2021 Student Learning Outcomes Assessment Reports

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2021 Student Learning Outcomes Assessment Reports

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Executive Summary

For the 2021 cycle of the Student Learning Outcomes Assessment Report (SLOAR), Maryland's public higher education institutions completed a brief survey and submitted narrative reports focusing on the colleges and universities' assessment activities of their institution, their general education curriculum, and their student learning. The survey centered on the role of undergraduate student learning outcomes assessment at their institutions. A handful of institutions provided case studies on how specialized programmatic accreditors help and shepherd higher education institutions through the assessment of student learning outcomes. It is clear from both the survey, narrative reports, and case studies that campuses take the meta-exercise of reviewing and contemplating student learning outcome assessments seriously.

Introduction

Over the past several decades, Maryland public colleges and universities have submitted periodic reports on the assessment of learning outcomes to the Maryland Higher Education Commission (MHEC). These reports are aggregated and published as the Student Learning Outcomes Assessment Report (SLOAR).[1]

The role of assessment of student learning outcomes continues to be salient and central to the institutions' missions. This is driven, in part, by external stakeholders such as accrediting bodies who play an ever-increasing role in ensuring colleges and universities focus on student learning outcomes assessment at the institutional, program, department, and course level.

The Middle States Commission on Higher Education (MSCHE), which is the regional accrediting body governing all public Maryland colleges and universities, oversees an accreditation process that follows a ten-year cycle. In the interim, MSCHE reviews institutions through either on-site evaluation or other reports. Accreditation is continued only as a result of periodic reviews and evaluations through assessment of institutional achievements. MSCHE holds institutions to a set of seven standards that serve as a guide for all aspects of accreditation.[2]

The work shared in this report and in the institutional submissions reflect the influential role that MSCHE plays in holding institutions accountable for assessing student learning. The summary that follows and the included narrative reports provide valuable insight into the ongoing efforts institutions engage in to ensure students are receiving a high-quality education.

Reporting requirements for 2021

For this report, institutions were required to complete a brief survey and provide a narrative report (with appendices) that included a summary of:

- The process: A description of the institution's general process for operationalizing (i.e., measuring or assessing) student learning outcomes.

[1] For more information on the background and history of the SLOAR report, see past reports at the MHEC website (https://mhec.maryland.gov/publications/Pages/research/index.aspx) under Student and Academic Affairs.
[2] The MSCHE Standards for Accreditation and Requirements of Affiliation can be found here: https://www.msche.org/standards/

- Implementation: A description of how faculty are generally informed of and involved in the use of specific learning outcomes and applicable measurement tools.
- A meta-analysis of the assessment tools used: This includes a description of how the institution's assessment activities have been leveraged to improve teaching and learning. This includes specific examples of:
    - (a) how an institution, department, or program evaluates the quality of a specific measurement tool of a student learning outcome, and
    - (b) how results of any measurement tool can be used for improvement in teaching and learning (e.g., a cohorts performance on a standardized licensure exam to inform what specific course material is or is not being covered adequately.

In addition, institutions could provide case studies on the development of measurement tools specific to student learning outcomes. For this report cycle, MHEC requested institutional case studies regarding program-level assessment of learning outcomes for students. Institutions volunteered to report on the development or implementation of measurement tools for student learning outcomes within a specific academic program as required by a programmatic accreditor. Or institutions could provide case studies centering on the development and implementation of measurement tools for student learning outcomes within a specific academic program not under the review of a specific programmatic accreditor. These case studies could be for either an undergraduate or graduate program.

This report contains a brief summary of the statewide and segment results of the survey as well as a summary of the narrative reports and case study highlights. The appendices contain the narrative report submissions as well as the case studies supplied by several institutions.

Assessment of Student Learning

The results of assessing student learning should help institutions answer the question "Are our students learning what we want them to learn?" Attempting to answer this question drives the student learning assessment cycle. This cycle begins by clearly articulating learning goals, objectives, and outcomes regarding the knowledge, skills, and competencies that students should exhibit at the end of a course, program, or major. Course and program design should incorporate the means by which students will achieve the set outcomes. In turn, the students are assessed on specific learning objectives (as measured by learning outcomes) and the results of the assessment are used to improve teaching and learning.

This process should be organized, sustainable, and iterative. This ensures assessment remains central to the institution's operations and provides benefit to the current and future students. Because the majority of student learning assessment is happening in the classroom or within course work and because the results of the assessment directly affect the teaching process, it is imperative that faculty are central to this effort.

No single assessment measure is a perfect tool to measure learning, therefore institutions incorporate multiple measures – both direct and indirect – to assess student learning. Direct methods include completed assignments, test results, licensure exams, and portfolios. Indirect methods include retention and graduation rates, course pass rates, and student and alumni

surveys, which alone cannot provide evidence of student learning but can complement the results of the direct methods.

Findings from the 2021 Institutional Survey

For the 2021 cycle of SLOAR all 29 of Maryland's public higher education institutions completed a brief survey on the role of undergraduate student learning outcomes assessment at their institutions. The survey included questions on the scope of student learning assessment, how institutions use the results of assessment activities, and the primary drivers of assessment at their campuses.[3]

Staffing to support learning outcomes

Twenty seven of the 29 institutions report having one or more staff or faculty member charged with coordinating or implementing student learning outcomes assessment as all or part of their work responsibilities. Although some campuses have teams of three to four staff and faculty committed to this work, the average number of full-time staff whose responsibilities include campus-wide assessment is 1.5.

Common set of learning outcomes

Survey results reveal that 25 of the 29 of institutions have a common set of student learning outcomes that apply to all undergraduate students across all majors.[4] Almost all institutions (25) indicate that all of the institution's departments and/or schools have defined, field-specific learning outcomes. The remainder indicate that selected departments have defined, field specific learning outcomes (n=2) or that none of their departments or schools do (n=2).

Role of accrediting bodies

Institutional and programmatic accrediting bodies require specific learning outcomes for the purposes of accreditation. The accrediting body MSCHE's Standards for Accreditation and Requirements of Affiliation include several salient to student learning outcomes. They include: *Standard III* – Design and Delivery of the Student Learning Experience, *Standard V* – Educational Effectiveness Assessment, and *Standard VI* - Planning, Resources, and Institutional Improvement. These standards guide the quality of the student learning experience, emphasizing institutional assessment and the assessment of student learning as essential parts of continuous institutional improvement.[5]

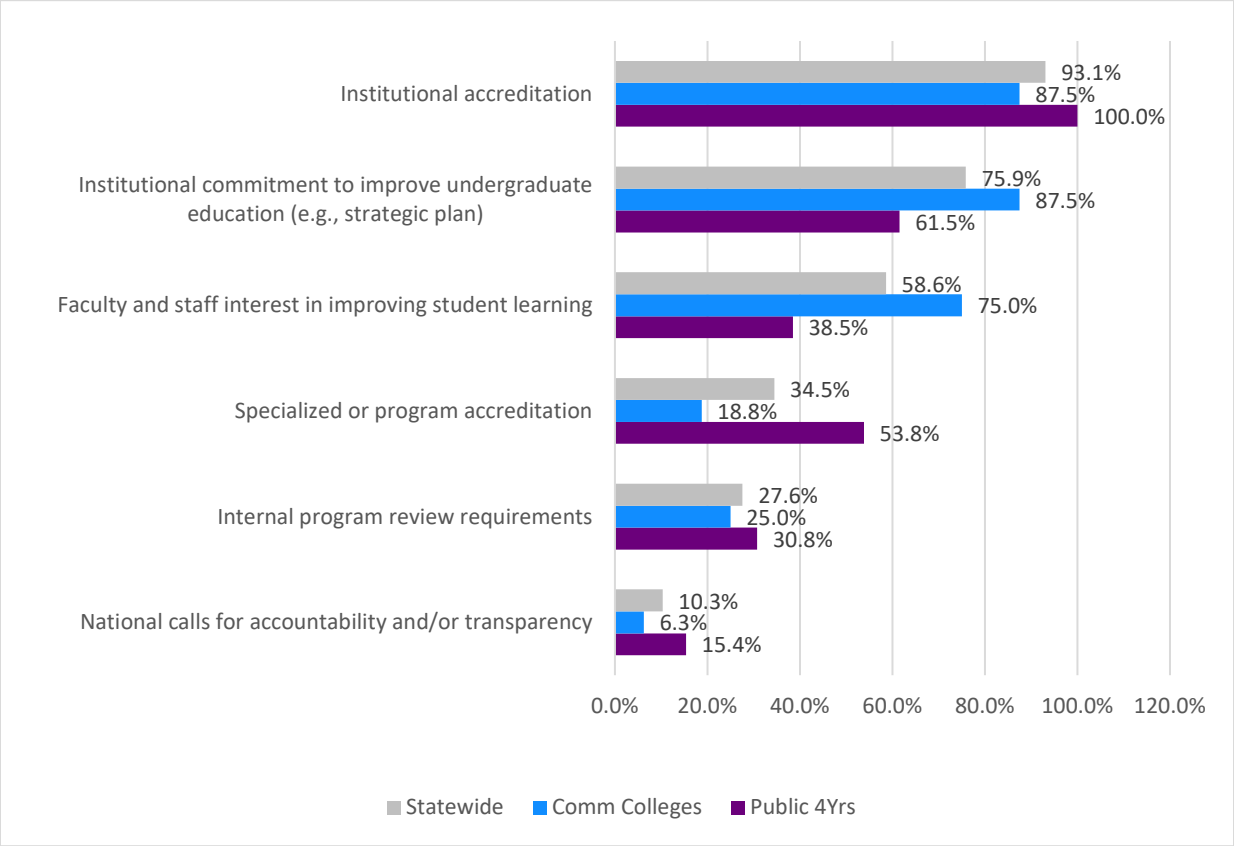
All of Maryland's public colleges and universities are also tied to programmatic accrediting bodies for some of the programs offered. These bodies review specialized and professional programs in a range of fields and disciplines within institutions. Each Maryland institution is affiliated with eight programmatic accrediting bodies, on average; the majority of these are for health profession programs (e.g., nursing, dentistry, and allied health), science or engineering programs.[6]

