

CLAS proposal, submitted 12/15/2021. Proposal approved 2/22/2022

The institution completes the Quality Initiative Proposal by responding to the questions in each category of the template. Proposals should be no more than 4,500 words. The institution may choose to submit a brief implementation plan or supplemental charts or graphs as appendices to the template. The Quality Initiative Proposal will be accepted beginning September 1 of Year 5. It is due no later than June 1 of Year 7.

Overview of the Quality Initiative

1. Provide a title and brief description of the Quality Initiative. Explain whether the initiative will begin and be completed during the Quality Initiative period or if it is part of work already in progress or will achieve a key milestone in the work of a longer initiative.

The title of Loyola University Chicago's Quality Initiative project is: **Coordinated Learning and Assessment Supports (CLAS)**. The CLAS Project aims to enhance a culture of collaboration and continuous improvement in assessment of student program learning outcomes in academic programs through promoting easier access to assessment supports, coordination of existing supports, creating new supports as needed, and providing a framework for sustainability of collaboration around assessment. This will be an ongoing project that may take longer than the time allotted for the Quality initiative for full implementation but will achieve several specific milestones during the allotted time.

Sufficiency of the Initiative's Scope and Significance

2. Explain why the proposed initiative is relevant and significant for the institution.

Although Loyola University Chicago (LUC) has a strong tradition of teaching and learning aligned with Ignatian pedagogical principles, assessment of student program learning outcomes is not uniformly enacted on a fixed cycle by all academic units. Excellent pedagogical and course design support is available through centers, offices, and other institutional entities, but faculty participation in events offered through these entities has not yet resulted in a culture of continuous improvement that will benefit all students. Compliance with requests for annual student assessment occurs, but considerable effort is required on the part of administrators in order to achieve this. Through the **Coordinated Learning and Assessments Supports (CLAS)** project, we will provide guidelines, supports and processes that are easily accessible through a single hub. See Figure 1. in the appendix.

The central significant issue we will address is captured in the blue gear in the center of the figure.

By the end of the project, all academic units should have clear program learning outcomes (PLOs) that are easily assessable and are used to regularly reflect on student learning within academic programs for the purpose of continuously improving our programs for all students.

This issue is significant in that it is not only best practices for our institution, but we have been advised in our most recent accreditation events with the Higher Learning Commission that although we have shown progress in our assessment activities, further improvement is expected. We know we have many elements in place, and this project creates a coherent system of scaffolds and supports that will enable our work to move forward.

Central to the project is bringing together existing assessment experts to form the CLAS Advisors. This interdisciplinary group (indicated by blue arrow, Figure 1.) will help shape the deliverables for the project. Representatives will be drawn from the existing assessment support units in the Office of Institutional Effectiveness (OIE), the Faculty Center for Ignatian Pedagogy (FCIP), the Office of Online Learning (OOL), the Academic Program Review Assessment Subcommittee (APR-ASC), Instructional Technology Research Support team (ITRS), the Anti-Racism Initiative (ARI), the Center for Engaged Learning Teaching and Scholarship (CELTS) and others. We will draw on the expertise in assessment of student learning within these units, as well as the expertise in other yet un-tapped groups. The academic units that provide programs that undergo specialized accreditation (e.g., Public Health, Nursing) have additional proficiency in assessment cultivated by the requirements of their individual accreditation agencies. Including members of these units will add valuable expertise to the CLAS Advisors. Another resource is those faculty within academic units who are the designated “assessment leads”. Some units have designated this position, often this role may be undertaken by the program director, and in some cases this role has not been articulated at all. One aim of this project is to formalize this role in academic units and scaffold the expertise of assessment leads to build a culture of assessment and continuous improvement.

