global politics; *demonstrate* academic and intellectual skills: critical analysis; academic writing; and oral communication (internship evaluation, course assignment)

Professional Healthcare Preparation Minor: *Integrate* leadership and ethical perspectives with the practice of medicine (portfolio)

Psychology: *Demonstrate* an understanding of the ethics and values of the discipline; recognition of how psychological science contributes to the understanding of human diversity (course assignments, Major Field Test, practicum evaluation)

Sociology and Criminology: *Develop* as whole persons with their completion of a successful educational program with its implications for continued learning and a successful work life, and a commitment to lifelong civic engagement; *develop* critical sociological thinking skills in reasoning, theoretical analysis, interpretation of research findings, and the general ability to separate fact from misinformation and rhetorical manipulation in order to engage the institutions and cultures of the multiple societies in this global community; *engage* in research of various types with the goal of answering questions about the nature of human society and its diversity, cultures, human interactions, social structures, and issues related to social justice (alumni survey, Major Field Test, course assignment)

Sociology (Forensic and Behavioral Science concentration): *Demonstrate* an in-depth understanding of ethical issues related to the crime-forensic relationship; *demonstrate* in-depth knowledge of the social, political, and economic issues related to forensic behavioral science; *understand* the theoretical principles associated with forensic psychology, forensic criminology, and the criminal justice system (course assignments, capstone)

Sports Studies: *Demonstrate* knowledge in a professional internship setting in Sports Administration, Coaching, or working with diverse populations through planning, organization, decision-making, reflection, oversight and implementation of rules, policies and procedures; knowledge related to moral and ethical behavior for a movement professional;



knowledge related to the collection and interpretation of data and the effective use of data-driven decision-making in an ethical and moral manner with attention to the decision-making process and its impact on others (e.g., employees, those being served, and the broader community); (course assignments)

Other Programs

Arrupe Scholars Program: *Apply* their knowledge and abilities to advocate for positive social change; *demonstrate* a commitment to social action grounded in sustained engagement with people facing injustice (social justice resume, essays)

Campus Ministry: *Become* discerning leaders who will excel in learning, leadership, and service in the region and in the world.

Center for Global Education: Being able to *provide* concrete examples of different cultural practices & perspectives without resorting to stereotyping; *reflect* on the ethical responsibilities that derive from one's particular social location. (Reflection Session)

Center for Service and Social Action: *Engage* in activities that advance the promotion of justice and social action (Student Assessment Tool)

Grasselli Library: *Evaluate* information and *use* it ethically (course assignments)

Library Instruction: *Evaluate* information ethically; *find* information efficiently and effectively; *use and cite* information sources accurately (course assignments)

Russert Department Co-Curricular Activities—Public Relations Student Society of America: *Encourage* the highest ideals and principles and *instill* a professional attitude; *understand* current theories and procedures of the profession.

Russert Department Co-Curricular Activities—WJCU: *Adapt and apply* ethical principles to the creation and distribution of mass-media content.

The following programs have indicated that their operations align with this goal: **Chemistry Experiential Opportunities** (Laboratory Coursework, Undergraduate Research); **Russert Department Co-Curricular Activities--Society of Professional Journalists**

The following large-scale assessment measures provide information about this learning goal: *National Survey of Student Engagement*.

GRADUATE GOAL: Apply a framework for examining ethical dilemmas of a particular field of study

6 distinct program-level learning goals (from 3 distinct assessment plan documents) align with this University Learning Goal.



Majors, Minors, and Concentrations

Education (Advanced Studies): *Assumes* responsibility in data-based decision-making and helps to ensure that decisions are based on the highest professional standards; *challenges* negative attitudes and practices; *is* proactive in serving clients/students/colleagues; *engages* in systematic inquiry; *establishes* favorable conditions for instruction and intervention. (course assignments)

English (M.A. Rhetoric and Composition): Demonstrate understanding of contemporary composition pedagogy and theory, including core issues, debates, research, history, ethics, and technology. (essay/thesis/project, comprehensive exams)

Fifth Year MBA: *Evaluates* the ethical dimensions of business problems and *applies* an ethical framework while solving business problems (course assignments)

Part-Time MBA: *Have* ethical reasoning skills – *Identify* the ethical and social responsibility dimensions of business problems. (course assignments)

Employ leadership and collaborative skills

86 distinct program-level learning goals (from 50 distinct assessment plan documents) align with this University Learning Goal.

