<table>
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<tr>
<th>Knowledge Area</th>
<th>Learning Objectives (LO) and Competencies (C) Assessed</th>
<th>Sample</th>
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| Philosophical T1 | 1. Demonstrate understanding of the significance and complexity of the question asked  
2. Describe and evaluate the range of philosophical positions relevant to the question  
3. Make appropriate use of prior philosophical work  
4. Construct an argument that defends the student’s response | 274 students  
11 sections  
7 FT instructors  
1 course  
1 dept/unit | Common pre-and post- essay, each LO assessed | Improvement ranged from 18% to 50% on individual LOs for post- versus pre-tests |
| Philosophical T2 | Ethics and ethical theory, including relativism and truth telling | 173 students  
5 sections  
3 instructors  
1 course  
1 dept/unit | Common pre-and post- essay questions | Improvement of 240% for post- versus pretests |
| Scientific Literacy T1 | 1. Draw inferences from evidence  
2. Interconnection as among the different scientific disciplines  
3. Physical and chemical principles underlying environmental science  
4. Four earth systems  
5. Role of energy and thermodynamics  
6. Chemical basis of life  
7. Important cycles in nature | 1700 students  
51 sections  
10 instructors (9FT)  
1 course  
5 dept/units | Common pre-test and test bank for final embedded post-test, matched student samples, two year pilot rather than one-semester assessment | Improvement ranged from 7% to 48% on individual LOs for post- versus pre-tests |
| Scientific Literacy T2 | LOs and Cs selected for assessment varied by course and included those below:  
1. Understand foundational theoretical concepts that serve as the scientific basis of the field  
2. Demonstrate an understanding of fundamental principles, concepts and knowledge with the field | 487 students  
8 instructors  
7 courses  
2 dept/units | Unique to each instructor pre-test then embedded post-test; some used matched student samples | Improvement ranged from 21% to 66% for post- versus pre-tests by section |
| Historical T1 | 1. Critical thinking; understand and weigh historical evidence and interpretation  
2. Written expression; well organized, with effective topic sentences, appropriate word choice and agreement in tense and number  
3. Historical knowledge: correct order of events | 175 students  
5 sections  
3 FT instructors  
2 courses  
1 dept/unit | Common pre- post-test for LO3, common pre- post- essays for LO1 and LO2; matched student samples | Improvement on LO3 averaged 12% on post-versus pre-test; 78% of students improved LO1 and LO2 on post- versus pre-essay |
| Historical T2 | 1. Historical knowledge  
2. Writing ability  
3. Ability to think critically and use evidence | 228 students  
4 sections  
3 instructors  
3 courses  
1 dept/unit | Unique to each instructor pre-test then stand alone or embedded post-test; essay component for all; some sections had chronological component | Improvement on chronological knowledge ranged 3% to 7% on post- versus pre-test; Improvement of 79% on embedded post-versus pre-essay in one course |
Table 2: Summary: Loyola Core Curriculum Assessment of Tier I Courses (Completed after August 2015 and prior to August 2016) and Tier 2 Courses (2016-17)

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<td>Literary</td>
<td>Read closely and analyze carefully</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>T1</td>
<td></td>
<td>295 students 27 sections 18 FT instructors 1 course 3 dept/units</td>
<td>Common rubric, pre- post essays, scoring process varied by academic unit some academic units used matched student samples</td>
<td>Overall improvement ranged from 9% to 23% on post- versus pre-essay scores by unit</td>
</tr>
<tr>
<td>T2</td>
<td></td>
<td>219 students 18 sections 14 instructors 14 courses 3 dept/units</td>
<td>Same rubric as Tier 1 and same process</td>
<td>Overall improvement ranged from 11% to 31% on post- versus pre-essay scores by unit</td>
</tr>
</tbody>
</table>
| Theological and Religious Studies | LOs selected for assessment varied by course and drawn from those below:  
- Identify/ explain two central Christian beliefs.  
- Compare/ contrast elements of theological positions.  
- Describe how Christian belief applied  
- Demonstrate use of critical concepts/ approaches in the study of religion.  
- Identify/ describe important ideas, texts, practices, events, people from different traditions  
- Accurately order major historical events | 616 students 19 sections 9 instructors (7 FT) 2 courses 1 dept/units | Pre- post- quiz with quiz unique to each instructor | Overall improvement ranged from 17% to 31% on post- versus pre-tests |
| T1 | LOs selected for assessment varied by course and drawn from those below:  
- Analyze and interpret religious texts, beliefs, and practices using standard scholarly methods and tools.  
