46.6% of JCU students scored HIGH on the CIRP Habits of Mind construct, according to the 2015 *College Senior Survey*. JCU students also showed small (but significant) deficits in mean scores compared to students at other Catholic and private four-year institutions in social agency (53.9 vs 55.9 and 56.0 respectively).

28.8% of JCU students scored HIGH on the CIRP Academic Self-Concept construct, according to the 2015 *College Senior Survey*. JCU students also showed small, non-significant deficits in mean scores compared to students at other Catholic and private four-year institutions in social agency (49.5 vs 50.2 and 50.1 respectively).

Develop habits of critical analysis & aesthetic appreciation

Critical Analysis

87 units at the University (majors, minors, academic support, student support, or co-curricular)—nearly every program on file—have program-level learning goals that align with this learning goal.

87.48% of rubric scores from Core Philosophy Knowledge & Reality courses were in the categories of *met* or *exceeded expectations* in 2017-2018.

80.38% of rubric scores from Core Linked courses were in the categories of *met* or *exceeded expectations* in 2017-2018.

Quantitative Analysis

90.45% of rubric scores from Core Quantitative Analysis courses were in the categories of *met* or *exceeded expectations* in 2017-2018.

65% of JCU seniors reported that they had reached conclusions based on their own analysis of numerical information *often* or *very often* (as did 65% of first-year students) on the 2017 National Survey of Student Engagement. JCU showed significant differences* ($p < 0.05$ and effect size ≥ 0.3) with other Great Lakes private institutions (+9 seniors, +13 first-year), our Carnegie class (+10 seniors, +13 first-year), and the overall set of institutions taking the survey in 2016 and 2017 (+9 seniors, +12 first-year).

50% of JCU seniors reported that they had used numerical information to examine a real-world problem or issue *often* or *very often* (as did 42% of first-year students) on the 2017 National Survey of Student Engagement. JCU showed significant differences* ($p < 0.05$ and effect size ≥ 0.3) with other Great Lakes private institutions (+5 seniors, +4 first-year), our Carnegie class (+5 seniors, +4 first-year), and the overall set of institutions taking the survey in 2016 and 2017 (+5 seniors, +4 first-year).

56% of JCU seniors reported that they had evaluated what others have concluded from numerical information *often* or *very often* (as did 45% of first-year students) on the 2017 National Survey of Student Engagement. JCU showed significant differences* ($p < 0.05$ and effect size ≥ 0.3) with other Great Lakes private institutions (+9 seniors, +7 first-year), our Carnegie class (+13 seniors, +8 first-year), and the overall set of institutions taking the survey in 2016 and 2017 (+11 seniors, +7 first-year).

*JCU seniors were not significantly different than Great Lakes private comparators in Quantitative Reasoning.

Aesthetic Appreciation

99.25% of student ratings related to Aesthetic and Creative Analysis from Core Creative and Performing Arts courses were in the categories of *met* or *exceeded expectations* in 2017-2018.

> *Program Spotlight: Art History*
> According to the 2018 Annual Assessment Report, the Art History capstone projects demonstrated that **all** students had *met* or *exceeded expectations* in recognizing and understanding major arts and movements, understanding works of art and architecture within their historical and cultural settings, acquiring knowledge of visual arts vocabulary and gaining proficiency in visual literacy.

Understand the religious dimensions of human experience

A large number of academic and co-curricular programs contribute toward this learning goal; these include the following: Art History, Campus Ministry, Catholic Studies, Classical Studies, East Asian Studies, French, History, and Theology & Religious Studies. Many of the community partners of the Center for Service and Social Action are driven by religious beliefs. The University's mission unites faculty and students of all faiths and no faith in common cause.

42.12% of rubric scores from Theology and Religious Studies courses were in the categories of *met* or *exceeded expectations* in 2017-2018.

Demonstrate an integrative knowledge of human and natural worlds

The University's Integrative Core Curriculum includes two types of Integrative Courses designed precisely to enable students to achieve this goal: Linked Courses and Engaging the Global Community courses.

87.71% of rubric scores from Integrated Core courses were in the categories of *met* or *exceeded expectations* in 2017-2018.

72% of JCU seniors reported that they had combined ideas from different courses when completing assignments *often* or *very often* (as did 57% of first-year students) on the 2017 National Survey of Student Engagement. Differences were not significant between JCU students and other Great Lakes private institutions (+1 seniors, +3 first-year), our Carnegie class (+4 seniors, +6 first-year), and the overall set of institutions taking the survey in 2016 and 2017 (+3 seniors, +5 first-year).

62% of JCU seniors reported that they had connected their learning to societal problems or issues *often* or *very often* (as did 51% of first-year students) on the 2017 National Survey of Student Engagement. Differences were not significant between JCU students and other Great Lakes private institutions (–3 seniors, –3 first-year), our Carnegie class (+0 seniors, –1 first-year), and the overall set of institutions taking the survey in 2016 and 2017 (+1 seniors, +0 first-year).