The main deliverable of the CLAS Advisors will be to organize and develop (where needed) guidelines, supports and processes that bring together existing resources. The main product will be a coordinated and centralized series of guidelines, resources and processes that will holistically support assessment of academic programs. Although we have codified the expectations of assessing student learning at LUC, this is not fully operationalized across the academic units. We expect that by forming a vibrant network of colleagues, clarifying roles and responsibilities, adding to our already robust catalog of resources and setting expectations for how and when the assessments will be used for continuous improvement, we will improve buy-in and support a positive assessment culture. We will build a user-friendly centralized website (the CLAS Resource Hub) hosted by the Office of the Provost, where these resources can be found in a one-stop-shop. Anecdotal evidence suggests that many faculty do not know what supports exist and where to find them. Through the CLAS Resource Hub, we aim to increase easy access to resources that are linked there, and to increase the traffic that goes to the individual support units. Rollout of the CLAS Resource Hub will be announced centrally and through the academic units’ assessment leads. The design of the Hub will include a decision tree that will help faculty find the resources that are most applicable for their circumstances. Many of the resources exist, so the coordinating function is central to this project. An important feature of the coordination will be the systematic collection of assessments of student learning outcomes through a collaborative workspace and learning portfolio platform such as Digication. Collection through Digication (an existing resource) will centralize functions such as requesting annual data from programs, organizing the assessments, collecting and linking rubrics to PLOs for the assessments and stimulation of collaborative discussions among units on how they use the data to improve their programs.

Assessment leadership within academic units will be enhanced through CLAS. To institutionalize and prioritize this work, all academic units will be asked to identify assessment leads. Some units have already named these leaders, and the work of this project will be to clarify the responsibilities of those individuals or others in related roles in the departments and provide them with coherent support. These leaders will have targeted interactions with CLAS Advisors as needed, as well as interactions with other units to share, enhance and reflect on the assessment of PLOs that takes place in their units. FCIP is an important partner in this project as they have vast experience providing support for faculty to develop and think deeply about PLOs and their connection to curriculum. This experience will be leveraged as we develop strategies to enhance collaboration around assessment across the university.

Other initiatives currently in the Office of the Provost have begun to stimulate discussion on assessment of student learning. We have added clear requirements in the guidance documents for a “preliminary assessment plan” to be provided with all new program proposals. This requirement includes a suggestion to consult with the Assistant Provost for Accreditation, Assessment and Regulatory Compliance to develop the preliminary plan. This change and other planned changes to our program development process will continue to elevate the need for clear and measurable student program learning outcomes. The ability to refer academic program developers in the academic units to other resources and experts provided through the CLAS project will greatly enhance the experience of program development and modification.

LUC has revamped its Academic Program Review (APR) process as described in our 2019 Mid-Cycle Review. All units are asked to reflect on their assessment of program learning outcomes when they conduct their self-study every 7 years. They are asked to include APR action plans that will be informed by assessment of student work. These action plans are monitored by the Provost’s Office annually. The activities of CLAS will substantially support programs with the APR process. CLAS centers on supporting annual assessment of student learning, and the cyclical nature of APR can benefit from and lend support to CLAS. Units that have robust learning outcomes and assessment plans due to CLAS resources will have a smoother road in the APR process.