[3] Survey items were used with permission from the University of Illinois. National Institute for Learning Outcomes Assessment (NILOA) (https://www.learningoutcomesassessment.org/niloa-surveys-archive/)
[4] See Appendix A for institutions' submissions of Common Set of Learning Outcomes for the 25 institutions.
[5] See Standards here: https://www.msche.org/standards/
[6] Several institutions listed over 20 programmatic accrediting bodies.

Drivers of assessment

Institutions were asked to rank the top three drivers of student learning assessment on their campuses. The majority of institutions were in agreement that accreditation and efforts to improve undergraduate education served as key motivations. The remaining drivers were prioritized differently by community colleges and public four-year institutions[7].

Figure 1: Top responses to "What are the primary drivers of assessment on your campus? Select the top 3."

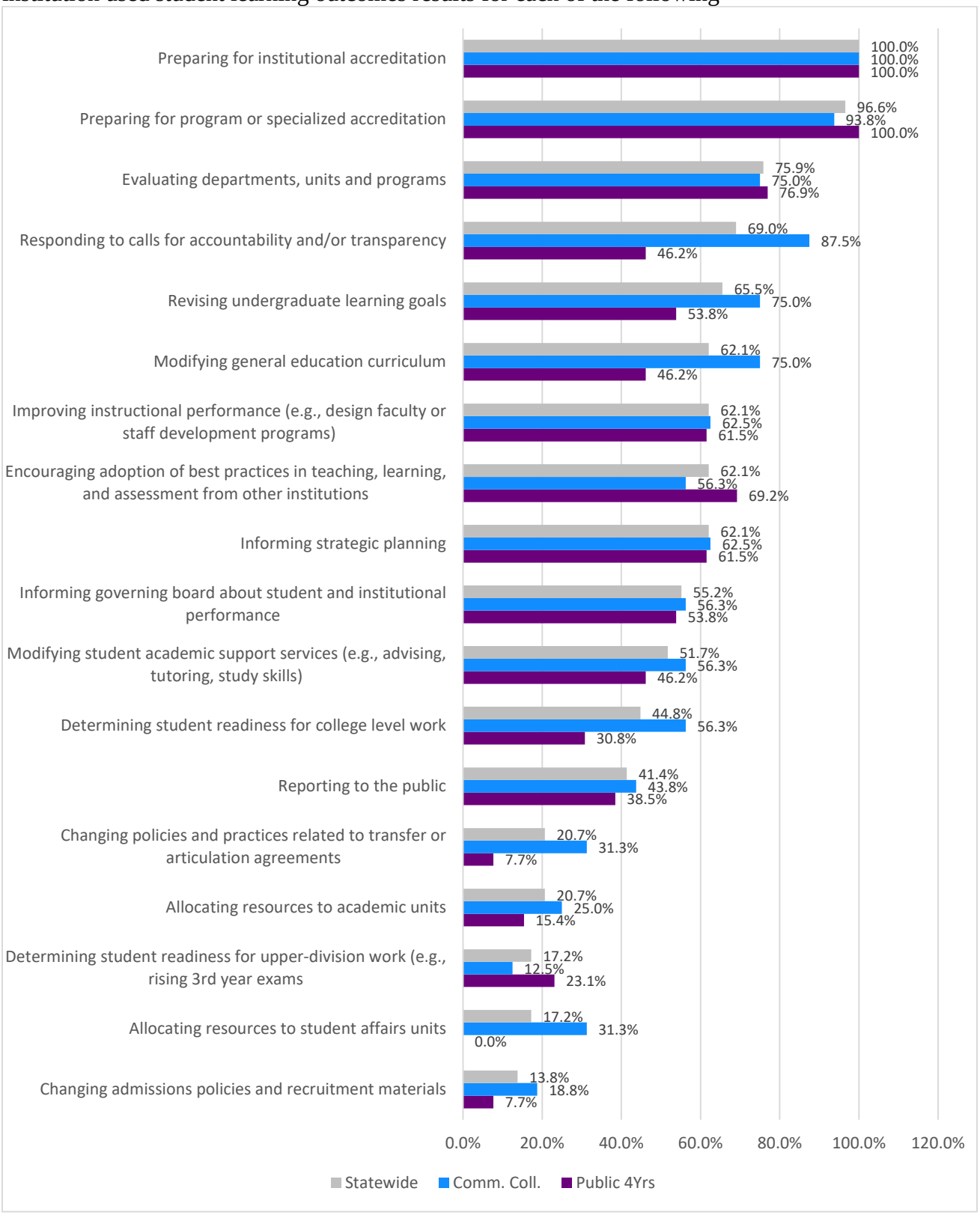


Uses of assessment of student learning outcomes

In the survey, respondents were asked about the myriad ways their institutions used the results of the assessment of student learning outcomes to steer the institutions' priorities and goals. Using a Likert scale (with the options "very much," "quite a bit," "some," and "not at all") institutions responded to 18 statements in the survey. Figure 2 shows the statewide and segment responses (combining the "very much" and "quite a bit" into one value) ranked in order of reported frequency.

[7] Two drivers in the survey were not selected by any institution; they were: Governing board mandates and Institutional membership initiatives (e.g., Association of American Universities Data Exchange, Voluntary System of Accountability).

Figure 2: Responses of “Very Much” and “Quite a Bit” to the prompt “To what extent has your institution used student learning outcomes results for each of the following”



These overall results align with the data described earlier in the report and show that the use of student learning outcomes data primarily informs accreditation and the institutions' plans both on the macro level (strategic planning and calls for accountability) and the micro level (evaluating departments, modifying general education and learning goals).

Institution-wide assessment methods

Institutions were asked about the methods used to assess undergraduate student learning regardless of program of study. The methods selected reflect approaches utilized across the entire institution or with valid samples to represent institutional populations.[8]