82% of JCU seniors reported that they had connected ideas from their courses with their prior experiences and knowledge *often* or *very often* (as did 74% of first-year students) on the 2017 National Survey of Student Engagement. Differences were not significant between JCU students and other Great Lakes private institutions (–3 seniors, –5 first-year), our Carnegie class (–2 seniors, –2 first-year), and the overall set of institutions taking the survey in 2016 and 2017 (–2 seniors, –3 first-year).

24% of JCU seniors reported that they had participated in a learning community (as did 16% of first-year students) on the 2017 National Survey of Student Engagement. Differences were not significant between JCU students and other Great Lakes private institutions (–4 seniors, +4 first-year), our Carnegie class (+3 seniors, +4 first-year), and the overall set of institutions taking the survey in 2016 and 2017 (+1 seniors, +3 first-year).

65% of JCU seniors reported that they had completed some form of culminating senior experience on the 2017 National Survey of Student Engagement. Differences were not significant between JCU students and other Great Lakes private institutions (+3), but JCU showed significant differences with our Carnegie class (+21, $p < 0.001$, $h = 0.42$), and the overall set of institutions taking the survey in 2016 and 2017 (+20, $p < 0.001$, $h = 0.40$).

Apply creative and innovative thinking

82.74% of rubric scores from Core Linked Courses were in the categories of *met* or *exceeded expectations* in 2017-2018.

98.70% of student ratings related to the creative process from Core Creative and Performing Arts courses were in the categories of *met* or *exceeded expectations* in 2017-2018.

Communicate skillfully in multiple forms of expression

83 units at the University (majors, minors, academic support, student support, or co-curricular)—nearly every program on file—have program-level learning goals that align with this learning goal.

82% of employers who attended the 2017 Career Fair felt that students who attended demonstrated strong communication skills (58 of 144 employers attending responded to the survey).

Written Expression

The table below shows the percentage of rubric scores in the categories of *met* or *exceeded expectations* in 2017-2018 for Core Foundational Writing, Integrated, and Additional Writing courses.

Core Outcome	FW	Integrated	AW
Articulate an Argument	87.92%	77.30%	95.80%
Control of Syntax and Mechanics	91.49%	76.85%	95.41%
Sources, Evidence, and Documentation	87.04%	73.53%	93.01%

Oral Expression

xx.xx% of rubric scores from Foundational Public Speaking courses were in the categories of *met* or *exceeded expectations* in 2017-2018.

xx.xx% of rubric scores from Oral Presentation courses were in the categories of *met* or *exceeded expectations* in 2017-2018.

NOTE: Currently revamping the assessment process for Oral Expression.

Creative Expression

98.70% of student ratings related to creative communication from Core Creative and Performing Arts courses were in the categories of *met* or *exceeded expectations* in 2017-2018.

Mathematical/Quantitative Communication

93.83% of rubric scores related to representation of data from Core Quantitative Analysis courses were in the categories of *met* or *exceeded expectations* in 2017-2018.

Demonstrate a capacity to engage in respectful civil discourse

50% of students who engaged in mediation with a roommate felt that it had facilitated a productive conversation, according to the Residence Life Room Change Process Assessment.

Appendix: Data Details

CIRP COOPERATIVE INSTITUTIONAL RESEARCH PROGRAM *at the* HIGHER EDUCATION RESEARCH INSTITUTE AT UCLA

2015 College Senior Survey
CIRP Construct Mean Report
**Habits of Mind**
Graduating Seniors

Habits of Mind is a unified measure of the behaviors and traits associated with academic success. These learning behaviors are seen as the foundation for lifelong learning.

	Total		
John Carroll University	**Your Inst**	**Comp 1**	**Comp 2**
Total (n)	322	4,431	14,614
Mean	53.9	55.9	56.0
Standard deviation	11.37	11.98	11.64
Significance	-	**	***
Effect size	-	-0.17	-0.19
25th percentile	46.7	47.5	48.1
75th percentile	61.0	64.4	64.4

Note: Significance * p<.05, ** p<.01, *** p<.001

	Total		
John Carroll University	**Your Inst**	**Comp 1**	**Comp 2**
Total (n)	322	4,431	14,614
☐ High Habits of Mind	46.6%	51.2%	52.0%
■ Average Habits of Mind	32.0%	30.1%	30.3%
☐ Low Habits of Mind	21.4%	18.7%	17.7%
Significance (based on High score group)	-		