3. Explain the intended impact of the initiative on the institution and its academic quality.

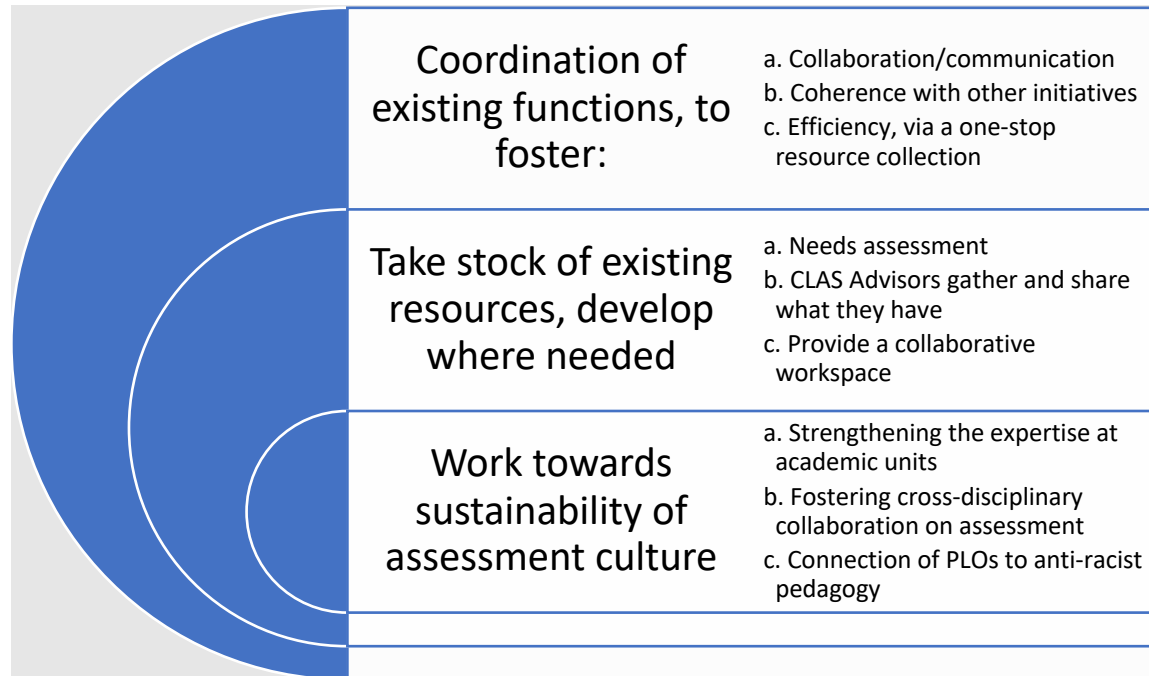
Loyola University Chicago is currently undergoing several aligned continuous improvement activities. Our new strategic plan, [For the Greater Good](#) was approved by our Board of Trustees in Fall 2021. We are building in opportunities for careful evaluation by ensuring that the strategic plan includes measurable and meaningful benchmarks to measure the success of the plan over time. Additionally, a dedicated group of faculty is undertaking a process to examine the assessment of our University Core with clear and measurable learning outcomes for each knowledge area. Our Academic Program Review process is re-engaging with units as scheduled, post-pandemic, informed by all the concerns the COVID-19 era has brought to the fore. These initiatives highlight an institutional focus on continuous improvement and reflection, with an added contextual focus on anti-racism and equity embodied in our Anti-Racism Initiative and our newly formed Institute for Racial Justice. The CLAS project is well-aligned with these initiatives and will help promote a coherent approach to assessment of student learning, while also leading to improved student learning and promotion of anti-racist pedagogy as downstream long-term impacts.

Clarity of the Initiative’s Purpose

4. Describe the purposes and goals for the initiative.

Through the Coordinated Learning and Assessments Supports (CLAS) project, we will enact guidelines, supports and processes that are easily accessible through the CLAS Resource Hub. The centralized website hosted by the Office of the Provost will enable accountability of these efforts. See Figure 2 below for purposes related to this central goal.

Figure 2. Purposes of CLAS Quality Initiative project



1) **Coordination of existing supports.** A key purpose of the CLAS project is to coordinate the work and knowledge of assessment at LUC, as formalized and coherent connections between the units have not yet been realized. Coordination of existing functions through the CLAS project will foster collaboration and communication between the CLAS Advisors who represent different parts of the LUC community whose work is tied to assessment. Additionally, collaboration between these LUC entities and academic units will increase as we intentionally communicate with academic units about the available assessment resources. And most importantly it will develop new lines of communication and collaboration among academic units as they take ownership of assessment work and develop each other as important resources. CLAS comes at an opportune time, as it is coherent with several other major institutional initiatives discussed above. For example, a goal of our Anti-Racism Initiative is to “Enhance diversity, equity, and inclusion in Academic Affairs” and some strategies pursuant to this goal center on changing practices within academic units so that they can be more anti-racist. This includes reflection on how students experience program learning outcomes and specifically relates to how the learning outcomes are assessed. Additionally, the FCIP will support faculty use of anti-racist pedagogical approaches. The CLAS project will support and learn from these other initiatives as a common language to discuss assessment will be useful as these initiatives move forward. Lastly, the ability to send faculty to a collection of resources hosted on the CLAS Resource Hub will be an efficient and coherent way to sustain and institutionalize this work.

2) Evaluate our resources. The CLAS project will provide an opportunity for us to take stock of the resources we have and develop additional resources we may need. A critical piece of this evaluation would be to conduct a needs assessment. One aspect of this would be to ask the leaders of assessment units (e.g., FCIP, OOL, the ITRS team, CELTS) for any data (workshop attendance, website clicks) they have regarding how the resources they currently offer are used. At our Spring 2022 Kick-off Session, CLAS Advisors will also be asked what they feel is missing from what they currently offer and what their interactions with faculty tell them about needs. For example, leaders of the Anti-Racism Initiative have resources they would like to share regarding how to look for and remedy bias in assessment. A survey and/or a focus group can also shed light on faculty needs in the area of assessment. Our Spring 2022 Kick-off will be one of many opportunities for the CLAS Advisors to gather and share the resources they commonly use. Anecdotal evidence gathered during the development of this proposal affirms that there is much to be learned from sharing feedback, information, and resources. One resource that we know is needed is a mechanism for academic programs to store and organize annual assessments. We would like to build a collaborative workspace for assessment leads that goes beyond this basic storage function to allow people to share assessment rubrics and other documents, and to discuss and reflect on assessment data with their peers. This workspace would be a valuable resource as we build sustainable expertise within academic units.