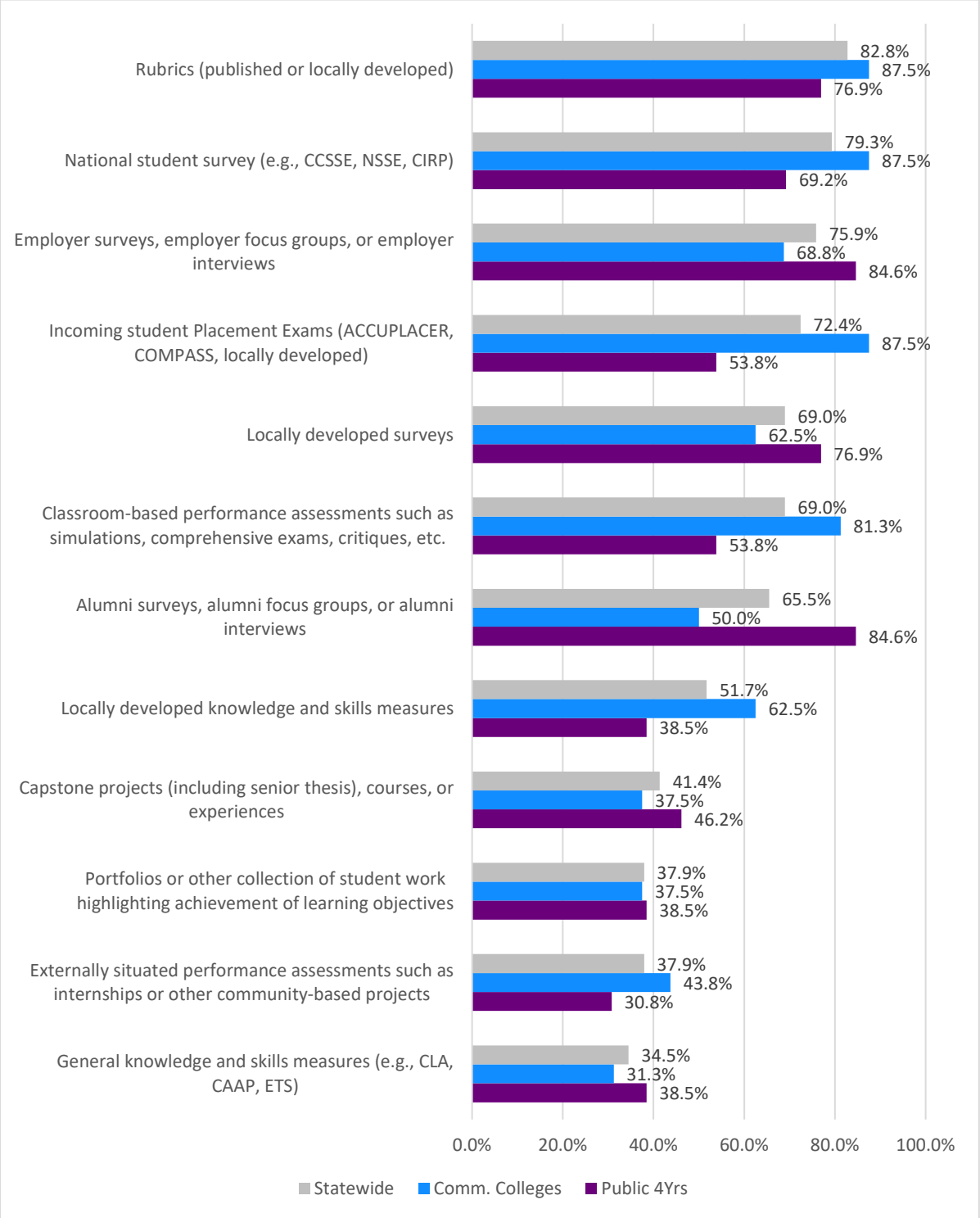
Commonly used methods of direct assessment include rubrics, placement exams, course performance, and course-based projects to help assess student proficiency and learning. Rubrics serve as a tool to help instructors assess and articulate specific components of courses and the scores collected from the rubrics are evaluated each term or year to identify ways to ensure student learning. Standardized exams are used widely by institutions to assess, at time of entry, the level at which students should be placed for coursework within the general education curriculum. These assessments are also used to determine students' acquisition of content after the course is completed.

Indirect measures for learning assessment include surveys, course evaluations, and other tools that can help provide additional context and feedback to use in improving student learning. Alumni surveys provide important feedback on the perceptions of the quality of the undergraduate experience, and more specifically graduated students' feelings of the relevance and quality of their education in relation to their current employment and career aspirations. National student surveys such as the National Survey of Student Engagement (NSSE) and the Community College Survey of Student Engagement (CSSE) both provide information on student engagement, a key indicator of student learning and retention. The results from these surveys can be used as a tool for benchmarking against national norms, assessing areas of improvement, and monitoring institutional effectiveness over time.

Data in Figure 3 show both the commonly used approaches (e.g., rubrics, surveys, focus groups or interviews) and those that are preferred by segments (e.g., alumni surveys for public four-year institutions and classroom based assessments).

[8] Institutions were instructed not to select methods used solely at the program, department, or unit level.

Figure 3: Statewide and Segment Responses to “What assessment approaches are used at the institution level?”



Findings from Case Studies

Colleges and universities were invited to submit case studies on how programmatic accreditors[9] influence the evaluation of student learning outcomes. Three community colleges submitted case studies (and, each community college submitted multiple case studies); no public 4-year institution submitted a case study for consideration. Programmatic accreditors are organizations that specialize in setting standards for the education of individuals into a specific field or industry. They are often separate organizations from a licensing board, testing organization, or credentialing organization.

The case studies provide further narrative details that support earlier statements in this report. For example, the case studies highlight the variety of assessment tools used to evaluate student learning outcomes. The cases studies also highlight how there is always systematic approach in evaluating student learning outcomes and the applicable assessments, and that this approach includes both administrators and faculty. Beyond providing narrative and specific examples to support the survey findings previously presented, three additional themes emerged from a review of the case studies.

First, programmatic accreditors are often very prescriptive regarding student learning outcomes, especially when there is a national or regional professional license affiliated with the accreditor. Therefore, institutions must align course design and assessment with the learning outcomes required by the accreditor. While programmatic accreditors often set the minimum standard for learning outcomes, this does not preclude a campus from adding additional learning outcomes. And, programmatic accreditors often give institutions the flexibility to design assessments. However, it is the process in which institutions develop and evaluate the assessments used for student learning outcomes that programmatic accreditors are most interested and concerned with.

Second, institutions implement additional opportunities to evaluate student outcomes as a parallel assessment to accreditor expectations. For example, the Dental Hygiene program at the Community College of Baltimore County uses a mock clinical board during the second-year fall semester. As noted in their case study materials, "this assessment provides useful feedback to both the student and the faculty regarding the level of competency in providing routine dental hygiene services as well as the student's readiness for their Northeast Regional Board Clinical Examination."

Third, institutions leverage the knowledge gained from the assessment of student learning outcomes to improve their programs. For example, the Respiratory Therapy program at Prince George's Community College increased the minimum GPA requirements and made additional programmatic and curricular requirements after an accreditation review and in response to high attrition rates. As noted in their case study materials, "since 2014, program retention rates have steadily increased to ≥ 70%, the standard required by the accreditor."

[9] For more information regarding programmatic accreditors recognized by the U.S. Department of Education, please see section 4, "programmatic accreditors" on this website:
https://www2.ed.gov/print/admins/finaid/accred/accreditation.html

Conclusions

All of Maryland's public colleges and universities are engaged in assessing student learning. Below are some common findings among all reports.

- Faculty are central to monitoring student learning assessment; they serve in formal and informal roles in advancing the processes for collecting, analyzing and advancing the assessment efforts.
- The institution's mission, strategic plan, goals, benchmarks and other items that reflect the institution's values are a driving force behind evaluating and improving student learning.
- Structures are in place to incentive faculty to improve teaching and learning; these can take the form of mini-grants to faculty, course release time for faculty to develop new courses, and dedicated professional staff via resources such as campus-based centers for teaching and learning where faculty can obtain assistance in revising course curriculum.
- Institutions have invested in data and analytic tools to ensure the learning analytics infrastructure is shared campus-wide.
- The COVID-19 pandemic disrupted several key aspects of student learning assessment. The rapid move to online instruction required 1) faculty to quickly learn how to deliver content effectively through this modality, and 2) institutions to provide faculty and students tools to ensure student learning continued seamlessly. In addition, systems in place for advancing the institution's assessment goals, collaboration, and planning such as in person meetings, conferences, etc. had to pivot to online as well.

Over the next reporting cycle, Student learning outcomes assessment will likely endure ongoing scrutiny by both accrediting bodies and the federal government. MHEC will monitor relevant changes to accreditation standards and other actions and, if needed, alter its processes for future institutional submissions of SLOAR. Regardless, MHEC will continue to work with institutions in order to ensure that teaching and learning are continuously improving. This, in turn, will lead to better outcomes for students.

COMMUNITY COLLEGE REPORTS

Student Learning Outcomes Assessment Report (SLOAR 2021)

Allegany College of Maryland

Process

Allegany College of Maryland uses a faculty-driven model for evaluating the ability of students to meet declared student learning outcomes (SLOs). SLOs are established at the program level (PSLOs) and the institutional level (GELOs, for General Education Learning Outcomes).

PSLOs are developed by each of the individual academic programs with input from program faculty, discipline best practices, and results of prior year learning outcomes assessment. PSLOs are evaluated through student artifact evaluation at the course and program level. The frequency and complexity of these evaluations are established by each of the academic programs with the expectation that each PSLO is assessed on a regular basis. Each academic program must submit a timetable of which PSLOs are being evaluated and when in their Annual Program Learning Assessment Reports.

At the end of each academic year, each academic program is required to submit a report to the Coordinator of Student Learning Assessment to be reviewed by the Academic Assessment Committee detailing their assessment activities from that year.

Within Instructional and Student Affairs, the Dean of Arts and Sciences is charged with oversight of academic assessment processes and practices. This position updates appropriate documentation (such as assessment plans, reporting templates, and assessment guidelines), oversees personnel supporting assessment, and manages budgetary resources dedicated to academic assessment. In addition to the Dean position, the College has a Coordinator of Program Review which oversees the comprehensive long-term evaluation of academic programs, a Coordinator of General Education Learning Assessment which oversees the development, implementation, and evaluation of GELOs, and a Coordinator of Student Learning Assessment which provide assistance to academic programs while they are conducting assessment of student learning. The faculty coordinators and assessment ambassadors receive a stipend on a semester basis for their work and coordination. The two assessment ambassadors support faculty and programs in all three assessment areas.