Majors, Minors, and Concentrations

Accountancy (graduate): *Develop* a deeper knowledge and understanding of accounting principles, theories, and concepts; *use* the appropriate research tools to develop effective solutions to accounting problems; *gain* a broad, integrative, perspective of the functional areas in accounting through applied and collaborative learning (course assignments)

Biology (M.A.): *Demonstrate* a deep knowledge of how to use an empirical approach (with appropriate methods, experimental design, and data analysis) to evaluate biological phenomena in new ways (course assignments)

Biology (M.S.): *Demonstrate* a deep knowledge of how to use an empirical approach (with appropriate methods, experimental design, and data analysis) to evaluate biological phenomena in new ways; *demonstrate* the ability to conceive, design, implement, and complete original scientific research (course assignments, comprehensive exams, grant proposal, thesis)

Catholic Studies: *Become* effective writers and public speakers who can clearly and elegantly *express* a complex argument on major issues facing contemporary Catholic life. (course assignments)

Computer Science: *Acquire* both a working knowledge and a theoretical understanding of the professional practice and formal methodologies of development of large software projects; *Acquire* communication and interpersonal skills necessary to perform effectively in a technical environment (capstone, Major Field Test, portfolio, course assignments)



East Asian Studies: *Analyze* an East Asian society from at least three disciplinary perspectives (including, but not limited to, anthropology, art history, economics, history, literature and the arts, political science, religious studies and sociology); *demonstrate* at least second-year language proficiency (ACTFL's intermediate-mid) in an East Asian language; (course assignments, language proficiency)

Education (Advanced Studies): Actively *participates* in professional events and projects; *assists and supports* fellow professionals; *assumes* responsibility in data-based decision-making and helps to *ensure* that decisions are based on the highest professional standards; *contributes* to the school, district, and the broader professional community; *engages* in systematic inquiry; *establishes* favorable conditions for instruction and intervention; *initiates* activities that contribute to the profession; *seeks* out opportunities for professional development and growth; *takes* initiative in assuming leadership roles; *uses* knowledge of communication techniques to foster collaboration and supportive interactions. (course assignments)

Education (Initial Teacher Licensure): *Creates* a learning environment of respect and rapport; *creates* a learning environment that encourages social interaction, active engagement, and self-motivation; *fosters* relationships with colleagues, parents, and agencies in the larger community; *grows and develops* professionally; *uses* knowledge of communication techniques to foster active inquiry, collaboration, and supportive interaction. (course assignments)

English (M.A. Creative Writing): *Build* oral communication skills by *listening* to others' ideas and articulating their own responses and questions clearly to *situate* themselves in a larger critical and/or theoretical conversation that begins in but extends beyond the classroom. (essay/thesis/project)

English (M.A. Rhetoric and Composition): *Build* oral communication skills by *listening* to others' ideas and articulating their own responses and questions clearly to *situate* themselves in a larger critical and/or theoretical conversation that begins in but extends beyond the classroom. (essay/thesis/project)

English (M.A.): *Build* oral communication skills by *listening* to others' ideas and *articulating* their own responses and questions clearly to *situate* themselves in a larger critical and/or theoretical conversation that begins in but extends beyond the classroom. (essay/thesis/project)

English (Professional Writing concentration): *Complete* at least one professional internship that employs writing, editing, and communicating skills learned in PRW courses (capstone, portfolio)

Entrepreneurship: Develop group collaborative skills (course assignments)

Exercise Science: *Demonstrate* knowledge in applied settings; of health, lifestyle wellness, lifestyle disabilities and working with diverse populations; of history, philosophy, mission, personal and professional identity; of lifespan development, developmental disabilities, and developmental regression; of organization, Leadership and Planning for a variety of situations; of research and the appropriate use of research in papers, projects, and for problem-solving and critical thinking; (course assignments)