3) Work towards a sustainable assessment culture. LUC has a core group of assessment leaders that understand the value of assessment as key to a culture of continuous improvement. LUC is also not unique in that this group is small, and many in our community see assessment requests as another burdensome requirement instead of an opportunity to reflect on ensuring that we are providing an excellent education and serving students' needs. We would like to grow our small group of assessment champions and our assumption is that appreciation for the importance of assessment and reflection will rise along with a growth in expertise within academic units. Cross-disciplinary collaboration will be fostered through in-person workshops and meetings and through online collaboration that takes place in our digital workspace. We hope that eventually these interactions will arise spontaneously, but we will intentionally encourage these interactions in a variety of ways, including gathering and sharing examples of excellent PLOs linked to assessments from a diverse selection of units. As described above, CLAS Advisors include members from the FCIP, which will be focusing some of its work on anti-racist pedagogical approaches. These approaches must be linked meaningfully to program and course outcomes, and ultimately to assessment. Close collaboration with FCIP will be important to track the integrity of these connections, and to help lead discussions of the use of disaggregated assessment data for reflection as part of the annual student assessment data that is collected. We will also work with leaders of the Anti-Racism Initiative to ensure the availability of resources for faculty on avoiding bias in assessments. A sustainable assessment culture will be inspired by implementation of anti-racist and anti-bias lenses on assessment.

5. Select up to three main topics that will be addressed by the initiative.

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|--|---|--|
| <input type="checkbox"/> Advising | <input type="checkbox"/> Leadership | <input type="checkbox"/> Quality Improvement |
| <input type="checkbox"/> Assessment | <input type="checkbox"/> Learning Environment | <input type="checkbox"/> Retention |
| <input type="checkbox"/> Civic Engagement | <input type="checkbox"/> Online Learning | <input type="checkbox"/> Strategic Planning |
| <input type="checkbox"/> Curriculum | <input type="checkbox"/> Persistence and Completion | <input type="checkbox"/> Student Learning |
| <input type="checkbox"/> Diversity | <input type="checkbox"/> Professional Development | <input type="checkbox"/> Student Success |
| <input type="checkbox"/> Engagement | <input type="checkbox"/> Program Development | <input type="checkbox"/> Teaching/Pedagogy |
| <input type="checkbox"/> Faculty Development | <input type="checkbox"/> Program Evaluation | <input type="checkbox"/> Underserved Populations |
| <input type="checkbox"/> First-Year Programs | | <input type="checkbox"/> Workforce |
| <input type="checkbox"/> General Education | | <input type="checkbox"/> Other: <input type="text"/> |

à Select Assessment, Faculty Development, and Quality Improvement

6. Describe how the institution will evaluate progress, make adjustments and determine what has been accomplished.

The Office of Institutional Effectiveness (OIE) will play an important role in evaluating the progress of the CLAS Quality Initiative Project. A Logic Model for the project shown in Figure 2. of the appendix indicates project inputs, the sequence of activities and outputs over the implementation of the project, and outcomes that we expect to measure by the end of the Quality Initiative Project, as well as long-term outcomes. Outputs will be monitored every semester in check-in meetings with OIE and progress will be documented. Frequent monitoring will help us make course corrections as necessary.

In addition to overall progress monitoring and thought partnering, OIE will help develop specific tools and systems for measuring project outputs and outcomes. This would include surveys (pre-post project implementation), focus groups, help with attendance tracking, and document review. In late spring 2022 we will administer a faculty survey as a preliminary landscape assessment of faculty participation in workshops on assessments and learning outcomes, with possible items below:

- How many faculty attend workshops (virtual, face-to-face) on assessment and/or learning outcomes or anti-racist pedagogy (inside and/or outside LUC)
- How many faculty utilize asynchronous resources on assessment and/or learning outcomes
- How many faculty attend faculty meetings within their programs that address assessment and/or learning outcomes
- What explains their level of participation?
 - Don't know what is there
 - Inconvenience
 - No time- Not important for my work- I already know what I am doing
 - Not valued by my supervisors
- Do your PLOs inform your academic program? Do you think about them? How and when do you think about them?