Additionally, ACM has an academic assessment committee which is the body that reviews all annual academic assessment reports. The AAC is a college operational assistance committee. Faculty members can sign up on an annual basis and serve for multiple years if they so choose. By default, assessment coordinators and ambassadors serve as part of this committee structure to provide guidance, training, and support to new members on this committee.

Tools for evaluating student learning are developed by faculty at the program level. The mechanism is left to the discretion of the academic programs but generally involves consultation with all program faculty to identify appropriate courses, timings, and evaluation techniques. This is typically done at the start of each academic year when faculty return to campus.

Implementation

As the SLO evaluation process is driven by and specific to each academic program, methods and expectations for implementation are variable depending on each program. Program chairs and directors utilize curriculum maps which identify which courses evaluate each PSLO and at what level to identify which courses should be selected for student learning assessment each semester. Discussions related to this are conducted with program faculty at start of semester meetings.

Programs provide a list of which PSLOs and GELOs are taught in each course on each course syllabus. Although faculty may update or modify syllabi at their discretion based on the needs of their individual instruction and experience, components are standardized across courses, programs, and in some cases, the institution. Additionally, programs submit annual student learning assessment plans which require descriptive alignment of PSLOs, SLOs, and GELOs within the program curriculum.

All academic programs complete a program review every 4 years. As part of the program review template, programs provide a summary update since the last review cycle that includes specific accomplishments or revisions to program goals, program learning outcomes or curricular changes. Programs are required to summarize the methods of assessment, results and provide an action plan progress report analyzing the approaches to improving teaching and learning. In addition, programs report assessment methods, results and action plans of general education which correspond to their PLOs. A great benefit of program review is this critical analysis of a program's systematic approach to assessment, from the methods and tools of assessment, to the outcomes of the implementation of the action plans.

Programs are scheduled for open forum presentations of their program review at the close of the academic year. These forums, as well as the discussions generated by the annual program assessment reports and the annual dissemination of GELO assessment create a support network whereby faculty assist other faculty with assessment planning, evaluation, assessment of student learning outcomes, and methods to improve teaching and learning. Additionally, faculty can work with the Faculty Teaching Learning Center (FTLC) to implement changes resulting from the assessment process.

Meta-Assessment of Assessment Tools

General Education results are shared by the General Education Assessment Committee with the college community along with recommendations for strategies towards improvement in areas where performance does not meet expectations. In addition to encouraging programs to develop their own strategies for improvement, the Committee may make broader, institutional recommendations, such as increasing use of student services and resources or teaching and learning trainings. Following the evaluation of Written and Oral Communication in 2014, for example, the Committee recommended a minimum passing grade of 'C' for English 101 and expanded faculty usage of the Reading and Writing Center (RAWC) to improve students' written work. Both the 2017 and 2021 re-evaluations Written and Oral Communication demonstrated improvements in students following these changes.

In 2018, the GELO Information Literacy was assessed and, as a result, the Committee recommended the library purchase Credo Information Literacy modules which interface with Brightspace, the College's Learning Management Software, to provide students with tutorials, videos, and self-assessments. It also offers faculty sample assignments and curriculum guides to improve information literacy skills.

Individual programs complete an Annual Program Assessment Report which details the specific measures of student learning that were assessed by that program in that given year. In many programs, the faculty work together to create, review, and revise the specific measurement tools used to assess student learning. Program faculty are asked in the report to interpret results, discuss action steps, and reflect on strengths and weaknesses of the assessment process. This allows each individual program the opportunity to evaluate the quality of a specific measurement tool. For instance, the 2018-19 Criminal Justice Annual Program Assessment Report explained that the rubric utilized to assess the CRIM-203 Ethical Dilemma Project was not specific enough to gather the most beneficial results from the assessment. Specifically, the rubric utilized by the program used one criterion that looked at whether students "Applied the Five Steps of 'Analyzing Ethical Dilemmas.'" Criminal Justice faculty, in reviewing the results, realized that the rubric should have included a specific criterion for each of the five steps instead of grouping them together. This change to the rubric is set to be made by the program prior to this project being assessed again in the future.

During this reporting process, programs are also required to create action steps based on the results of assessments that affect teaching and learning. For example, the 2019-20 Legal Studies Annual Program Assessment Report, noted several action steps would be taken relating to teaching and learning of how to draft a deed based on the measured deficiencies from assessing the Real Estate and Title Exam Deed Drafting Project.

Another mechanism for generating improvements to program offerings and evaluations is the review of each annual program report by two independent readers who provide feedback to the programs. For instance, the reviewers of the 2019-20 Culinary Arts Annual Program Assessment Report recommended the revision of rubrics used for program assessment to be more specific as the program had been using a rubric designed for technical skills instead of one more appropriate for the assignment.

The assessment tools for general education learning assessment are regularly reviewed and modified by the General Education Assessment Committee. Evaluation of the general education rubrics typically follows spring norming and scoring sessions during which time the coordinator of the committee notes challenges or issues arising from the application of the rubrics. These challenges inform any revisions. Review and modification also parallel changes made to the GELOs.

From the academic program review in 2020, Arts and Humanities reported and reflected on its SLO assessment projects from 2017-2020. Of particular note is the 2019 division-wide assessment of 3 PLOs, a "closing the loop" project from a 2016 assessment. Faculty from 5 departments developed a plan for artifact collection, revised the rubric for scoring, and analyzed and compared results from the 2016 assessment. Results of improved student-learning were credited to improved assignment instructions, revised assignment rubrics, and concentration in discipline-specific terminology and writing.

In conclusion, the faculty-driven leadership model is integral to ensuring a pervasive culture of assessment in the areas of annual student learning assessment plans, program review, and general education assessment. Numerous workshops and meetings have focused on building assessment skills for faculty, such as learning outcomes alignment, rubric design, writing measurable learning outcomes and goals, and working to institute a consistent language of assessment across the institution.

MISSION

We deliver diverse and relevant education centered around student success in a supportive and engaging community.

VALUES

▶ Quality	We improve through assessment.
▶ Integrity	We promote honesty and trust.
▶ Respect	We foster dignity and worth.
▶ Opportunity	We provide innovative choices.
▶ Wellness	We promote healthy lifestyles.

GUIDING PRINCIPLES

- To provide convenient geographical access to post-secondary education to people within the service region of the college.
- To provide financial access to a college education by assuring reasonable tuition rates, comprehensive financial assistance, and college scholarship opportunities.
- To provide quality education and services, in a safe and comfortable environment, at a reasonable cost.
- To support an environment that promotes quality teaching and learning.
- To promote a college that enhances lives and the community through education and service.
- To instill in our students a philosophy of life-long learning.
- To foster a pro-learning campus environment that embraces the values of Allegany College of Maryland.
- To develop the technical competence and knowledge and other essential skills that prepare students for direct entry into the workforce, for career change and advancement, or for transfer to another college or university.
- To continually assess our programs and services in order to promote and encourage continuous improvement.

GENERAL EDUCATION GOALS FOR STUDENTS

Allegany College of Maryland's General Education Goals and Outcomes have been developed in conjunction with Allegany College of Maryland's mission, vision, values and goals. Updated in 2013, these goals and outcomes are based on the Code of Maryland (COMAR) and on *Middle States Characteristics of Excellence,* Standard 12. All degree graduates of Allegany College of Maryland will be able to demonstrate proficiency at the time of graduation (or at other key points) in each of the following Goals and Outcomes:

- **Written and Oral Communication –** Use reading, writing, speaking, and listening to communicate effectively.
- **Scientific and Quantitative Reasoning –** Use fundamentals of scientific investigation and/or mathematical concepts to explain or to solve problems.
- **Critical Analysis and Reasoning –** Analyze, synthesize, and evaluate data and text.
- **Technological Competency –** Use discipline-specific technologies effectively.
- **Information Literacy –** Locate, evaluate, and use information ethically and effectively.
- **Personal and Civic Responsibility –** Explore and develop understanding for oneself and others, the community, and other cultures, and engage with issues of local, national, and global significance.
- **Arts and Humanities Inquiry –** Explore and interpret expressions of human ideals, values, and creativity across cultures.

Anne Arundel Community College (AACC): Learning Outcomes Assessment Report, 2021

Purpose and Values

Informed by the College's vision and mission statements, student learning outcomes assessment is a fundamental part of ongoing, reflective improvements in student learning at Anne Arundel Community College. It is a shared process whereby departments and programs affirm their strengths and plan improvements that contribute to the institution's overall effectiveness. The chief goal of assessing student learning is to enhance student learning and to ensure that students are successful in achieving their academic, professional, and personal enrichment goals.

