Assessing the University Learning Goals
John Carroll University (Northeast Ohio)

Institutional Context

John Carroll University is a four-year Jesuit Catholic university, founded in 1886 and located on the east side of Cleveland, which offers both undergraduate and graduate degrees.

Our mission is to **"inspire individuals to excel in learning, leadership, and service in the region and in the world."**

Our success is evidenced by our one-year retention (83.4%) and four-year graduation rates (66.9%). Our alumni make a difference, whether they rise to prominence or work with integrity and dedication in their careers and communities.

UNIVERSITY LEARNING GOALS

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. Amid 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
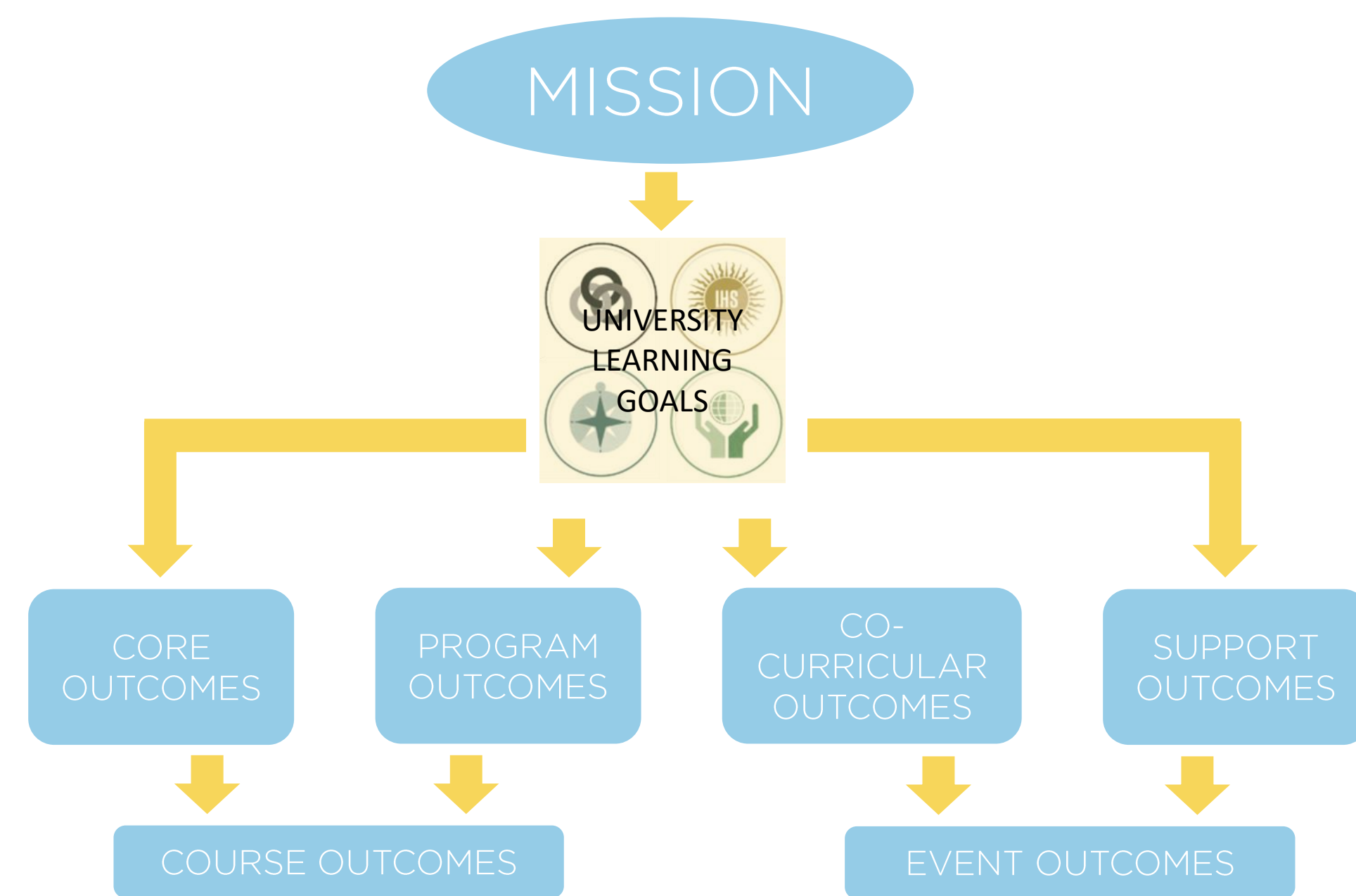- Live responsibly in accord with their personal belief system