Focus groups will be conducted with faculty who are currently engaged with assessment work, as well as with faculty whose units have gone through the APR process. This will give us insight into what faculty need in terms of continuous support and how those needs are impacted by the APR process. Members of the CLAS Advisor team will utilize the summer of 2022 to analyze the landscape assessment data from the survey, the focus group findings and a dive into the attendance data at previous workshops held by the assessment-supporting units over the past few years to aid the development of the full CLAS implementation plan.

We will use the technology tools that we intend to implement through this project to continuously monitor the project's impact. For example, we will implement features in the project website to aid with progress monitoring, such as visit and click monitoring. We will track how often the documents and guides stored there are accessed, and whether the CLAS Resource Hub increases traffic to the assessment-focused units. We will monitor attendance at workshops (both virtual and face-to-face) and compare this to our baseline/landscape data we collect pre-project in the spring. Once we begin to implement our digital collaborative workspace (Digication) we will utilize it to monitor project outputs and outcomes, such as whether academic units are uploading their assessments, what other documents are being used, and use of the discussion board in a collaborative way.

The end of Quality Initiative Outcomes listed in the logic model are measurable and achievable, using either existing tools, or tools that will be developed through the project. Longer term outcomes that indicate a true change in assessment culture at Loyola University Chicago should be achievable through the increased support, the greater clarity of expectations and guidelines and the recognition and elevation of the importance and value of assessment that will be sparked by the CLAS Quality Initiative project.

Evidence of Commitment to and Capacity for Accomplishing the Initiative

7. Describe the level of support for the initiative by internal or external stakeholders.

The CLAS project has been vetted by Dr. Jo Ann Rooney, President of Loyola University Chicago and Dr. Margaret Callahan, Provost and Chief Academic Officer of Loyola University Chicago. The CLAS project was conceived and developed with the approval and input of the Associate Provost for Academic Programs and Planning, Dr. Robyn Mallett. The Assistant Provost for Assessment, Accreditation and Academic Regulatory Compliance and HLC Accreditation Liaison Officer, Dr. Rachel Shefner, developed the project and will lead its implementation. The project was presented at a Council of Deans meeting November 3, 2021, and no concerns were raised about undertaking this project. There was acknowledgement that CLAS would make undergoing the Academic Program Review (APR) process go more smoothly. We will enlist the formal support of the Associate Deans for all units soon, as curricular academic affairs are generally part of their portfolio of work. Informal conversations have begun with Associate Deans, and they are aware of the need for this work and are supportive.

The support of the Higher Learning Commission is noted in their gentle and consistent suggestions that we can do better at continuously improving our assessment practices.

8. Identify the groups and individuals that will lead or be directly involved in implementing the initiative.

The CLAS project will be led by Dr. Rachel Shefner, Assistant Provost for Assessment, Accreditation and Academic Regulatory Compliance. Dr. Stacy Wenzel, Associate Research Professor and Coordinator of Assessment in the Office of Institutional Effectiveness (OIE) will lead the evaluation and monitoring of the CLAS project. Dr. Hilary Zimmerman, Research Associate in OIE and Part-time Instructor in the School of Education will lead the design, implementation and analysis of project-related surveys and focus groups. Dr. Eilene Edejer, joint faculty in OIE and the School of Education will lead the development and implementation of the Digital CLAS project site.