Note: Significance * p<.05, ** p<.01, *** p<.001
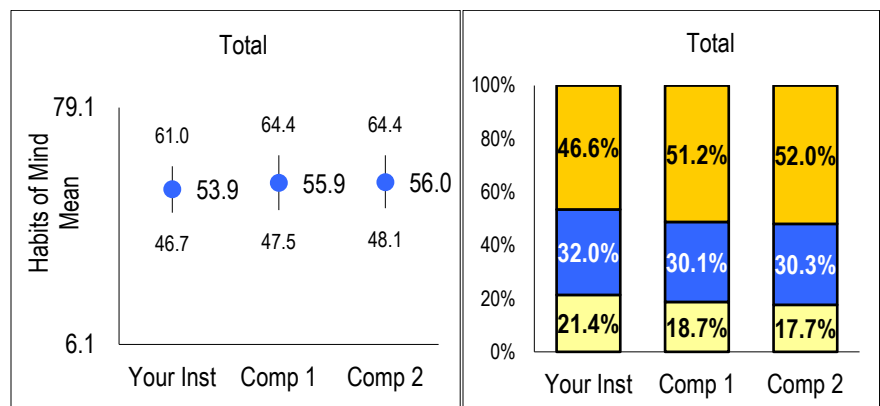
Survey items and estimation "weights":
How often in the past year did you:
* Support your opinions with a logical argument (2.30)
* Seek solutions to problems and explain them to others (2.25)
* Seek alternative solutions to a problem (1.90)
* Evaluate the quality or reliability of information you received (1.73)
* Ask questions in class (1.50)
* Take a risk because you felt you had more to gain (1.39)

* Seek feedback on your academic work (1.28)
* Explore topics on your own, even though it was not required for a class (1.24)
* Revise your papers to improve your writing (1.15)
* Look up scientific research articles and resources (0.73)
* Accept mistakes as part of the learning process (0.69)

COOPERATIVE INSTITUTIONAL RESEARCH PROGRAM
*at the* HIGHER EDUCATION RESEARCH INSTITUTE AT UCLA

Academic Self-Concept is a unified measure of students' beliefs about their abilities and confidence in academic environments.

John Carroll University	Total		
	Your Inst	Comp 1	Comp 2
Total (n)	281	4,127	13,523
Mean	49.5	50.2	50.1
Standard deviation	9.16	9.30	9.38
Significance	-		
Effect size	-	-0.08	-0.07
25th percentile	42.6	44.3	43.9
75th percentile	56.3	56.6	56.4

Note: Significance * p<.05, ** p<.01, *** p<.001

John Carroll University	Total		
	Your Inst	Comp 1	Comp 2
Total (n)	281	4,127	13,523
☐ High Academic Self-Concept	28.8%	28.8%	28.3%
■ Average Academic Self-Concept	36.7%	43.6%	43.3%
☐ Low Academic Self-Concept	34.5%	27.6%	28.4%
Significance (based on High score group)	-		

Note: Significance * p<.05, ** p<.01, *** p<.001
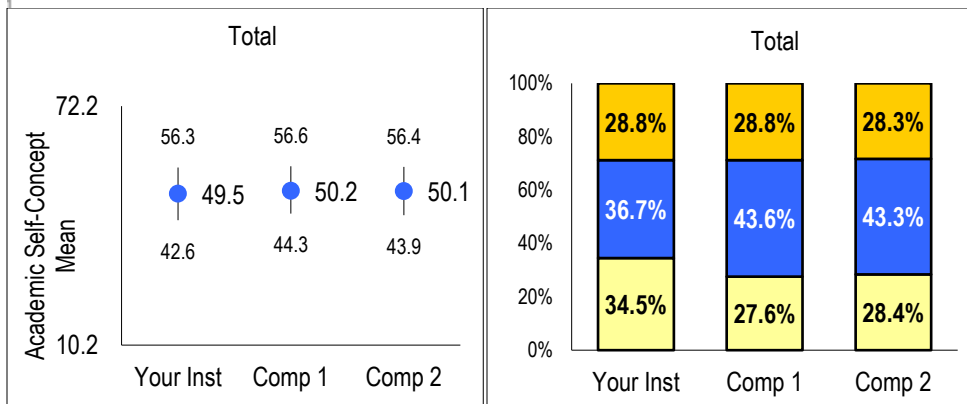
Survey items and estimation "weights":
Rate yourself on each of the following traits as compared with the average person your age:
* *Academic ability* (3.11)
* *Self-confidence (intellectual)* (1.86)
* *Drive to achieve* (1.63)
* *Mathematical ability* (1.60)

The 2015 College Senior Survey was administered by the Higher Education Research Institute in spring 2015. 324 JCU Seniors completed the survey. There were 4437 students in the 4-year Catholic college cohort.