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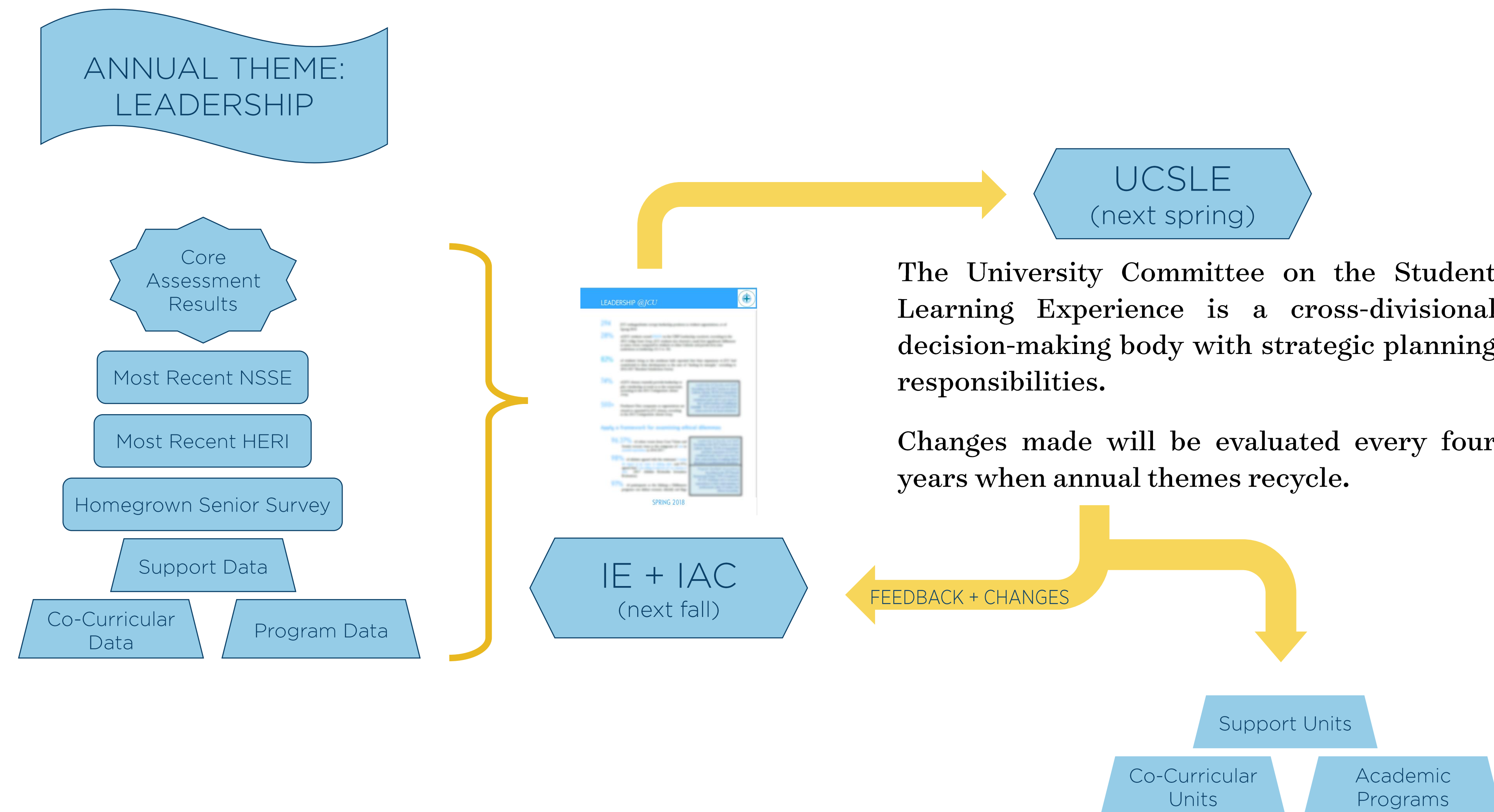- Understand and promote social justice
- Work actively toward creating a more inclusive, welcoming, and just community
- Serve in their communities as engaged citizens and advocates

Mapping & Aligning

MISSION

UNIVERSITY LEARNING GOALS

CORE OUTCOMES — PROGRAM OUTCOMES — CO-CURRICULAR OUTCOMES — SUPPORT OUTCOMES

COURSE OUTCOMES — EVENT OUTCOMES

A Guide to the University Learning Goals: Mission in Action

Analysis & Decision Making

ANNUAL THEME: LEADERSHIP

Core Assessment Results
- Most Recent NSSE
- Most Recent HERI
- Homegrown Senior Survey
- Support Data
- Co-Curricular Data
- Program Data

UCSLE (next spring)

The University Committee on the Student Learning Experience is a cross-divisional decision-making body with strategic planning responsibilities.