The genesis of this project is squarely with the Office of Institutional Effectiveness (OIE), as the Academic Program Review (APR) process has made clear that assessment support is needed. OIE are strong supporters of this work and are offering evaluation support, assessment expertise and facilitation support as part of the project activities. The Faculty Center for Ignatian Pedagogy is also a critical partner and Co-Director Dr. Jessica Mansbach will support activities targeting the connection between the PLOs and anti-racist pedagogies, and Dr. Amy Nelson Christensen, Chair of the Anti-Racism Initiative at LUC will provide support on reducing bias in assessments. Our Office of Online Learning, directed by Mr. John Gurnak will be represented on the CLAS Advisors team to provide resources and perspectives from the Quality Matters process, employed by Loyola University Chicago to ensure quality of our online and blended courses and programs. An important source of support and the core of the CLAS Advisors team are the Assessment Subcommittee of the APR Committee. This team of 15-20 stakeholders (faculty, associate deans, center directors and others) from across the university have self-selected to focus on issues of student learning and assessment since the group's formation in Fall 2020. This group has provided feedback on this project and proposal and their input is reflected in the document. Another key resource is the curriculum and assessment leads for programs that are accredited by specialized agencies. Many of these specialized accreditors have very specific requirements for assessment plans and curriculum mapping. The added expertise of these program directors/curriculum leads would be very useful. Dr. Lee Schmidt, Executive Associate Dean for Academic Affairs in the Marcella Niehoff School of Nursing (MNSON) at Loyola supports the work of this project and has agreed to serve as a CLAS Advisor. Dr. Schmidt's experiences overseeing all academic programming in the MNSON and as a site visitor for the nursing programs accreditors will be invaluable.

An important target for this work is the program directors and curriculum/assessment leaders in the academic units. However, some individuals in these roles are already very well versed in assessment of learning outcomes and will be invited to join the CLAS Advisors. The inclusion of these individuals will be important models for building out sustainable support for assessment in the academic units. We will ask the Associate Deans to help us identify the program directors and curriculum/assessment leads in all academic units to form a cohort of collaborators that will be mentored by members of the CLAS Advisors team.

Specific implementation tasks will be determined and assigned following the project kick-off event in March 2022. As stated throughout this proposal, many supports already exist at LUC; and coordination, targeting, and coherence are the primary work of this project.

9. List the human, financial, technological and other resources that the institution has committed to this initiative.

The CLAS project requires technological support for the creation of the website hub that will be linked to the Academic Affairs website. Serendipitously, the provost's office has already planned to refresh this website using an external web designer, and this website will be part of the refresh. If the timelines for this refresh and the need for a project website become out of synch, we will enlist the support of our internal web design team in our University Marketing and Communications department. Members of the CLAS Advisor team will work with the web design team to ensure the site has the desired features. Because we want this to be user-friendly, one feature we will ask for is a decision tree with nested sets of prompts that send the user to the resources they are looking for. Other technological support will be required for maintaining the Digication website for our project. One of our project partners, the Center for Engaged Teaching, Learning and Scholarship is responsible for maintaining this software, and will work with our CLAS Digication point person to ensure our use of the software goes smoothly. We know that there will be an update to the software that includes an assessment module, which will be very useful for our work.

Financial support for the Spring 2022 CLAS kick-off event from the provost office will support the launch of the project with food and fanfare. Part of creating a culture of assessment involves building a sense of teamwork, energy and intellectual engagement. Subsequent meetings will have a small budget for food. If a need is identified, financial resources from the provost office will enable some small stipends to faculty on nine-month contracts who wish to work on the project in the summer. Incentives will be provided to reward the significant input of human resources this project will require. Faculty work on this project will be part of their service expectation and some of the work will rely on minor administrators, but we intend to elevate the work that is put into the project by engaged individuals with special titles, annual awards (financial) for individuals who commit a major effort to the project, promoting opportunities available to faculty for conference attendance and project-generated research. To build project momentum we will feature the work and the individuals engaged in it at our twice-yearly Focus on Teaching and Learning conference, presented by key partners the Faculty Center for Ignatian Pedagogy.

Appropriateness of the Timeline for the Initiative

(The institution may include a brief implementation or action plan.)

10. Describe the primary activities of the initiative and timeline for implementing them.

The Coordinated Learning and Assessment Supports project primary activities are indicated in the logic model (Fig.2). This project will begin in March 2022 with a project kick-off event. The purpose of this event is to recruit members to the CLAS Advisors team. As described above, there are many groups we wish to recruit from to populate a team with expertise, enthusiasm and a drive to improve our culture of assessment. This event will be an initial opportunity to engage across the groups that provide assessment support or have an interest in assessment in a highly interactive workshop that clarifies project goals, provides an opportunity to articulate where in the project model potential CLAS Advisors would like to put their efforts, and a get a preliminary sense of what those efforts may look like. Information gathered from this kick-off will have two primary outputs; it will help us to finalize the membership of the CLAS Advisors team and it will help to guide the work in Summer 2022 when the project formally launches. The duration of the project will be Summer 2022 through Fall 2023, with the

final report submitted in early spring 2024. We recognize that this is an ambitious timeline, but as it is truly a continuous improvement project, we expect that there will be a need for some of the project's activities to continue beyond the initial timeline described here. However, we do expect that we will be able to launch the activities we describe and to use data in an iterative fashion that informs and improves these activities and leads to long-term sustainable improvement of our culture of assessment and cultivation of anti-racist teaching and learning.