Fifth Year MBA: *Demonstrate* effective leadership of self and others in problem solving situations (course assignments)



Finance: *Articulate* financial problems and *pose* appropriate solutions to problems that are unfamiliar; *recognize* limitations of suggested solutions and deal with ambiguity inherent in many situations. (course assignment)

Gender, Sexuality, and Women's Studies: Develop abilities and skills to deal positively and effectively with gender issues (portfolio, reflection component (course-embedded))

International Business with Language and Cultures: Be able to *problem solve* in organizations across cultures. (course assignments)

Marketing: The ability to *develop* marketing strategy to effectively connect organizational resources to marketplace needs; the ability to *navigate* the complexities of marketing problems in the dynamic market environments of for-profit and non-profit organizations (capstone)

Part-Time MBA: *Evaluate* planning and implementation decisions – *Identify and develop* resources (e.g., financial, human, distribution, technology, brand) to *create* an effective strategy for the future of an organization. (course assignments)

Peace, Justice, and Human Rights: *Demonstrate* increased levels of engagement (both on and off campus) with issues related to peace, justice, and human rights (capstone)

Political Science: Be *engaged in and aware of* local, national and global politics; be *prepared*, according to interest, for graduate programs and/or careers related to Political Science (e.g. public policy, law, political journalism, international service); *demonstrate* academic and intellectual skills: critical analysis; academic writing; and oral communication (internship evaluation, employer survey, course assignment)

Population and Public Health: *Display* ethical behaviors, cultural sensitivity, teamwork, and professional conduct (internship evaluation)

Pre-Medical Post-Baccalaureate Program: *Demonstrate* readiness for medical or other professional health care schools by completing course requirements for admission to such programs (MCAT/acceptance)

Professional Healthcare Preparation Minor: *Integrate* leadership and ethical perspectives with the practice of medicine; *manage* practical and business aspects of health care. (portfolio)

Psychology: *Demonstrate* a readiness for graduate study or for transition into the workforce; an understanding of the ethics and values of the discipline (course assignments, practicum evaluations, Major Field Test)

Sociology and Criminology: *Develop* as whole persons with their completion of a successful educational program with its implications for continued learning and a successful work life, and a commitment to lifelong civic engagement (alumni survey)

Sociology (Forensic and Behavioral Science concentration): *Demonstrate* in-depth knowledge of the social, political, and economic issues related to forensic behavioral science; *understand* practice-related skills associated with crime scene analysis, court testimony procedures, and internships (capstone, course assignments)

Sports Studies: *Demonstrate* knowledge in a professional internship setting in Sports Administration, Coaching, or working with diverse populations through planning, organization, decision-making, reflection, oversight and implementation of rules, policies and procedures; of history, philosophy, mission, personal and professional identity; of Organization, Leadership and Planning for a variety of situations; of research and the



appropriate use of research in papers, projects, and for problem-solving and critical thinking; of working with diverse populations within multiple types of sports administration, and sports-related settings and provide evidence of their ability to be an effective leader; related to the collection and interpretation of data and the effective use of data-driven decision-making in an ethical and moral manner with attention to the decision-making process and its impact on others (e.g., employees, those being served, and the broader community) (course assignments)

Statistics and Analytics (minor): *Apply* appropriate statistical methods to previously encountered or closely-related research problems; *apply* appropriate statistical methods to research problems not previously encountered (course assignment)

Other Programs

Arrupe Scholars Program: *Apply* their knowledge and abilities to *advocate* for positive social change; *demonstrate* a commitment to social action grounded in sustained engagement with people facing injustice (essays, social justice resume)

Campus Ministry: *Become* discerning leaders who will excel in learning, leadership, and service in the region and in the world.