AACC embraces the philosophy that course, program, and institutional learning outcomes assessment (LOA) is a flexible, yet systematic faculty-led process using assessment data to continuously improve teaching and learning. In the Division of Learning at Anne Arundel Community College, assessment is faculty driven, and administratively supported using the following values as a framework:

Assessment is non-evaluative. LOA assesses and supports student learning, rather than evaluating teacher effectiveness.

Assessment is flexible. LOA supports a flexible system that inspires instructional innovation and continuous improvement.

Assessment is manageable. LOA is purposeful and intentional, yet practical.

Assessment is collaborative. LOA is a collaborative process that supports student learning and transparency at all levels.

Process

History and Timeline

LOA became an institutional initiative in 1995 when the Academic Forum created an ad hoc committee to develop and implement a plan to assess student learning. As assessment became increasingly recognized as a best-practice and ultimately a requirement for regional accreditation, it also became more formalized at the institution. The college established core competencies in AY2000, created a dedicated role for LOA in AY2001, and formed a standing subcommittee in AY2006. The assessment work undertaken by the college earned a commendation from its AY2014 MSCHE reaccreditation evaluation team. However, the evaluation team also recommended that the college turn its attention to program-level assessment. In response to these recommendations, faculty Assessment Fellows worked with the LOA subcommittee throughout AY2016 to develop a plan to assess program outcomes. The following year, the Education Policies and Curriculum committee (EPC) revised its processes to include attention to course, program, and institutional learning outcomes, and academic departments began writing/revising program outcomes. In AY2018, all academic departments drafted program outcome assessment plans detailing their program outcomes, curriculum mapping, assessments/measures, and data collection timelines. To facilitate the assessment process, the college purchased Taskstream, assessment management software (AMS), which was implemented in AY2019.

Levels of LOA

AACC's system of LOA is rooted in the concept of curriculum mapping which includes identifying the linkages between course-level learning outcomes, program outcomes, and institutional outcomes. Curriculum mapping helps to ensure that our academic programs are facilitating our students in acquiring the knowledge and developing the skills necessary to be successful in their personal, professional, and academic goals.

The curriculum maps consist of a two-dimensional matrix with student learning outcomes on one axis and required program courses (or assignments) along the other. In the cells created, faculty identified whether or not a learning outcome is addressed in a given class or assignment and the level of mastery students are expected to reach by the end of that class/program. This was done by determining whether a course introduces, reinforces or masters that learning outcome at the conclusion of the course/program.

Institution-level LOA

AACC developed a set of institutional student learning outcomes in AY2000 known as the AACC College-Wide Core Competencies. The Core Competencies encompass general education and essential life skills. In addition to the College's Core Competencies, the institution has also developed a set of outcomes for each of its General Education requirements. General Education at Anne Arundel Community College is the foundational, interdisciplinary curriculum fostering knowledge, skills, and perspectives that enable critical thinking, global awareness, lifelong learning, and community engagement. Courses and programs were reviewed against these outcomes and requirements in AY2018 and AY2019. The learning outcomes for courses receiving the General Education designation have been mapped to the

General Education outcomes. The new General Education curriculum was offered for the first time in Fall 2019 and assessed in AY2020 and AY2021. General Education assessment leverages this rich curriculum mapping to aggregate course-level assessment data and inform the college community about student mastery of the general education curriculum.

Program-level LOA

In AY2018, all departments wrote a 5-year assessment plan that identified programs outcomes, measures (key assessments administered in courses), and assessment cycles. These plans have morphed and improved over time, with faculty and administrative input. Program outcomes are available to students in the college catalog. In AY2019, these departmental assessment plans were built in Taskstream in order to streamline documentation processes and facilitate the use of program assessment data to inform improvements to student learning.

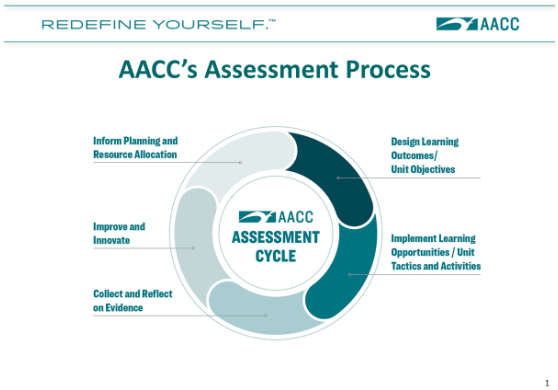
Course-level LOA

In addition to the course-level data that are generated through the program outcome assessment process, departments also assess highly enrolled and general education courses. The course-level is the lowest level at which student learning outcomes are documented, but faculty are encouraged through professional development to develop and map outcomes for their instructional materials.

Implementation and Assessment Activity Example

Implementing AACC's Assessment Process: Overview and Departmental Example

Representatives from every department, including Deans, Assistant Deans, Academic Chairs (Faculty), and Teaching Faculty, created an assessment timeline of activities that support continuous improvement efforts, also called the assessment process (see graphic below). The departments defined and identified learning outcomes, courses, maps, and assignments to target during the cycle. Faculty then implement rigorous classroom and online learning opportunities for their students in an intentional manner. Data from the learning activities are collected and used as a tool for reflection in the departments. The reflections and conclusions led to classroom and program improvements that could be used to inform planning and resource allocation. Appendix A is an example of a tool that departments (faculty and administrator) use for continuous improvement discussions. Additionally, Appendix B is an example of a program specific learning outcomes assessment cycle and a reflection tool for improvement in a business program. This tool, with faculty notes from a collaborative meeting, illustrate the use of a common project and rubric to assess a program learning outcome (resume, cover letter, interview). Conclusions and next steps, including a budgetary item, are also included in the report.



Goal

The overall LOA goal has been, and remains to be, that all programs/targeted courses will have completed two assessment cycles by AY2022. The chart below indicates progress on cycle 1 of this goal.

AACC Learning Outcomes Assessment Summary - Cycle 1	
# Programs	118
# Courses	45
Total # in Cycle	**163**
# of Program Outcomes	688
# of Course Outcomes	273
Total # of Outcomes	**961**

Role of Institutional Assessment Team (IAT)

The Institutional Assessment Team supports the planning efforts of the college by providing a program for the ongoing internal assessment of the college institution and of programs, departments, units, and functions. The purpose of such assessments is to provide information for three audiences: Strategic Planning Council – to enable it to carry out its planning responsibilities; college departments, and units – to assist them in meeting their own and the college's ongoing goals and objectives and to help them engage in the improvement of the quality of curriculum, instruction, and services and the efficiency of resource utilization; college department chairs/directors, deans, and vice presidents – to enable them to make discontinuance, reallocation, restructuring, enhancement, or modification recommendation.

Role of the Department in the Assessment Cycle

AACC embraces a faculty-owned assessment philosophy that facilitates continuous improvement without sacrificing academic freedom. For this reason, course and program assessment are planned at the department level, and there is departmental variation in assessment methods, structure, personnel, and timelines. This flexibility allows departments to design systems of assessment that are both meaningful and practical.

Role of the Educational Policies and Curriculum (EPC) Committee in the Assessment Cycle

The Educational Policies and Curriculum (EPC) committee examines the educational role and objectives of the college and makes appropriate recommendations and approvals; recommends to the Academic Forum additions, amendments, and deletions pertaining to the college's instructional programs and courses; reviews annually long-range curricular planning; and with its subcommittee(s), identifies and promotes curricular improvements. In conjunction with the Director of Academic Program Analysis, EPC reviews course, program, and institutional outcomes for quality, scope, and proper alignment. Learning outcomes are documented in the college's curriculum management system, Curriculog. Program outcomes are made available to students in the college's catalog.

Role of the Academic Forum Committee on Teaching & Learning/LOA Subcommittee in Assessment

The Committee on Teaching and Learning (CoTL) assists members of the Academic Forum and adjunct faculty in developing and refining their teaching skills; researches and reports on innovations in teaching techniques and technologies and recommends guidelines on their use when appropriate; provides recognition for faculty excellence in teaching and learning; evaluates proposals for mini-grants and make recommendations on them to college leadership. The Committee on Teaching and Learning's LOA Subcommittee assists the Director of Assessment and Instructional Innovation with the academic culture of continuous improvement by supporting and implementing systems for outcomes assessment processes at the course, program, and institutional levels; evaluating the college's assessment efforts; and advising on strategies for college-level competency assessment.

Associate Vice President of Continuous Improvement and Innovation Analytics

The Associate Vice President of Continuous Improvement and Innovation Analytics is responsible for leading, managing and providing support to the Office of Planning, Research and Institutional Assessment (PRIA). The PRIA office leads college-wide assessment and analytic efforts to inform planning, decision-making, student retention and completion and accreditation at a variety of organizational levels.