CIRP COOPERATIVE INSTITUTIONAL RESEARCH PROGRAM
at the HIGHER EDUCATION RESEARCH INSTITUTE AT UCLA

2015 College Senior Survey
List of Participating Insittutions

ACE	Institution	State	ACE	Institution	State
Public Universities			**Catholic 4yr Colleges**		
260	University of California-San Diego	CA	203	Mount St Mary's College	CA
322	University of Northern Colorado	CO	267	Santa Clara University	CA
Private Universities			354	Albertus Magnus College	CT
157	University of the Pacific	CA	362	Fairfield University	CT
172	Pepperdine University	CA	374	University of Saint Joseph	CT
507	Clark Atlanta University	GA	781	Saint Mary's College	IN
785	University of Notre Dame	IN	1078	Notre Dame of Maryland University	MD
1184	Northeastern University	MA	1096	Mount St Mary's University	MD
1333	University of St Thomas-St Paul	MN	1573	Creighton University	NE
1773	Fordham University	NY	1836	Siena College	NY
1987	Wake Forest University	NC	2073	John Carroll University	OH
2675	Texas Christian University	TX	2285	Marywood University	PA
5569	Azusa Pacific University	CA	2523	Christian Brothers University	TN
6416	Wilmington University	DE	2847	Gonzaga University	WA
Public 4yr Colleges			2974	Saint Norbert College	WI
142	California State University-Chico	CA	5082	Sacred Heart University	CT
1471	Missouri Southern State University	MO	9108	Ave Maria University	FL
2825	Radford University	VA			
4851	California State University-San Marcos	CA			
8601	Douglass College	NJ			
Nonsectarian 4yr Colleges			**Other Religious 4yr Colleges**		
91	John Brown University	AR	8	Huntingdon College	AL
147	Claremont McKenna College	CA	141	Chapman University	CA
180	Harvey Mudd College	CA	218	Point Loma Nazarene University	CA
199	Mills College	CA	464	Eckerd College	FL
246	Scripps College	CA	494	Agnes Scott College	GA
468	Rollins College	FL	523	LaGrange College	GA
652	Knox College	IL	606	Carthage College	WI
683	Principia College	IL	641	Greenville College	IL
789	Wabash College	IN	674	North Central College	IL
1110	Stevenson University	MD	783	Taylor University	IN
1188	Simmons College	MA	848	Northwestern College-Orange City	IA
1745	Cazenovia College	NY	858	Wartburg College	IA
1776	Hamilton College	NY	913	McPherson College	KS
1846	St Lawrence University	NY	961	Georgetown College	KY
1956	Johnson C Smith University	NC	1344	Macalester College	MN
1988	Warren Wilson College	NC	1413	Mississippi College	MS
2065	Denison University	OH	1979	Shaw University	NC
2240	Chatham University	PA	2049	Bluffton University	OH
2241	Cedar Crest College	PA	2087	Ohio Northern University	OH
2244	Delaware Valley College	PA	2289	Moravian College and Moravian Theological Seminary	PA
2247	Dickinson College	PA	2293	Muhlenberg College	PA
2354	Wilkes University	PA	2335	Susquehanna University	PA
2413	Rhode Island School of Design	RI	2349	Waynesburg University	PA
2816	University of Richmond	VA	2788	Ferrum College	VA
2931	Beloit College	WI	4715	Life Pacific College	CA
2969	Ripon College	WI	5053	Vanguard University of Southern California	CA
5276	Becker College	MA	5821	Covenant College	GA
5455	Dominican College of Blauvelt	NY	6484	Charleston Southern University	SC
5475	Molloy College	NY	6542	Mount Vernon Nazarene University	OH
8430	Ringling College of Art and Design	FL	6615	Palm Beach Atlantic University-West Palm Beach	FL

NSSE 2017 Administration Summary
John Carroll University

Administration Summary

This report provides an overview of your NSSE administration, including details about your population and sample, response rates, representativeness of your respondents, survey customization choices, and recruitment message schedule. This information can be useful for assessing data quality and planning future NSSE administrations.

Population and Respondents

The table at right reports your institution's population sizes, how many students were sampled (whether census-administered or randomly selected), and how many completed the survey.

Survey completions	First-year	Senior
Submitted population	710	732
Adjusted population[a]	710	730
Survey sample[b]	708	728
Total respondents[b]	205	248
Full completions[c]	150	164
Partial completions	55	84

a. Adjusted for ineligible students and those for whom survey requests were returned as undeliverable.
b. Number of census or randomly sampled students invited to complete the survey. Targeted, experimental, and locally administered samples not included.
c. Completed at least one demographic question after the core engagement items on the survey.

Response Rate and Sampling Error[a]

The table below summarizes response rates and sampling errors for your institution and comparison groups. For more information see NSSE's Response Rate FAQ: nsse.indiana.edu/pdf/Resp_Rate_FAQ.pdf

	First-year				Senior			
	JCU	Great Lakes Private	Carnegie Class	NSSE 2016 & 2017	JCU	Great Lakes Private	Carnegie Class	NSSE 2016 & 2017
Response rate	29%	31%	23%	23%	34%	33%	25%	24%
Sampling error[b]	+/- 5.8%	+/- 0.5%	+/- 0.3%	+/- 0.2%	+/- 5.1%	+/- 0.5%	+/- 0.3%	+/- 0.2%

a. Comparison group response rate and sampling error were computed at the student level (i.e., they are not institution averages) for all respondents.
b. Also called "margin of error," sampling error is an estimate of the amount a score based on a sample could differ from the true score on a given item. For example, if the sampling error is +/- 5.0% and 40% of your students replied "Very often" to a particular item, then the true population value is most likely between 35% and 45%.