Center for Global Education: Ability to functionally *communicate* on a day-to-day basis within the host culture (this goal would vary depending on the language of the host country and the degree to which the student has been studying the host country language). (Reflection Session)

Center for Service and Social Action: *Communicate* skillfully in multiple forms of expression; *Engage* in activities that advance the promotion of justice and social action (Reflections, Student Assessment Tool)

Major Advising: *Explore* co-curricular and professional-development opportunities, such as research, study abroad, internships, practicums, and service learning; *monitor* progress toward on-time degree completion by regularly reviewing a degree evaluation in consultation with one's advisor (advising survey)

Pre-Health Professions: *Demonstrate* understanding that health careers are service careers, requiring skills involving critical analysis, communication, leadership, collaboration, cultural competency, and creative thinking; *understand* the variety of careers in healthcare and pathways to access those careers, including program prerequisites, standardized tests needed, and application processes and explain why the chosen career path is personally appropriate (course assignments, HPAC Application)

Pre-Major Advising: *Build* connections with the University community; *make full use* of University resources (advising survey)

Reserve Officers' Training Corps: *Display* competence in basic soldier skills and officer competencies; *lead* soldiers in accordance with Army standards; *set and enforce* Army standards in accordance with Army regulations and command guidance. (academic measures, evaluations, assessments)

Russert Department Co-Curricular Activities--Debate Team: *Advocate* ideas more persuasively



Russert Department Co-Curricular Activities--JCTV-4: *Employ* leadership and collaborative skills through directing, leading and participating on a program production team.

Russert Department Co-Curricular Activities--Public Relations Student Society of America: *Develop* highly qualified, well-prepared professionals for the public relations profession; encourage the highest ideals and principles and instill a professional attitude.

Student Accessibility Services: *Articulate* needs to faculty and staff; *self-advocate* disability needs and accommodations while at JCU and after leaving JCU; *understand* SAS policies and procedures and how to request accommodations (AHEAD assessment tool)

The following programs have indicated that their operations align with this goal: **Chemistry Experiential Opportunities** (ACS Student Affiliates Service Activities, Laboratory Coursework, Science Fair Judging, Teaching Assistant, Tutoring, Undergraduate Research); **Russert Department Co-Curricular Activities--Carroll News.**

The following large-scale assessment measures provide information about this learning goal: *HERI CIRP Freshman Survey, Your First College Year, College Senior Survey, National Survey of Student Engagement.*

Live responsibly in accord with their personal belief system

13 distinct program-level learning goals (from 6 distinct assessment plan documents) align with this University Learning Goal.

Other Programs

Arrupe Scholars Program: *Be* reflective learners; *demonstrate* a commitment to social action grounded in sustained engagement with people facing injustice (essays, social justice resume)

Center for Global Education: Being able to *provide* concrete examples of different cultural practices & perspectives without resorting to stereotyping; *reflect* on the ethical responsibilities that derive from one's particular social location. (Reflection Session)

Center for Service and Social Action: *Create* a genuine understanding of others' lived experiences through sustained personal interactions; *Cultivate* a habit of reflection about the meaning of service in their lives and how their service experience informs their vocation (Reflection, Student Assessment Tool)

Major Advising: *Formulate, monitor, and modify*, as necessary, an academic plan that unifies educational, personal, and professional interests, strengths, and aspirations; *understand and follow* University policies and procedures for Graduation (advising survey)



Pre-Major Advising: *Align* one's academic plan with one's interests, goals, talents, and values; *know* curricular requirements for intended program of study and *draft* a tentative academic plan leading to major declaration by spring of sophomore year; *Know* how to run a degree audit and bring an updated audit to advising meetings; *monitor* academic progress in courses and towards degree completion (advising survey)

Student Accessibility Services: *Articulate* needs to faculty and staff (AHEAD assessment tool)

SERVICE

John Carroll students will advocate for social justice through responsible service in their local, national, and global communities. Informed by our collective faith traditions, prepared by scholarship, and in solidarity with the poor and the marginalized, our students will:

- Understand and promote social justice
- Work actively toward creating a more inclusive, welcoming, and just community
- Serve in their communities as engaged citizens and advocates





Understand and promote social justice

69 distinct program-level learning goals (from 37 distinct assessment plan documents) align with this University Learning Goal.

