

# CASL Newsletter – Spring 2025



## On-demand Support

CASL and the Office of Academic Affairs provide on-demand resources through the [Assessment website](#). Key among those resources are the Academic Program Assessment Guidebook and the ability to [book an appointment](#) with Tracey Frey, Assistant Vice President for Institutional Effectiveness and Academic Assessment.

## Assessment Support Sessions for Assessment Coordinators & Report Authors

By popular demand, CASL is bringing back assessment support sessions on April 16<sup>th</sup>, April 23<sup>rd</sup> & April 24<sup>th</sup>, and May 8<sup>th</sup>. Be on the lookout for announcements in LoyolaToday! Please consider bringing incoming assessment coordinators with you if responsibilities will change next year.

## Highlighting Good Assessment Practices

CASL looks for key elements of strong assessment practice:

- Clear learning outcome statements that are aligned with precision to the Undergraduate Learning Aims or Graduate Learning Goals of the University
- The use of multiple measures, including at least one of direct evidence of student work, for each learning outcome
- The use of rubrics or other demonstrations of a shared understanding among program faculty for the criteria used to assess student work
- Defined and defensible targets for student success and the use of assessment results to inform actions for continuous improvement
- A plan for a feasible cycle of assessments of all program learning outcomes
- A current and complete curriculum map



*Exemplar Spotlight goes to . . .*

the Classical Civilization assessment plans for:

- ✓ Precise alignment to Undergraduate Learning Aims
- ✓ Use of multiple measures, direct and indirect
- ✓ Tracking of indirect measures that align to the goals of the program for student preparation, development of the whole person, and students' educational and post-graduation ambitions
- ✓ Commitment to improving teaching in ways that will improve students' analytical skills

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## CHAIR'S CORNER

Thank you for your continued support in building and sustaining a culture of assessment at Loyola. It is a critical part of fulfilling our core values, specifically *Academic Excellence* and *The Constant Challenge to Improve*. Your programs' commitment to continuous improvement of student learning and annual reports allows your department, the deans' offices, the full Loyola community, and external stakeholders to understand the quality of a Loyola University Maryland education.

If your department will transition to new assessment leaders next year, please identify them for us this spring. You can do so by emailing Tracey Frey at [tdfrey@loyola.edu](mailto:tdfrey@loyola.edu).

### Chairs' Deadlines:

- ❖ **JUNE 8:** University deadline for all divisions' 2024-25 Assessment Reports; please append them to your Departmental Reports to the Dean (as applicable to your school).
- ❖ **SEPT 30:** In the fall, the 2025-26 Assessment Plans and Chairs' Feedback on 2024-25 Assessment Reports will be due to Tracey by the end of September.

## ASSOCIATE/ASSISTANT DEAN'S CORNER

Associate/Assistant Deans' Reports to CASL and the meta-analysis rubrics are **due by July 8<sup>th</sup>**.

Be on the lookout in your inbox for the 2025 templates.

# Thank you!



## Annual Assessment Process Deadlines

These consistent deadlines every year make the assessment process predictable and dependable.



## Dissemination of Assessment Results

Stay tuned for a report on university-wide assessment results at a Combined Governance Meeting next year.

## New & Upcoming

CASL has engaged in several new initiatives this year and will work to support faculty more in the future. The three main updates for this year include the launch of the Student Learning Assessment Faculty Fellow, the launch of Core Curriculum assessment, and strategic planning for the next 3-year University-wide Assessment Plan.

### Student Learning Assessment Faculty Fellow

The faculty fellow for student learning assessment advances the University's culture of assessment by facilitating faculty-led initiatives described in the University assessment plan. Specifically, the faculty fellow focuses on implementing Core Curriculum assessment according to the assessment plan and the foundations laid by the committee on the assessment of student learning (CASL). The faculty fellow provides strong communication plans and keep stakeholders informed throughout the process. Initially piloted as a one-year term, the position has been brought into alignment with other faculty fellow positions as a two-year term, due to the great success of the pilot. It is a year-round position, which launched in September 2024 with Dr. Jill Snodgrass, Professor and Department Chair of Theology, named as Loyola's inaugural faculty fellow for student learning assessment. Jill is an ideal fit for the role as a full-time faculty member who has demonstrated sustained commitment to the principle that assessment, teaching, and learning inform and impact each other through their interconnected nature.

### Launch of Core Curriculum Assessment

With the leadership of the Student Learning Assessment Faculty Fellow, Loyola has undertaken the necessary work to begin systematically assessing student learning in the Core, which will be an ongoing process every year. The systematic approach to assessment within the Core is rooted in the University's commitment to values of

*Academic Excellence* and the *Constant Challenge to Improve*. Faculty members who teach in the Core and faculty members of the Committee for the Assessment of Student Learning (CASL) have collaborated over the last few years to develop, test, and refine standardized tools for assessment and to create a process that both minimizes burden on faculty and yields meaningful information about student learning achievement. In Fall 2024, four *Assessable Learning Outcomes* were assessed, and in Spring 2025, two more will be assessed in key courses where higher levels of student achievement can be demonstrated, due to the sequence of

courses in the Core. Faculty members' participation in this process is what makes it a success. We look forward to sharing the results of this assessment in AY25-26. In keeping with the 2021-24 University-wide Student Learning Assessment Plan, CASL aims to create a cycle such that all nine of the *Assessable Learning Outcomes* are assessed at least twice by the end of 2027.

### Tell Us Your Assessment Story!

Have you had an "Aha!" moment?  
Share it at  
[CASL@loyola.edu](mailto:CASL@loyola.edu).

### New Plan! 2025-28 University-wide Student Learning Assessment Plan

CASL has been developing the next three-year student learning assessment plan for the University. Primary concerns are to maintain the great strengths of Loyola's culture of assessment and to build upon them through:

- enhanced support for faculty assessment practitioners;
- promotion of the integration of student learning assessment with the annual cycle of operations in undergraduate and graduate degree programs; and
- the fostering of *Academic Excellence* through continuous improvement of student learning in the Core and degree programs.

The draft plan will be brought forward to the Academic Senate for review and feedback.