Director of Assessment and Continuous Improvement

The Director of Assessment and Continuous Improvement coordinates and leads the unit assessment for the administrative units of the college.

Director of Assessment and Instructional Innovation

The Director of Assessment and Instructional Innovation coordinates the college's LOA activities and systems. This includes co-chairing the LOA subcommittee, providing professional development, and facilitating an open dialogue around assessment.

Continuous Improvement at AACC: Reflection and Actions

You have designed a brilliant assessment plan / a rigorous intervention / an engaging assignment … and collected your data. You may have even made some changes and analyzed results. Now what? It's time to collaboratively reflect on your data to engage in continuous improvement.

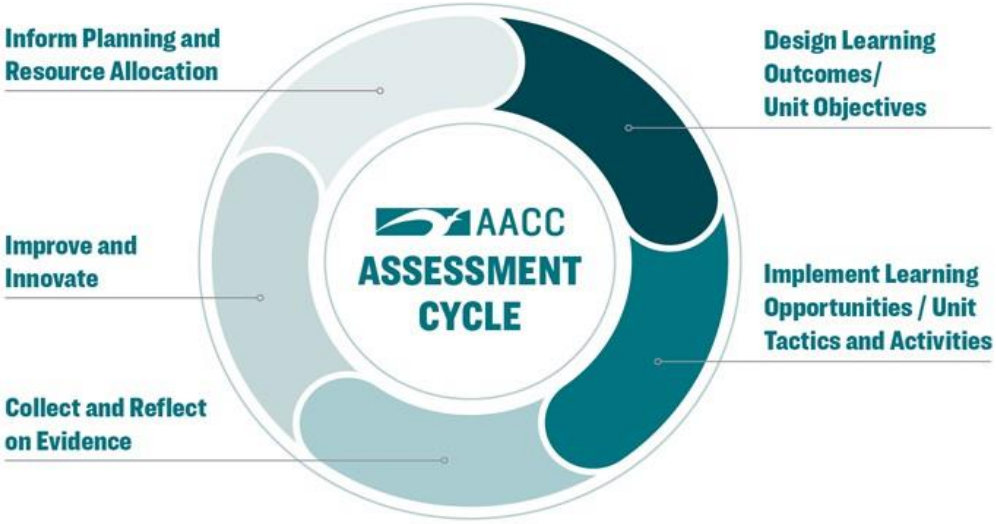
What Is Continuous Improvement?

The term "continuous improvement" is used across industries to describe a process or approach to problem solving that represents an ongoing effort to improve outcomes. In continuously improving systems, change occurs both quickly and incrementally, as organizations learn from experience while testing and refining strategies to produce better results. In education, continuous improvement can refer to a school, district, or other organization's ongoing commitment to quality improvement efforts that are evidence-based, integrated into the daily work of individuals, contextualized within a system, and iterative (Park et al., 2013). At the classroom level, continuous improvement may refer to using timely, accurate data to regularly inform and improve teacher practice. At a school or district level, continuous improvement may refer to ongoing efforts to improve operational practices and processes related to efficiency, effectiveness, and student outcomes. In all cases, continuous improvement involves a cyclical approach to problem solving: it allows relevant actors to reflect on their work, identify problem areas, pilot potential solutions to those problems, observe and evaluate interventions, and adapt interventions based on data collected (Flumerfelt & Green, 2013; Schmoker, 2006). There are multiple continuous improvement models built on this same basic cycle, including Plan, Do, Study, Act (PDSA); Sig Sigma (DMAIC); Lean; Results-Oriented-Cycle of Inquiry (ROCI); and Data Wise (Park et al., 2013). *Taken from Best, J. and Dunlap, A., (2013) retrieved at https://files.eric.ed.gov/fulltext/ED557599.pdf. Continuous Improvement in Schools and Districts: Policy Considerations*

Here is an illustration of our assessment cycle that represents continuous improvement at AACC.

REDEFINE YOURSELF.™ AACC

AACC's Assessment Process



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Continuous Improvement at AACC: Reflection and Actions

Reflections, conclusions, discussions, and future actions usually revolve around a few themes and subsequent questions. Please note that this list is not exhaustive.

- Outcomes – Review the structure and quality of the outcomes. Review the verbs (Blooms) and *what students should know* and *be able to do*. Should the outcomes be revised? Do the outcomes need to be re-written, replaced or deleted? Are the outcomes written and aligned appropriately in a program or course sequence? Are the outcomes aligned with general education or AACC Core Competencies in mind (if applicable)? Think about model colleges/programs, your department chair/AD, and the EPC process/resources.

- Teaching/Learning/Pedagogy/Scholarship – Review the instructional methods and content rigor. Is the course taught using learner centered practices, online, hybrid, face to face? Are the students getting enough practice for the assessment of the outcomes? Could this be a teaching/learning/pedagogy issue? What do you know about how your students construct knowledge in your discipline? Are some students doing better than others? Why could that be? Do you need more tools for teaching your discipline? Think about your colleagues, teaching squares, scholarly literature in your discipline, IDEAL and EDI resources, Faculty Resources Center on Canvas, Faculty Focus, conferences, IPD, and mentors.

- Assessment Tool (Assignment, Learning Activity) – Review the assessment/assignment/rubric. Is the assessment itself constructed in a way that best addresses the outcome? Are the directions and/or rubric clear? Is there a way to streamline the assignments or assessments? Did your teaching match the assignment/assessment? Are you using multiple assessment methods? Do you use a large amount of multiple choice questions? Why or why not? For multiple choice questions, it isn't uncommon for the test question itself to be worded in a way that results in many students missing it even if they know the material. Think about equity diversity and inclusion resources, IDEAL resources, content area pedagogy, model/common assignments, item analysis, sample Assessment Library (NILOA), and ask for feedback.

- Curriculum Alignment – Review the curriculum design, program design, and/or course sequence. Does the curriculum (course sequence, materials, format...) match for the outcome or the assessment? Are the materials rigorous and engaging? Is your course "student ready"? *The term "student ready" comes from a belief that if significant progress is to be made in the student success agenda, there must be a paradigm shift in how educators design and lead student success efforts. Instead of focusing solely on students being college ready and on students' perceived deficits, educators must focus on what they can do to create educational environments that meet students where they are and eliminate barriers that hinder their success* (BrownMcNair, T. 2016). Think about model colleges/programs, your department chair/AD, virtual campus/instructional designers, and the EPC process.

- Resource Alignment – Think about what you and your students need. Do your students need a new piece of equipment or other budgetary item to master the learning outcomes? How will this new resource support student success? What kind of professional development do you (and others) need? What resources do you need to sustain the professional development and engage in continuous improvement? What do you need in year 1, 2, …? Think about department chair, mentors, scholarly literature, TFO/leadership, and seek administrative support for budgetary requests.

How could you use these ideas to sustain your continuous improvement journey?

BPA 1XX Business Communications
Learning Outcomes Assessment – Spring 2020

The department used the cover letter/resume/interview project to determine the program outcome. A total of ***59 students*** *in three sections in BPA 1XX during Spring 2020 were assessed. Students who would be interviewed based on their cover letter and resume AND would be hired based on their interview received an A. Students that would NOT be interviewed or hired received an F. Students who received a yes on one and a maybe on the other earned a B. Two maybes earned a C, one maybe and one no earned a D.*

In the table below, we have the overall score on the cover letter/resume/interview project to determine the program outcome:

Communicate ideas effectively in a professional environment

Students exceeding the Program Outcome(A/B)	**Students meeting the Program Outcome (C)**	**Students who did NOT meet the Program Outcome (D/F)**
38 (64.4%)	5 (8.4%)	16 (27%)

Target *= at least 70% of the students will meet or exceed the program outcome*

The following ***course objectives*** *were NOT assessed:*

Upon completion of this course, the student will be able to:

1. Adapt written and oral business communication to fit the audience and purpose.
2. Utilize the writing process to develop effective written business communication.
3. Create and deliver business presentations that inform or persuade.
4. Use relevant technology and reliable sources to enhance written and oral business communication.

Demographic Data from Spring 2020 BPA 1XX:

Category	**Success Rate (ABC)**	***N=***
Overall	*76.58%*	*111*
Female	*75.36%*	*69*
Male	*78.57%*	*42*
Non-Pell	*79.07%*	*86*
Pell	*68%*	*25*
Asian	*100%*	*3*
Black	*70%*	*30*
Hispanic	*88.89%*	*9*
Multi-Race	*75%*	*4*
White	*76.36%*	*55*
Unreported	*83.33%*	*6*

LOA Reflection (Completed by Instructor and Assistant Dean)

Assessment Tool

- Is the assessment itself constructed in a way that best addresses the learning/program outcome? The assessment tool works if it includes both written (resume/cover letter/Linkedin) and oral (interview) pieces. We will need to map the assessment to the course outcomes for Round Two and be mindful of when this project appears during the semester (early vs. later on).
- Are the directions and/or rubric clear? They are, but the rubric needs to clearly assess/include the course objectives AND the program objective
- For multiple choice questions, were the test questions worded in a way that results in many students missing it even if they know the material? NA – this course is designed to be a project-based course. There are no exams.