Representativeness and Weighting

The first table at right details variables submitted in your population file. Respondent and population percentages are listed side by side as a convenience to see how well the characteristics of your respondents reflect your first-year and senior populations. For detailed characteristics of the respondents in your reports, refer to your *Respondent Profile*.

NSSE data files include weights by institution-reported sex and enrollment status so institutional estimates reflect the population with respect to these characteristics. The second table at right provides the respondent and population proportions used to calculate your weights. For more information, see nsse.indiana.edu/html/weighting.cfm

Representativeness	First-year		Senior	
	Respondent %	Population %	Respondent %	Population %
Female	63	46	60	49
Full-time	100	99	99	97
First-time, first-year	100	100	N/A	N/A
Race/ethnicity[a]				
Am. Indian or Alaska Native	1	0	0	0
Asian	2	3	3	2
Black or African American	3	5	5	4
Hispanic or Latino	4	5	2	2
Native Hawaiian/Other Pac	0	0	0	0
White	82	82	86	88
Other	0	0	0	0
Foreign or nonresident alie	1	2	1	1
Two or more races/ethnicit	3	2	2	1
Unknown	2	2	2	1

a. Based on the IPEDS categories (not available for Canadian institutions) submitted in the population file. Results for institutions without full (at least 90%) race/ethnicity information in the population file are not reported.

Weighting	First-year		Senior	
	Respondent %	Population %	Respondent %	Population %
Full-time, female	63	46	60	48
Full-time, male	37	53	38	49
Part-time, female	0	0	0	1
Part-time, male	0	0	1	2

Foundational Writing Courses

Writing skills are identified, alongside public speaking and quantitative analysis, as one of the key foundational competencies for the Integrative Core Curriculum. All students take one or two courses in rhetoric and composition. In courses sampled for assessment, instructors choose a research-based argumentative writing assignment that assesses each learning goal and scores the assignment against rubrics approved by the Core Committee. At the end of each year, a group of instructors scores a sample of student work from across a number of sections, using the same rubrics. Scores reported here represent work from 302 students.

Foundational Competencies: Written Expression

	Exceeded (5)		**Met** (3)	**Not Met** (1)
Articulate an Argument 4B1c	The writer demonstrates a _thorough understanding of_ context, audience, and purpose in selecting an _appropriately complex_ topic and _thoroughly_ developing and supporting an argument through appropriate _organization, presentation, content knowledge, and style_.	The writer demonstrates an _adequate consideration of_ context, audience, and purpose in selecting an _appropriately complex_ topic and developing and supporting an argument through appropriate _organization, presentation, content knowledge, and style_.	The writer demonstrates an _awareness of_ context, audience, and purpose in selecting a topic and _attempting to_ develop and support an argument through appropriate _organization, presentation, and content knowledge_.	The writer demonstrates _minimal or no attention to_ context, audience, and purpose in selecting an topic and/or the topic may be _unsuitable_, and/or the writer _may not_ develop or support an argument through appropriate _organization and presentation_.
Sources, Evidence, and Documentation 4B5	The writer _supports_ the argument with _compelling evidence appropriate to the discipline and/or writing task(s)_ drawn from _high-quality, credible, relevant_ sources, which are documented _consistently_ using a _citation style appropriate to the discipline and/or writing task(s)_ with _no errors_.	The writer _supports_ the argument with _evidence appropriate to the discipline and/or writing task(s)_ drawn from _credible, relevant_ sources, which are documented _consistently_ using a _citation style appropriate to the discipline and/or writing task(s)_ with no more than a _few errors of formatting. (All important citation information is present)_.	The writer _attempts to support_ the argument with _evidence_ drawn from sources, which are documented using _a citation style. Formatting errors may occur, but all important citation information is present_.	The writer _fails to support_ the argument with evidence from sources, which are documented _inconsistently_, or _some important citation information is missing_..
Control of Syntax and Mechanics 4B4	The writer uses _graceful_ language that _skillfully communicates_ meaning to readers _with clarity and fluency_, and writing is _virtually error-free_.	The writer uses _straightforward_ language that _generally convey_s meaning to readers _with clarity_, and writing has _few errors_.	The writer uses language that _generally conveys_ meaning to readers _with clarity_, although writing may include _some errors_.	The writer uses language that _sometimes impedes_ meaning for readers because of _major and frequent errors_.

Note: The word _argument_ as used above should be interpreted with its widest possible meaning and seen as synonymous with terms like _controlling idea, thesis statement_, and _main idea_.

Quantitative Analysis Courses

Quantitative Analysis skills are identified, alongside writing and public speaking, as one of the key foundational competencies for the Integrative Core Curriculum. All students take one "QA" course from a list of options. Most students satisfy this requirement with some form of statistics, often offered by the Department of Mathematics and Computer Science; however, QA courses can be offered by any department. In courses sampled for assessment, instructors choose at least one assignment that assesses each learning goal and scores the assignment against rubrics approved by the Core Committee. At the end of each year, a group of instructors scores a sample of student work from across a number of sections, using the same rubrics. Scores reported here represent work from 262 students.