Integrative Core Curriculum

Jesuit Heritage—Theology and Religious Studies: *Appreciate* how culturally and globally diverse religious traditions provide resources for responding to injustice and living ethically.

Jesuit Heritage—Issues in Social Justice: *Communicate* understanding of and respect for differences between individuals and across cultures; *Understand* the historical/structural conditions that have given rise to injustice; *Recognize* an injustice and *articulate* the consequence of that injustice.

Student learning in the Core is assessed by examination of course-specific assignments, chosen by instructors, by both instructors and members of Core subcommittees using Core rubrics.

Majors, Minors, and Concentrations

Art History: *Recognize* and *understand* major artists and monuments of world art, and be able to *identify* the characteristics and distinguishing features of works of art and architecture in their historical and cultural settings. They will learn to *make comparisons* across cultures and time periods, leading to an understanding of art and culture within a global context (capstone)

Catholic Studies: *Articulate* multiple perspectives on current issues in catholic life, drawing on scholarly and professional perspectives. *Become* effective writers and public speakers who can clearly and elegantly *express* a complex argument on major issues facing contemporary Catholic life. *Demonstrate* the qualities necessary for leadership and service within Catholic contexts that are increasingly diverse. *Think critically* about Catholicism by a) *assessing* the strengths and weaknesses of theological and historical arguments; b) *examining* critically core texts, works of literature, or works of art that originate in the Catholic intellectual and cultural traditions; c) *employing* these sources properly in fashioning their own understanding of Catholicism (course assignments)

East Asian Studies: *Articulate* the political, economic, and sociocultural relationships among East Asian nations and between the East Asia and other regions. *Identify* common elements of the East Asian region, as well as differences within the region based on society and culture; *Understand* the role of artists, the arts and the artistic impulse in society and *recognize* how history, politics, religion, philosophy, science and technology influence art and how art influences history, politics, religion, philosophy, science and technology (capstone, course assignments)

Education (Initial Teacher Licensure): *Creates* a learning environment of respect and rapport; *Creates* a learning environment that encourages social interaction, active engagement, and self-motivation; *Demonstrates* flexibility, responsiveness, and persistence in adapting to



diverse learners. *Provides* learning opportunities that acknowledge and support the cognitive and social development of learners; *Recognizes* the value of understanding the interests and cultural heritage of each student (course assignments)

Education (Advanced Studies): *Challenge* negative attitudes and practices; proactive in serving clients/students/colleagues; *Understand* the contexts of professional practices (capstone, course assignments)

English (Creative Writing concentration): *Show* knowledge of cultural and historical contexts of Anglophone and translated literature (capstone, course assignments)

English (Literature concentration): *Show* knowledge of cultural and historical contexts of Anglophone and translated literature (capstone, course assignments)

English (M.A.): *Incorporate* knowledge of cultural and historical contexts of Anglophone and translated creative works into original interpretations of those works (comprehensive exams, essay/thesis/project)

English (M.A. Creative Writing): *Incorporate* knowledge of cultural and historical contexts of Anglophone and translated creative works into original interpretations of those works. (comprehensive exams, essay/thesis/project)

English (M.A. Rhetoric and Composition): Incorporate knowledge of cultural and historical contexts of Anglophone and translated creative works into original interpretations of those works (comprehensive exams, essay/thesis/project)

Exercise Science: *Demonstrate* knowledge in applied settings, knowledge of health, lifestyle wellness, lifestyle disabilities and working with diverse populations, knowledge of history, philosophy, mission, personal and professional identity, knowledge of lifespan development, developmental disabilities, and developmental regression, knowledge related to moral and ethical behavior for a movement professional (course assignments)

Fifth Year MBA: *Demonstrate* the application of multiple aspects of social responsibility in solving business problems (course assignments)

Gender, Sexuality, and Women's Studies: *Analyze* the connections between gender inequalities and other forms of discrimination (race, class, ethnicity, etc.); *Appreciate* the ethical and social justice dimensions and implications of the study of gender; *Develop* abilities and skills to deal positively and effectively with gender issues; *Recognize* how the social and cultural constructions of gender have shaped the experiences of men and women historically and geographically; *Understand* connections between gender and power in a global context (portfolio, reflection component (course-embedded))