Demographic data

- Are some students doing better than others? The only group of students that either just met or fell below the 70% target were our Pell (68%) and Black (70%) students.
- Why could that be? COVID (mental and financial health challenges), balancing a lot (students with Pell may have more financial pressures than the non-Pell) which affects attendance and due dates. We also only assessed a small sample (3 sections).

Teaching/Learning

- Are the students getting enough practice for the assessment of the outcomes? They are offered opportunities for peer review and to visit the writing center, as well as support from the career services department in some sections.
- Could the results be a teaching/learning/pedagogy issue? Yes- sections offering more supports for the writing piece could have different results than sections that don't.
- What do you know about how your students construct knowledge in your discipline? Business communications involves a lot of learning while doing. Some students come with knowledge in the discipline from their parents or workplace, while others find this material new.
- Do you need professional development, teaching squares, mentor, or other pedagogical and content resources? We need to do a better job of making sure faculty are aware of the internal and external resources out there – particularly through our Career Development office.

Curriculum Alignment

- Does the curriculum (course sequence, materials, format...) match for the outcome or the assessment? Yes
- Are the materials rigorous and engaging? Engaging, yes. We discussed adding additional pieces that might stretch their communication skills in a public setting (vs. an interpersonal interview setting) such as a press conference. We also discussed including more social media communication and an offer to attend a career services workshop or the writing center for points. We would like to include a discussion about name bias in resume review during the employment communications unit as well.
- Is your course *student ready*? It will be – it's currently going through the QCar/Resiliency grant process.
- How could the course be revised to be more *student ready*? In addition to the grant, the course will include how to access free MS Office through the college and other important resources. It will also offer faculty a repository of assignments that meet the course outcomes.

Outcomes

- Do the course and/or program outcomes need to be re-written, replaced or deleted? If so – to what? We just rewrote them in FY20. They're still fine.

Resource Alignment

- Do your students need a new piece of equipment, software or other budgetary item to master the learning outcomes? We will be piloting this course with a free OER textbook in FY21 (Winter/Spring 2021). We will also make sure students are aware that they can borrow laptops and hotspots and download MS Office for free using their student email.
- How will this new resource support student success? Students will have immediate and free access to the text from day one.

Reflection completed 11/24/20 with one instructor, 3 program faculty, one expert in diversity/inclusion, and one administrator.

Baltimore City Community College
2021 Student Learning Outcomes Assessment Report

Process

Institutional Alignment with Accreditation Processes. In alignment with the Middle States Commission on Higher Education's (MSCHE) Standard Three: Design and Delivery of the Student Learning Experience and Standard Five: Educational Effectiveness Assessment, Baltimore City Community College's (BCCC) process for measuring student learning outcomes begins with a comprehensive assessment plan. The assessment plan links the institution's mission, vision, and goals with each academic divisions and program's core competencies to develop measurable student learning outcomes.

Organizational Structure. The institution has embedded several structures and tools to support learning outcomes assessment. The faculty's Senate Executive Committee (SEC) has several subcommittees that work collaboratively with the academic departments and the College's administration. The Student Learning Outcomes Assessment (SLOA) Committee has a subcommittee entitled the Faculty Assessment Communication Team (FACT). The FACT works with the faculty course facilitators to support data collection and analysis. The Program Review and Evaluation Committee (PREC) ensures that programs are reviewed in a five-year-cycles. Each program is assigned a faculty PREC Reviewer to assist in the process of program review. The Curriculum and Instruction Committee (CIC) has had faculty representation from each academic division and the Workforce Development and Continuing Education (WDCE) division, along with members from the Registrar's Office, Library, Facilities Department, Information Technology Services (ITS), and E-Learning. The CIC reviews and recommends both course and program proposals for presentation to the administration for approval. The General Education/Core Competencies Committee focuses on assessment of the student learning outcomes for courses designated as General Education. Course assessment tools are revised every two years while the program assessment tool is revised every five years or as mandated by the accreditation bodies.

The core competencies that are embedded in every credit course are: Basic Computer Skills, Writing Skills, Analytical Ability, Critical Thinking and Soft Skills. The core competencies are reviewed each year and any time there is a new textbook adoption to ensure that the learning goals for the course are met. Syllabi are reviewed on a schedule every three years by the course facilitators and faculty teaching in the area as well as by the Dean and the Associate Deans and are then presented to the CIC for final review and approval. The learning outcomes for every course are provided in the respective syllabus and programmatic learning outcomes are posted as part of each program's description on the BCCC website.

The College conducts institutional assessment days and has created the Baltimore City Community College Assessment Guide (**See Appendix 1**). In addition, faculty and staff receive ongoing training on assessment and TracDat; the institutional assessment management system used for compiling and extracting learning outcomes data. The Spring 2021 Assessment Day was coordinated by the Program Review and Evaluation Planning team which included the PREC Chair, Director of Institutional Research, Director ofE-Learning, Chairs of the Student Learning Outcomes Assessment and Information Technology Committees, Vice President of Institutional Effectiveness, Research and Planning, and Vice President forAcademic Affairs. Training sessions addressed the following topics: Collecting Data from Canvas, Building Effective Course Rubrics, Synthesizing Data Collection for Populating TracDat/Nuventive and Identifying Common Course Rubrics. Breakout sessions were conducted by the Academic Deans and Associate Deans to focus on departmental or program action plans (**See Appendix 2**). Pre-Assessment Day survey results were shared and an Assessment Day survey was conducted at the conclusion of the last session.

Division Process. Common final exams are used in the general education courses in the School of Business, Technology, Engineering, and Mathematics (BSTEM) which include questions that assess the core competencies from the expected student learning outcomes. Data from the identified questions are collected by the respective

course facilitator for analysis and placed into TracDat. Analysis of the data includes a review to determine if the targets were met. Pedagogical experiences are shared among the faculty teaching in the same course. The data are used to inform changes to be made to the courses. SLOA forms are distributed to address specific questions and are collected by the course facilitator.

The Associate Dean coordinates the faculty assessment and review of data for their department with the Faculty Assessment Communication Team (FACT). The faculty teaching in particular courses meet a minimum of twice a semester, and as needed, to review the learning outcomes data for the courses and/or program and to discuss pedagogy/curriculum modifications. During these meetings, previous assessment rubrics or questions are reviewed and revised as needed to ensure that hierarchical language in Blooms Taxonomy are followed to classify complexity when selecting assessment topics and modules. At least once a year,a meeting is held with faculty and department leadership to discuss the data and how to address unmet benchmarks. Data collected from the assessments are housed in the TracDat Assessment Management System.

Implementation

Division Implementation. Student learning outcomes are listed on each course syllabus. Measurement tools such as quizzes, unit examinations and/or standardized exams are listed on the syllabus. The specific content to be tested is detailed for the students. At monthly faculty meetings, assessment data from each course are presented and discussed. Decisions to modify instruction or the assessment instrument are made after the assessment data has been reviewed and analyzed. Any changes to the course or the assessment instrument are implemented when the course is taught in the next semester.

Faculty are also informed of specific learning outcomes when attending FACT meetings where data are shared with guided discussion to address outcomes that were not met. For example, an outcome in College Algebra states: *Demonstrate mastery of graphing quadratic, polynomial, absolute value, rational, exponential, logarithmic, and piecewise-defined functions, including the use of transformations.* As an example of an instructional tool, a faculty member modeled how to use a website called “desmos”to help better explain the topic of transformations to the class. Faculty were provided training on using the application, enabling them to modify instruction based upon the data obtained from the assessment tool.

Meta-Assessment of Assessment Tools

The analysis of the assessment tool, although tedious, may include the following: performing a double-blind assessment to reduce statistical errors i.e., Type 1 or Type II errors; deciding on what should be measured i.e., student performance in the subsequent classes, performance on certification exams, employability, and feedback from advisory board; selecting methods for data collection; and scheduling and assigning the tasks to individuals. Assessment of the course assessment tool occurs every two years and program assessment tools are revised every five years.

BSTEM Division. The Biotechnology AAS program completed its PREC review in 2019-2020 which was Year 2 of the five-year SLOA cycle. The three courses reviewed during the Year -2 cycle were: (1) BIO 102 (Principles of Biology, (2) BTC 105 (Techniques & Instrumentation for Biotechnology), and (3) BIO 199 (Individual Study in Biology).