Foundational Competencies: Quantitative Analysis

		Exceeded (5)	Met (3)	Not Met (1)
Find and pose precise questions that can be appropriately analyzed by quantitative methods	2A3	Identifies questions to be analyzed by more advanced quantitative methods; Identifies an appropriate and thorough quantitative methodology for analyzing the questions	Identifies questions to be analyzed by straightforward quantitative methods; Identifies an appropriate methodology for analyzing the questions	Identifies questions that cannot be analyzed by quantitative methods; Provides an incorrect quantitative methodology or fails to include a quantitative methodology for analyzing the questions
Think critically about quantitative statements	2B1	Includes evidence of advanced critical thinking, and all of the possible conclusions are presented and are reasonable and correct; all conclusions are discussed in the context of the problem without errors	Includes evidence of critical thinking, and most of the possible conclusions are presented and are reasonable and correct; most conclusions are discussed in proper context of the problem with, at most, only minor errors	Includes minimal or no evidence of critical thinking, but many conclusions reached are unreasonable and/or not correct; Fails to discuss conclusions in the context of the problem or discusses them with significant errors
Recognize sources of error	2B2	Correctly recognizes all possible sources of error, and uses the appropriate terminology without errors	Correctly recognizes most of the possible sources of error, and uses the appropriate terminology with at most, only minor errors	Correctly recognizes only a few sources of error, with incorrect or misused terminology
Represent data	2C2	Represents all data using appropriate and correctly executed techniques without errors or omissions	Represents most data using appropriate and correctly executed techniques, with, at most, only minor errors in execution or omissions	Represents only a few data using a mix of appropriate and misused or incorrectly used techniques and/or significant omissions are present
Draw inference from data	2D1b	All inferences drawn from data are appropriate and correct.	Any/most inferences drawn from data are appropriate and correct with, at most only minor errors.	Only a few, in any, inferences are drawn from data and/or includes those drawn using incorrect techniques.

Integrated Courses

One highlight of the Integrative Core Curriculum is the category of Integrated Courses. Integrated courses require students to bring together two or more disciplinary ways of thinking to explore important issues. All Integrated Courses must include some instruction related to writing in the disciplines represented by the courses and some assignment that asks students to integrate the two disciplines. In courses sampled for assessment, instructors choose at least one assignment that assesses each learning goal and scores the assignment against rubrics approved by the Core Committee. At the end of each year, a group of instructors scores a sample of student work from across a number of sections, using the same rubrics. The writing and integration rubrics appear below, and the two types of Integrated Courses (Linked Courses and Engaging the Global Community courses) are then differentiated. Integration scores reported here reflect 595 students. Writing scores reflect 638 students.

Integrated Courses
Integration

		Exceeded (5)	Met (3)	Not Met (1)
Student applies skills, knowledge, or methodologies gained in one academic or experiential context to different academic or experiential context.	1C2a	Applies or connects skills, knowledge (examples, facts, evidence), or methodologies/theories gained in one academic or experiential context to those from a different academic or experiential context to analyze complex issues or solve problems, with sufficient support.	Applies or connects skills, knowledge (examples, facts, evidence), or methodologies/theories gained in one academic or experiential context in a different academic or experiential context to convey knowledge or explain issues.	Does not effectively apply or connect skills, knowledge (examples, facts, evidence), or methodologies/theories gained in one academic or experiential context to a new context or may do so at a superficial level.

		Exceeded (5)	Met (3)		Not Met (1)
Articulate an Argument 4B1c		The writer demonstrates a *thorough understanding of* context, audience, and purpose in selecting an *appropriately complex* topic and *thoroughly* developing and supporting an argument through appropriate *organization, presentation, content knowledge, and style*.	The writer demonstrates an *adequate consideration of* context, audience, and purpose in selecting an *appropriately complex* topic and developing and supporting an argument through appropriate *organization, presentation, content knowledge, and style*.	The writer demonstrates an *awareness of* context, audience, and purpose in selecting a topic and *attempting to* develop and support an argument through appropriate *organization, presentation, and content knowledge*.	The writer demonstrates *minimal or no attention to* context, audience, and purpose in selecting an topic and/or the topic may be *unsuitable*, and/or the writer *may not* develop or support an argument through appropriate *organization and presentation*.
Sources, Evidence, and Documentation 4B5		The writer *supports* the argument with *compelling evidence appropriate to the discipline and/or writing task(s)* drawn from *high-quality, credible, relevant* sources, which are documented *consistently* using a *citation style appropriate to the discipline and/or writing task(s)* with *no errors*.	The writer *supports* the argument with *evidence appropriate to the discipline and/or writing task(s)* drawn from *credible, relevant* sources, which are documented *consistently* using a *citation style appropriate to the discipline and/or writing task(s)* with no more than a *few errors of formatting. (All important citation information is present).*	The writer *attempts to support* the argument with *evidence* drawn from sources, which are documented using *a citation style. Formatting errors may occur, but all important citation information is present*.	The writer *fails to support* the argument with evidence from sources, which are documented *inconsistently*, or *some important citation information is missing.*.
Control of Syntax and Mechanics 4B4		The writer uses *graceful* language that *skillfully communicates* meaning to readers *with clarity and fluency*, and writing is *virtually error-free*.	The writer uses *straightforward* language that *generally conveys* meaning to readers *with clarity*, and writing has *few errors*.	The writer uses language that *generally conveys* meaning to readers *with clarity*, although writing may include *some errors*.	The writer uses language that *sometimes impedes* meaning for readers because of *major and frequent errors*.