Changes made will be evaluated every four years when annual themes recycle.

IE + IAC (next fall)

FEEDBACK + CHANGES

Support Units — Co-Curricular Units — Academic Programs

Data Dashboards

Data are pulled from a variety of sources to assemble these reports:
- Core Curriculum Assessment Results
- Institutional Surveys (Senior Survey, NSSE, HERI)
- Test Scores and Placement Rates
- Co-Curricular Assessment Results
- Data from Student and Academic Support Units
- Relevant Information from Program Assessment Results

The reports are assembled by the Office of Institutional Effectiveness and reviewed by the Institutional Assessment Committee.
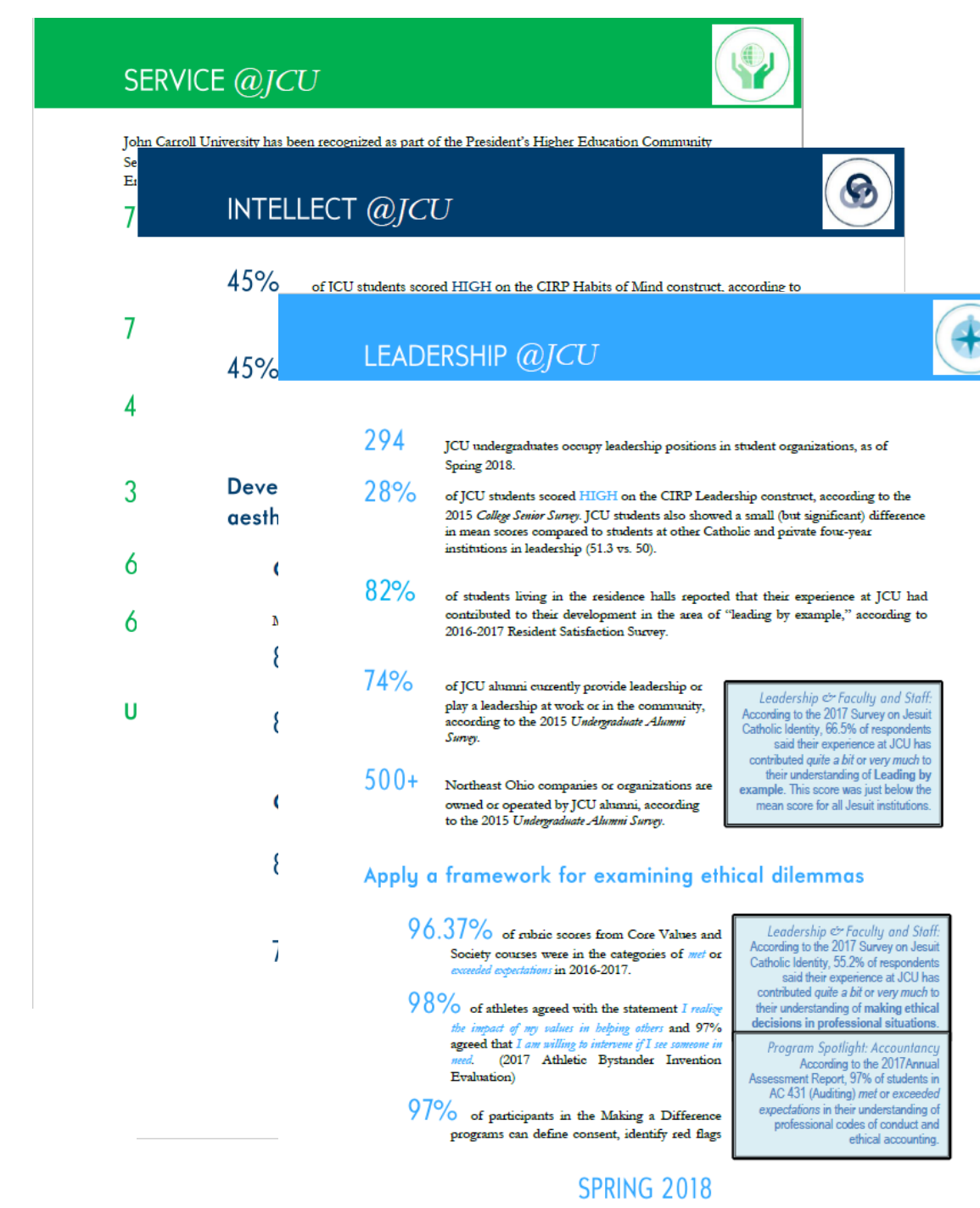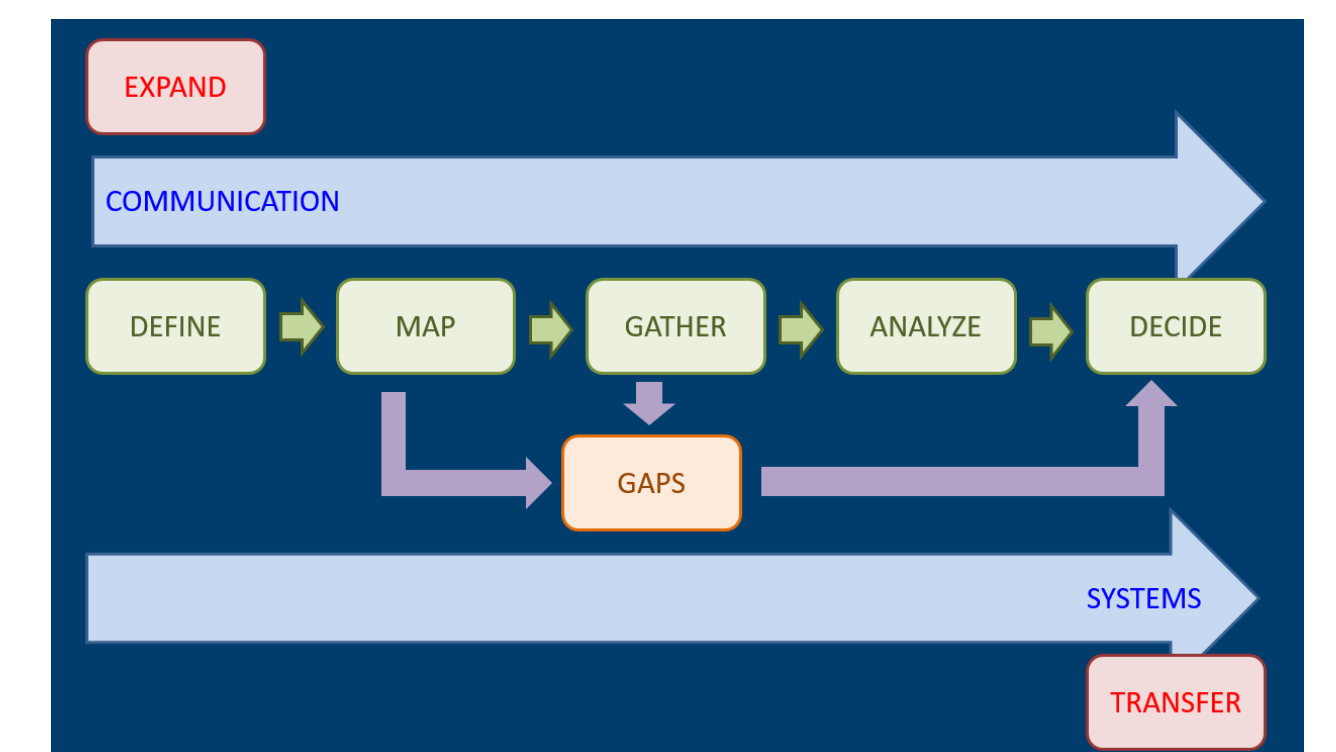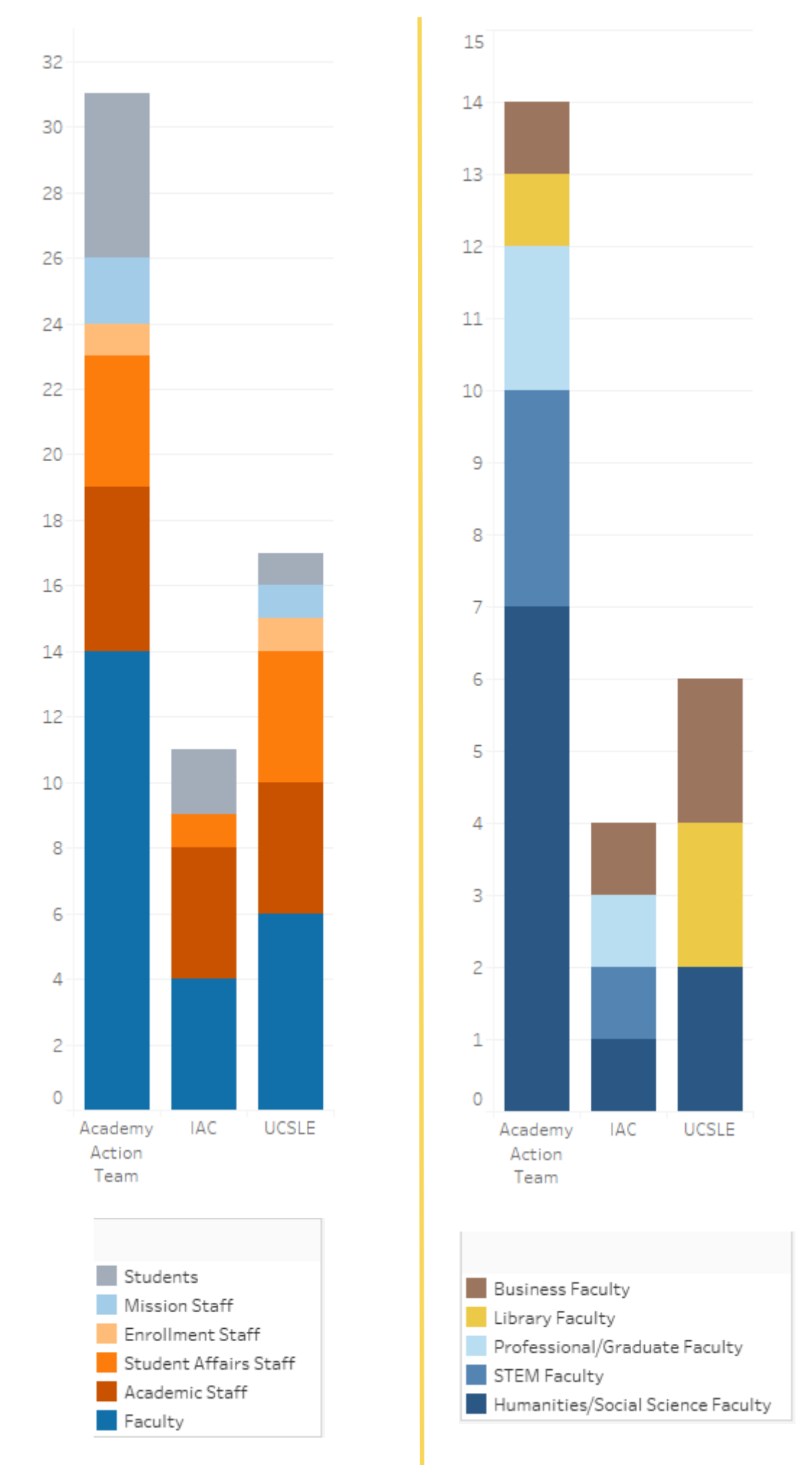
Successes

John Carroll University has developed a robust assessment culture; assessment is a routine part of faculty and staff work and closely tied to planning, budgeting, and decision-making in general.
- Core Curriculum: class approval contingent on reasonable assessment plan; widespread faculty involvement in assessment processes
- Academic and Co-Curricular Programs: all learning goals aligned to University Goals; routine annual reporting
- Institutional Assessment: cycle has been piloted and is ready to implement.

Widespread Involvement

Assessment has evolved from a task conducted by only some units (and only certain individuals within those units) to a routine part of University life. Both the team working on this project and the committees involved in the institutional assessment cycle demonstrate widespread involvement from across the University.

Legend:
- Students
- Mission Staff
- Enrollment Staff
- Student Affairs Staff
- Academic Staff
- Faculty
- Business Faculty
- Library Faculty
- Professional/Graduate Faculty
- STEM Faculty
- Humanities/Social Science Faculty

EXPAND — COMMUNICATION
DEFINE — MAP — GATHER — ANALYZE — DECIDE
GAPS
SYSTEMS
TRANSFER

The Final Conceptual Model for the Project