Primary activity highlights, more indicated in the attached logic model:

- Spring 2022, kick-off event for recruiting CLAS Advisors, needs assessment begins
- Summer 2022, finalize CLAS Advisors, analyze needs assessment data, develop project implementation plan, begin website design process
- Fall 2022, website design continues, and pilot begins, new guidance documents developed, assessment report guidelines communicated to larger community
- Spring 2023, website hub is fully operational, collection of annual assessments through Digication is piloted, anti-racism assessment guidelines within assessments is posted and supported through workshops
- Summer 2023, formative data analysis for first year of implementation is collected, modifications to implementation plan are made, website is modified as usage indicates
- Fall 2023, evidence-based policy changes proposed to provost, assessment reports collected from all units, evidence of anti-racist assessment practices is in most of the reports
- Spring 2024, final data analysis and QI report submitted

**CLAS HUB
Provost Office**

CLAS Advisors

Drawn from members of:
OIE, FCIP, OOL, IRJ, ITRS, CELTS, APR ASC
Fac/admin from SA units;
assessment "leads" at units

APR

Guidelines

Documents (including FCIP examples)

Supports

PL (via PO, OIE, FCIP)
Collaborators (leads at the units)

Processes

Integration of available assessment mechanisms
Collab workspace (collection, rubrics)
Timelines/sequence (what gets assessed when?)
Unit leads (who has experience with this?)

Every program has PLOs that can speak to what all students in their programs can do/know

Every program understands **how** to measure knowledge/skills

Every program has a plan to measure success towards K/S **over time**

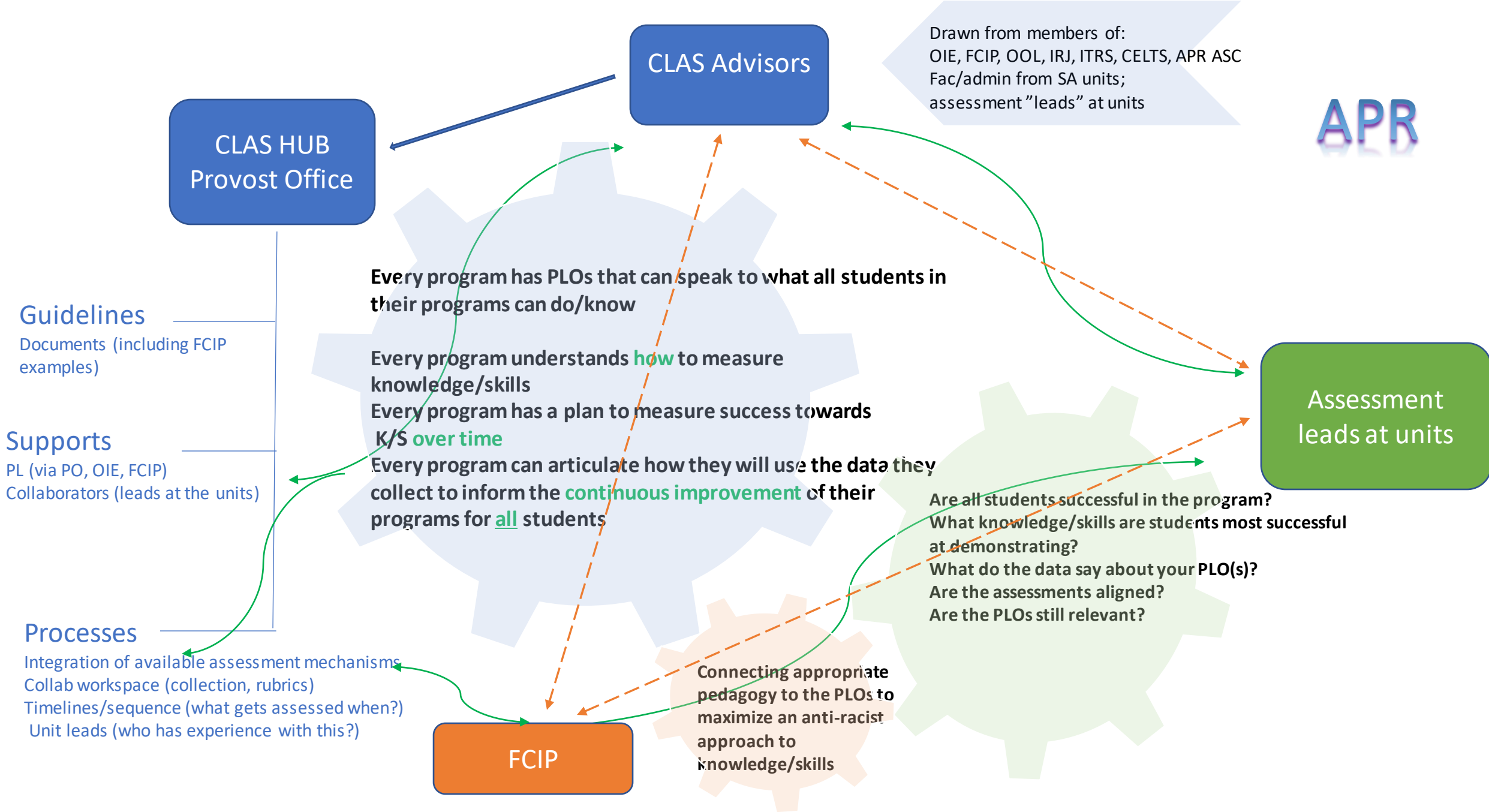
Every program can articulate how they will use the data they collect to inform the **continuous improvement** of their programs for **all** students