Note: The word *argument* as used above should be interpreted with its widest possible meaning and seen as synonymous with terms like *controlling idea, thesis statement*, and *main idea*.

Linked Courses

Every student must take a pair of Linked Courses as part of the Integrative Core Curriculum. This pair is made up of two co-requisite courses taught in the same semester by two instructors from different departments. Each pair of courses has some sort of thematic link, some common activities and/or assignments. In addition to writing and integration (described under Integrated Courses above), all Linked Courses must include some attention to critical thinking. Scores for critical thinking reported here represent scores from 278 unique students.

Linked Courses
Critical Analysis

		Exceeded (5)	Met (3)	Not Met (1)
Student identifies and understands the fundamental elements of a problem or question to be considered critically. 2A1		Can articulate (clarify and describe) the nature of the problem or question comprehensively, explaining the relevant information necessary for full understanding.	Can articulate (clarify or describe) the nature of the problem or question but some key elements (terms, ideas) are yet undefined and unexplored.	Cannot articulate (clarify or describe) the nature of the problem or question and its elements (terms, key ideas, etc.).
Student interprets relevant data/evidence. 2D1a		Takes information from sources with enough interpretation/evaluation to produce a coherent analysis or synthesis.	Takes information from sources with some interpretation/evaluation to begin developing a coherent analysis or synthesis.	Takes information from sources without any interpretation/evaluation.
Student reaches logical conclusions. 3B5a		Conclusions are logical, correct/plausible, complete, explained thoroughly and supported with evidence.	Conclusions are sound, with either minor errors, omissions, incomplete explanations and/or evidence.	Conclusions provided suffer from significant errors and omissions; explanations are incorrect and/or evidence is missing.

Philosophy Core Courses

As part of the Jesuit Heritage portion of the Integrative Core Curriculum, all students must take a course from each of two categories of courses offered by the Department of Philosophy: Knowledge & Reality and Values & Society. Knowledge & Reality courses focus on critical thinking, while Values & Society courses focus on ethics. Each Philosophy instructor chooses at least one of their courses and evaluates an assignment from that course against a rubric approved by the Core Committee. Knowledge and Reality scores reported here represent work from 711 students.

Jesuit Heritage: Philosophy
Knowledge and Reality Courses

		Exceeded (5)	Met (3)	Not Met (1)
Identify and understand the fundamental elements of a problem	2A	Identifies and explains the key elements of the philosophical problem(s) presented/discussed in the assignment (written or audio-visual) clearly and accurately	Identifies and explains, in a satisfactory way, some key elements of the philosophical problem(s) presented/discussed in the assignment	Does not identify and/or explain, in a satisfactory way, the key elements of the philosophical problem(s) presented/discussed in the assignment
Demonstrate the ability to analyze multiple forms of expression (such as oral, written, digital, or visual)	2C	Identifies the key claim(s), argument(s) or position(s) presented and explains the philosophical significance of the assignment clearly and accurately	Identifies some claims, arguments or positions presented and/or explains, in a satisfactory way, the philosophical significance of the assignment	Does not identify the claims, arguments or positions and/or explain, in a satisfactory way, the philosophical significance of the assignment
Develop critical thinking skills	2D	States and explains the merits and faults of the position(s) presented/discussed in the assignment clearly and accurately	States and explains, in a satisfactory way, some merits and faults of the position(s) presented/discussed in the assignment	Does not state and/or explain, in a satisfactory way, the merits and faults of the position(s) presented/discussed in the assignment

Theology & Religious Studies Core Courses

As part of the Jesuit Heritage portion of the Integrative Core Curriculum, all students must take a lower-division and un upper-division course from the Department of Theology & Religious Studies (these two courses that cannot satisfy any other core requirements). In each, instructors choose at least one assignment to score against the rubric approved by the Core Committee. Scores reported here represent work from 682 students.

Jesuit Heritage: Theology and Religious Studies

Students in TRS 101 will have successfully met *all five* learning goals at an *introductory* level. Students in TRS 200- and 300-level courses will have successfully met *one or more* of the learning goals at an *intermediate* level.