- Demonstrate knowledge, with attention to historical development, of the central texts, beliefs, ethical understandings, and practices of at least one religious tradition.  
- Demonstrate knowledge of the intersections between religion and selected contemporary issues, including ethics, social, political, economic, or cultural issues.  
- Evaluate one's own religious perspective and the religious perspectives of others.  
- Demonstrate knowledge of central ethical teachings and perspectives of a religious tradition. | 338 students 11 sections 9 instructors 8 courses 1 dept/units | Pre- post- quiz with quiz unique to each instructor | Overall improvement ranged from 25% to 275% on post- versus pre-tests |
| T2 | LOs selected for assessment varied by academic unit and drawn from those below:  
- Define globalization and anthropological concepts and terms.  
- Individual lives are the result of a combination of their own choices and social environments.  
- Define globalization and psychology concepts and terms  
- Learn the political, economic and social systems of states and societies thus improving their knowledge of one’s own self, identity, culture and state, as well as a global and international perspective | 499 students 24 sections 22 instructors (20 FT) 4 courses 4 dept/units | Pre- and post- quiz; some departments used matched student samples | Overall improvement ranged from 7% to 40% on post- versus pre-tests by course |
<p>| Societal and Cultural | LOs selected for assessment varied by course and drawn from disciplines’ major theoretical and factual knowledge | 712 students 18 sections 15 instructors 6 courses 3 dept/units | Pre- and post- quiz; one department used matched student samples | Overall improvement ranged from 4% to 54% on post- versus pre-tests by course |</p>
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<td><strong>Writing</strong></td>
<td>Evidence based writing: Ability to incorporate source material and data drawn from print and online texts into their essays</td>
<td>124 students (20% of enrolled population) 31 sections 15 FT instructors 1 course 1 dept/unit</td>
<td>Pre/post- essays unique to each instructor scored with common rubric by instructors</td>
<td>Overall passing rate improved by 6% on post- versus pre-tests</td>
</tr>
<tr>
<td><strong>Quantitative</strong></td>
<td>LOs selected for assessment varied by academic unit and drawn from those below:  - Distributions, in particular interpreting different measures of center  - Patterns such as positive or negative association between two quantitative variables  - Nature of the variable under investigation, including how it is measured and its units of measurement  - Quantitative information symbolically, visually, numerically, verbally, and in written form  - Nature and history of mathematics, its role in scientific inquiry  - Statistics, including sampling and hypothesis testing, the uses of statistical reasoning in everyday life and limitations of statistical modeling  - Define problems and choose appropriate methods of solution  - Construct and communicate solutions that incorporate appropriate justification for their reasoning</td>
<td>324 students 10 sections 6 instructors (5 FT) 4 courses 3 dept/units</td>
<td>Processes varied by academic unit and included multiple choice questions embedded in final exam; pre/post-test, multiple choice or multiple choice and embedded question</td>
<td>Overall improvement ranged from 6% to 24% on post- versus pre-tests</td>
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Table 4: Summary: Loyola Core Curriculum Assessment of Knowledge Areas Requiring One Course (Completed after August 2015 and prior to August 2016)

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| **Ethics**     | LOs selected for assessment varied by course and drawn from those below:  
- Describe different moral theories/ reasoning used in Christian ethics  
- Recognize central sources used in Christian ethics  
- Formulate / support an ethical argument in response to a contemporary ethical issue  
- Describe core moral concerns of religious traditions.  
- Summarize how major historical figures formulate the relationship between their own religion’s ethical ideals and concrete societal problems.  
- Formulate / support an ethical argument in response to a contemporary ethical issue | 87 students  
4 sections  
4 instructors (2FT)  
3 courses  
2 dept/units | Pre- post- quiz; matched student samples | Overall improvement ranged from 15% to 39% on post- versus pre-tests |
| **Artistic**   | Application of critical and technical vocabulary and other objectives like historical precedent, collaborative skill and interpretation. | 108 students  
6 sections  
6 FT instructors  
4 courses  
1 dept/unit | Process varied by instructor but all rated end of semester essay or performance using rubric | Average scores ranged from 50% to 92% |