Humanities (undergraduate): *Recognize* and *understand* major artists and monuments of world art, and be able to *identify* the characteristics and distinguishing features of works of art and architecture in their historical and cultural settings. They will learn to *make* comparisons across cultures and time periods, leading to an understanding of art and culture within a global context; *Recognize, understand, and apply* critical, theoretical, and methodological approaches to the history of representation understood within broader socio-cultural and interdisciplinary perspectives (capstone)

International Business with Language and Cultures: *Achieve* a level of intercultural competency; *be able to analyze* change, risk and uncertainty in international settings (course assignments)



Marketing: *Demonstrate* the ability to develop marketing strategy to effectively connect organizational resources to marketplace needs, the ability to navigate the complexities of marketing problems in the dynamic market environments of for-profit and non-profit organizations (capstone)

Part-Time MBA: *Have* ethical reasoning skills – *Identify* the ethical and social responsibility dimensions of business problems (course assignments)

Peace, Justice, and Human Rights: *Demonstrate* continued levels of engagement in peace, justice, and human rights issues after graduation from JCU; *Demonstrate* increased levels of engagement (both on and off campus) with issues related to peace, justice, and human rights (capstone)

Philosophy: *Develop* the skills necessary to engage critically with contemporary social issues (seminar paper)

Political Science: *Be engaged* in and *aware* of local, national and global politics; *Demonstrate* academic and intellectual skills: critical analysis; academic writing; and oral communication; *Demonstrate* knowledge of the major fields of political science: American, comparative, IR, theory, and methods (internship evaluation, course assignments, Major Field Test)

Population and Public Health: *Demonstrate* a basic understanding of population and public health (course assignment)

Psychology: *Demonstrate* an understanding of the ethics and values of the discipline; recognition of how psychological science contributes to the understanding of human diversity (course assignments, Major Field Test, practicum evaluations))

Sociology and Criminology: *Develop* as whole persons with their completion of a successful educational program with its implications for continued learning and a successful work life, and a commitment to lifelong civic engagement; *Engage* in research of various types with the goal of answering questions about the nature of human society and its diversity, cultures, human interactions, social structures, and issues related to social justice(course assignment, alumni survey)

Sociology (Forensic and Behavioral Science concentration): *Demonstrate* an in-depth understanding of ethical issues related to the crime-forensic relationship; *Demonstrate* in-depth knowledge of the social, political, and economic issues related to forensic behavioral science; *Understand* the theoretical principles associated with forensic psychology, forensic criminology, and the criminal justice system (capstone, course assignments)

Sports Studies: *Demonstrate* knowledge in a professional internship setting in Sports Administration, Coaching, or working with diverse populations through planning, organization, decision-making, reflection, oversight and implementation of rules, policies and procedures, knowledge of history, philosophy, mission, personal and professional identity; Knowledge of working with diverse populations within multiple types of sports administration, and sports-related settings and provide evidence of their ability to be an effective leader; Knowledge related to moral and ethical behavior for a movement professional (course assignments)

Theology and Religious Studies: *Assesses and applies* multiple religious or ethical frameworks to complex issues, with an awareness of the root causes of injustice and a commitment to address these issues and contribute to the common good; *Understands* Catholic theological



approaches to multiple fundamental questions and how these questions are related to one another (course assignments, thesis/essay)

Theology and Religious Studies (M.A.): *Assesses and applies* multiple religious or ethical frameworks to complex issues, with an awareness of the various interrelated causes of injustice and a commitment to respond evidenced in action for the common good; *Exhibits* a nuanced understanding of the key terms and methodologies within Catholic systematic theology, and the ability to address strengths and weaknesses of differing theological approaches (course assignments, thesis/essay)

Theology and Religious Studies (minor): *Applies* a religious or ethical framework to the analysis of one social justice issue or ethical dilemma, marked by deepening empathy and growing awareness of his or her own relation to structures of injustice; *Understands* Catholic theological approaches to a fundamental human question in light of historical, cultural, and social contexts.