Connecting appropriate pedagogy to the PLOs to maximize an anti-racist approach to knowledge/skills

FCIP

Assessment leads at units

Are all students successful in the program?
What knowledge/skills are students most successful at demonstrating?
What do the data say about your PLO(s)?
Are the assessments aligned?
Are the PLOs still relevant?



Logic Model CLAS

By the end of the project, all academic units should have clear program learning outcomes (PLOs) that are easily assessable and are used to regularly reflect on student learning within academic programs for the purpose of continuously improving our programs for all students.

Inputs	Activities and Outputs					End of QI Project Outcomes	Long-term Outcomes
	Summer 1	Semester 1	Semester 2	Summer2	Semester 3		
Expertise from individuals distributed across many units	<i>[Spring 2022 Recruit and Kick-Off event for CLAS Advisors]</i> Finalize CLAS Advisory team, review needs analysis, implementation plan developed	Regular mtgs, determine guidelines and plans	Outreach to academic unit assessment leads	Review of key LUC initiatives use of assessment	Recommendation to Provost -optimizing and aligning assessment for continuous improvement	Provost commits to sustained resources for assessment website, workshops, reporting process and to anti-racist assessment Increased percentage of units with designated leaders for assessment	Strengthened within all units: -assessment expertise -recognition of the value of ongoing assessment to improve teaching and learning -quality of assessment practices seen integrated in APR process
University mission supports strong pedagogy, experienced professional development centers in collaboration	Website obtained, initial design	Website piloted -support docs -workshops offered	Website launch	Website refinement based on usage data	Website sustainability set	Increased awareness and use of assessment-related resources within all units	Improvement in meaningful recognition for faculty work in assessment Enlarged and sustainable network of educators collaborating on assessment and interdisciplinary pedagogy
	Coordination of policy, practices, and resources set up	Set guidelines for PLOs, design additional supports	Workshops: -pilot PLO support		Attendance at PLO / assessment-related workshop -numbers -reach to all units -reach to unit leadership	X new workshops Evidence that units are reviewing written PLOs Increased understanding of assessment practices by workshop attendees	
Ongoing university support for e-portfolio use; platform with good capacity for use in assessment		Set plan for assessment report collection and communication process	Assessment report annual reports via Digication platform -pilot collection	Review and refine reporting process	Collection of assessment reports from all units	Evidence of PLO assessments in all units	Improvement in and greater awareness across units of their written PLOs Improvement in assessment implemented around PLOs
University-wide focus on DEI and teaching excellence as part of Strategic Plan		Set guidelines for infusing anti-racist pedagogical practices into PLOs and assessments	Anti-racist assessment resources within web, workshops, annual report template		Review evidence of anti-racist assessment within reports	Evidence of anti-racist assessment in assessment reports	Use of assessment to increase anti-racist teaching and learning within all units