	Masters	Advanced	Intermediate	Introductory
1. Understand the religious dimensions of human experience, history, and cultures.	1. 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.	1. 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.	1. 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.	1. Defines basic terms such as symbol, myth, ritual, revelation, and faith; articulates the fundamental questions, commitments and beliefs that influence his or her own worldview.
2. Critically analyze religious expressions in sacred texts, art, ritual practices, and ethical commitments.	2. 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.	2. 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.	2. Applies historical-critical methods to interpret sacred texts from a particular religious tradition and recognizes how these methods differ from other modes of interpretation.	2. Understands different ways of reading the Bible, including historical-critical approaches; is able to explain how a particular religious expression (biblical or other) relates to its historical, cultural, or social context.
3. Respect cultural and religious diversity in local and global contexts.	3. 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.	3. 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.	3. 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.	3. Respectfully articulates the basic beliefs, practices, or worldview found within at least one non-Christian religious tradition.
4. Appreciate the relationship between religious commitment and efforts to address injustice and live ethically.	4. 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.	4. 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.	4. 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.	4. Draws initial connections between religion, ethics, and the root causes of social injustice, in a way that evidences empathy and reflection about her or his possible contribution to the common good.
5. Recognize the ways in which the Catholic Christian tradition addresses the fundamental questions of human existence.	5. 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.	5. Understands Catholic theological approaches to multiple fundamental questions and how these questions are related to one another.	5. Understands Catholic theological approaches to a fundamental human question in light of historical, cultural, and social contexts.	5. Understands contemporary Catholic appreciation for interreligious dialogue.

Creative and Performing Arts Courses

As part of the Jesuit Heritage portion of the Integrative Core Curriculum, all students must take a course in the Creative and Performing Arts category. All students choose one 1- or 3-credit "CAPA" courses from a list of options. CAPA courses can be offered by any department. In courses sampled for assessment, instructors evaluate student performance against each learning goal. Aesthetic appreciation scores reported here represent work from 223 students. Creativity scores represent 209 students, and creative communication scores represent 176 students.

Additional Writing Courses

As part of the requirements of the Integrative Core, each major at the University has at least one course designated as an Additional Writing course that focuses on writing in the specific discipline(s).

In courses sampled for assessment, instructors choose at least one assignment that assesses each learning goal and scores the assignment against rubrics approved by the Core Committee. At the end of each year, a group of instructors scores a sample of student work from across a number of sections, using the same rubrics. Scores reported here represent 102 students.

Requirements in the Major: Additional Writing Course

	Exceeded (5)	**Met** (3)		**Not Met** (1)
Articulate an Argument 4B1c	The writer demonstrates a _thorough understanding of_ context, audience, and purpose in selecting an _appropriately complex_ topic and _thoroughly_ developing and supporting an argument through appropriate _organization, presentation, content knowledge, and style_.	The writer demonstrates an _adequate consideration of_ context, audience, and purpose in selecting an _appropriately complex_ topic and developing and supporting an argument through appropriate _organization, presentation, content knowledge, and style_.	The writer demonstrates an _awareness of_ context, audience, and purpose in selecting a topic and _attempting to_ develop and support an argument through appropriate _organization, presentation, and content knowledge_.	The writer demonstrates _minimal or no attention to_ context, audience, and purpose in selecting an topic and/or the topic may be _unsuitable_, and/or the writer _may not_ develop or support an argument through appropriate _organization and presentation_.
Sources, Evidence, and Documentation 4B5	The writer _supports_ the argument with _compelling evidence appropriate to the discipline and/or writing task(s)_ drawn from _high-quality, credible, relevant_ sources, which are documented _consistently_ using a _citation style appropriate to the discipline and/or writing task(s)_ with _no errors_.	The writer _supports_ the argument with _evidence appropriate to the discipline and/or writing task(s)_ drawn from _credible, relevant_ sources, which are documented _consistently_ using a _citation style appropriate to the discipline and/or writing task(s)_ with no more than a few errors of formatting. _(All important citation information is present)_.	The writer _attempts to support_ the argument with _evidence_ drawn from sources, which are documented using _a citation style_. _Formatting errors may occur, but all important citation information is present_.	The writer _fails to support_ the argument with evidence from sources, which are documented _inconsistently_, or _some important citation information is missing_..
Control of Syntax and Mechanics 4B4	The writer uses _graceful_ language that _skillfully communicates_ meaning to readers _with clarity and fluency_, and writing is _virtually error-free_.	The writer uses _straightforward_ language that _generally conveys_ meaning to readers _with clarity_, and writing has _few errors_.	The writer uses language that _generally conveys_ meaning to readers _with clarity_, although writing may include _some errors_.	The writer uses language that _sometimes impedes_ meaning for readers because of _major and frequent errors_.

Note: The word _argument_ as used above should be interpreted with its widest possible meaning and seen as synonymous with terms like _controlling idea_, _thesis statement_, and _main idea_.

Residence Life Room Change Process Assessment

This tool measures satisfaction with process and seeks to understand student learning related to conflict management and communication. 35 students participated in fall 2016, and 23 students participated in spring 2017. 20 distinct individuals reported in engaging in mediation.