Other Programs

Arrupe Scholars Program: *Apply* their knowledge and abilities to advocate for positive social change; *Be* reflective learners; *Demonstrate* a commitment to social action grounded in sustained engagement with people facing injustice; *Develop* their intellectual curiosity (essays, social justice resume)

Campus Ministry: Become educated in a “faith that does justice.”

Center for Global Education: Reflect on the ethical responsibilities that derive from one's particular social location (Reflection Session)

Center for Service and Social Action: *Engage* in activities that advance the promotion of justice and social action (Student Assessment Tool)

Library Instruction: *Find* information efficiently and effectively (course assignments)

Student Accessibility Services: *Identify* campus resources that contribute to academic and personal success at JCU (AHEAD assessment tool)

The following programs have indicated that their operations align with this goal: **History** (many of the offerings in the History major count for the Issues in Social Justice category).

The following large-scale assessment measures provide information about this learning goal: *HERI The Freshman Survey, HERI College Senior Survey, National Survey of Student Engagement, JCU Undergraduate Alumni Survey.*



Work actively toward creating a more inclusive, welcoming, and just community

9 distinct program-level learning goals (from 9 distinct assessment plan documents) align with this University Learning Goal.

Majors, Minors, and Concentrations

Peace, Justice, and Human Rights: *Demonstrate* continued levels of engagement in peace, justice, and human rights issues after graduation from JCU; *Demonstrate* increased levels of engagement (both on and off campus) with issues related to peace, justice, and human rights (capstone)

Other Programs

Arrupe Scholars Program: *Apply* their knowledge and abilities to advocate for positive social change (social justice resume)

Campus Ministry: *Become* educated in a “faith that does justice.”

Center for Global Education: *Engage* in activities that advance the promotion of justice and social action (Student Assessment Tool)

Center for Service and Social Action: *Cultivate* a habit of service as members of the John Carroll University community; *Participate* in advocacy work that fosters solidarity and advances the promotion of justice; *Reflect* on how their service experience informs their vocation (Student Assessment Tool, reflection, course assignments)

Student Accessibility Services: *Identify* campus resources that contribute to academic and personal success at JCU (AHEAD assessment tool)

The following programs have indicated that their operations align with this goal: **Chemistry Experiential Opportunities** (ACS Student Affiliates Service Activities, Teaching Assistant, Tutoring).

The following large-scale assessment measures provide information about this learning goal: *HERI The Freshman Survey, HERI Your First College Year, HERI College Senior Survey, National Survey of Student Engagement.*



Serve in their communities as engaged citizens and advocates

9 distinct program-level learning goals (from 7 distinct assessment plan documents) align with this University Learning Goal.

Majors, Minors, and Concentrations

Peace, Justice, and Human Rights: *Demonstrate* continued levels of engagement in peace, justice, and human rights issues after graduation from JCU; *Demonstrate* increased levels of engagement (both on and off campus) with issues related to peace, justice, and human rights (capstone)

Other Programs

Arrupe Scholars Program: *Apply* their knowledge and abilities to advocate for positive social change (social justice resume)

Campus Ministry: *Become educated* in a “faith that does justice.”

Center for Global Education: Ability to functionally *communicate* on a day-to-day basis within the host culture (this goal would vary depending on the language of the host country and the degree to which the student has been studying the host country language); *Reflect* on the ethical responsibilities that derive from one's particular social location (Reflection Session)

Center for Service and Social Action: *Develop* an awareness of civic responsibility and the importance of civic engagement. (Student Assessment Tool)

Russert Department Co-Curricular Activities—Debate Team: Advocate ideas more persuasively

Student Accessibility Services: *Self-advocate* disability needs and accommodations while at JCU and after leaving JCU (AHEAD assessment tool)

The following large-scale assessment measures provide information about this learning goal: *HERI The Freshman Survey, HERI Your First College Year, HERI College Senior Survey, National Survey of Student Engagement.*