BIO 102. Seven SLOAs were assessed during the two-year period, 17 sections were assessed (482 students). Seven SLOAs for the lecture component with embedded final exam questions were reviewed;

80% of students successfully answered embedded final exam questions (n= 388/482) and met the 70% benchmark criteria of biotechnology related to scientific Inquiry and DNA replication concepts. Analysis of the individual sections showed that two of the 17 class sections did not meet the above criteria (n=94/482). A Learning Improvement Plan (LIP) that was implemented in the Spring 2021 semester (with continued implementation in the Fall 2021 semester) included additional Open Educational Resource (OER) study materials including virtual lab experiments to improve the two learning objectives related to scientific inquiry. The LIP was implemented in Spring 2021 across all sections of BIO 102. The table below reflects the results from Spring 2021 for those outcomes which were analyzed through the use of TracDat. The benchmark criteria were met for all three outcomes.

Learning Outcome 1: Scientific terminologies and processes of life. Explain the scientific terminologies and processes of life. N = 169 (from 9 sections): Out of 169 students, 147 (86.9% of students) received 7 and above correct out of 10 embedded questions in the lecture midterm exam. Hence, the benchmark criterion for this learning outcome has been achieved. Criteria Met
Learning Outcome 3: Atomic structure and molecular nature of life. Explain the atomic structure and molecular nature of life. N = 167 (from 9 sections): Out of 167 students, 158 (94.6 % of students) received 7 points and above out of 10 points in chapter -2 quiz in lecture. Hence, the benchmark criterion for this learning outcome has been achieved. Criteria Met
Learning Outcome 6: DNA replication and protein synthesis. Illustrate the processes of DNA replication and protein synthesis. N = 157 (from 9 sections): Out of 157, 135 students (85.9% of students) received 7 points and above out of 10 points in chapter -10 quiz in lecture. Hence, the benchmark criterion for this learning outcome has been achieved. Criteria Met

Student Surveys

As a support to the institution and academic divisions, the department of E-Learning administer regular student surveys on course quality and teaching effectiveness. In the most recent surveys, conducted in the spring 2021 semester, over 82% of responding students reported that the course goals, and expectations were organized and clear regardless of whether the courses were taught as synchronous or asynchronous. More than 80% of responding students, regardless of modality, found the course assignments helpful in learning the course material. The weakest area according to respondents, were the instructional methods that faculty used to help students learn. The data from the surveys will provide an opportunity for enhanced training and professional development for the faculty. Faculty and administrators within the academy access the course reports at the end each semester enabling the incorporation of student feedback into course revisions for future semesters. The data can also be used to develop new engaging activities to improve student learning outcomes, satisfaction, and achievement.

Summary

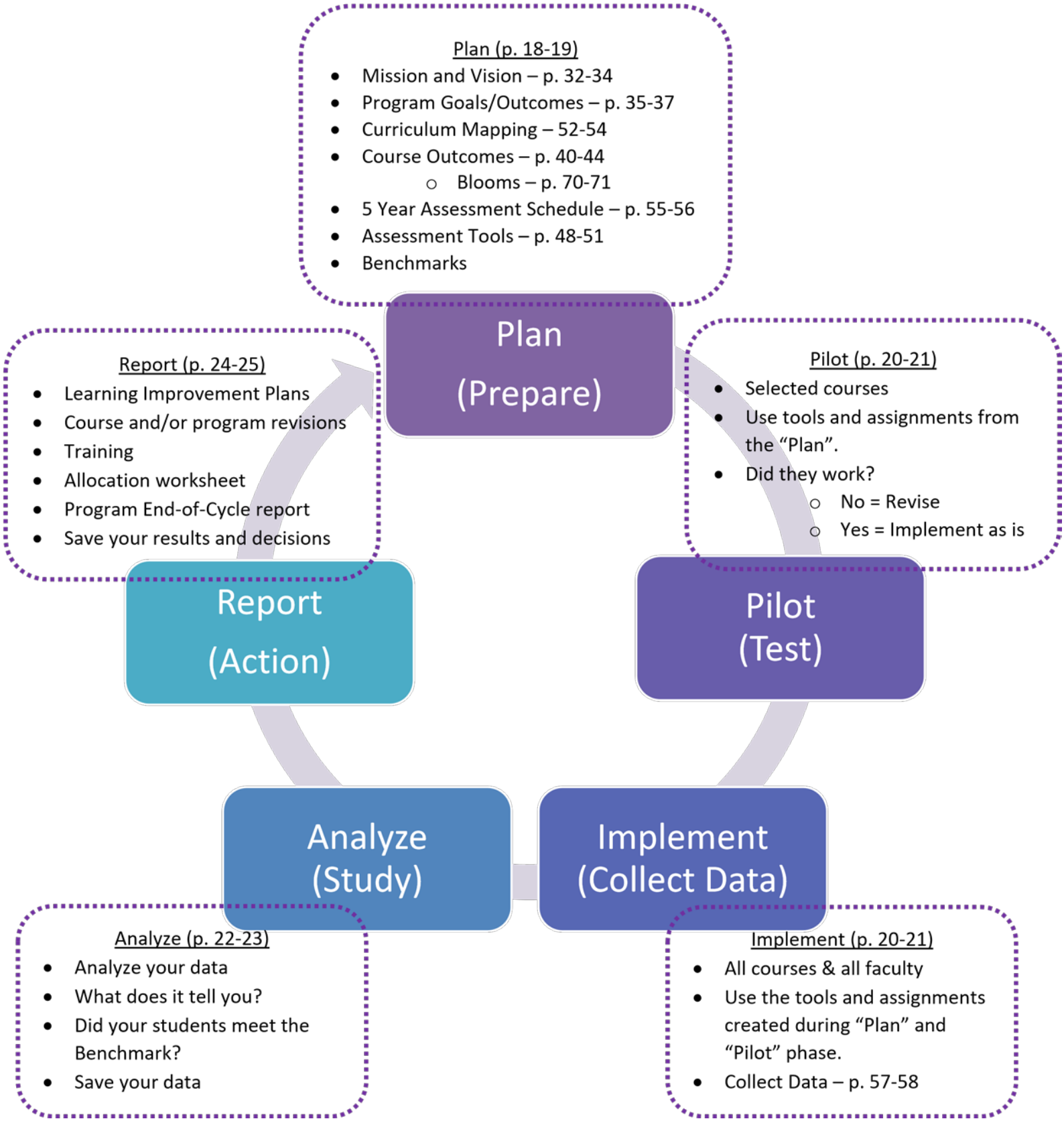
The above outlines the process and implementation of the assessment of student learning outcomes at Baltimore City Community College. The College reviews and revises the data during Assessment Day at the end of the academic year. The data drives changes made to course instruction for the upcoming academic year. The assessment process is used to improve student learning outcomes, satisfaction, achievement, retention and graduation.

Appendix:

Student Learning Outcomes Quick Start Guide

BCCC Assessment Day 2021 Action Plan Template

Quick Start Guide



BCCC Assessment Day 2021 - ACTION PLAN

BCCC
Baltimore City Community College

Date:

Department Name:

Action Plan for Years: 2021 to 2022

Department Goals	Responsible People (list each person)	Collaborators/Partners	Tasks	Date Started	Date Completed	Assessment Method/Tool	Notes
(Please address the three required goals)							(Example: Training to be scheduled for TracDat, Mentors/Partners needed)
Create Student Learning Outcomes							
Enter the Outcomes in Canvas (from the CIC approved syllabus)							
Review Learning Improvement Plan							
(Please write 1-2 additional departmental goals)							

Dean: **Signature:** _____ **Date:** _____

Associate Dean: **Signature:** _____ **Date:** _____

Program Coordinator: **Signature:** _____ **Date:** _____

Student Learning Outcomes Assessment Report (SLOAR)
Carroll Community College, 2021

PROCESS

All assessment activity at Carroll Community College follows a five-stage model, the Reflective Improvement Cycle (RIC). This process encourages thoughtful planning, implementation, analysis, and modifications of assessment activities. The College measures student learning in three categories:

1. Institutional (General Education) learning goals
2. Program learning goals
3. Course objectives

Eight institutional learning goals capture core skills and abilities that students master through the General Education curriculum, and every degree program has measurable, clearly stated learning goals. Moreover, each course is defined by learning objectives mapped to program and General Education goals to highlight the intersection of knowledge, skills, and abilities at each level of learning.

The College's faculty hold primary responsibility for developing, delivering, and assessing curricula, and for establishing learning goals and objectives at the program and course level. The Provost, Associate Provost for Assessment and Institutional Research, and Associate Vice President for Program Development and Partnerships support these efforts. As a new program or course is developed or revised, lead faculty draft or adjust program learning goals or course objectives. Faculty consider workforce trends and key skills in establishing curricular goals, and they often consult with Program Advisory Board members to ensure that the goals meet real-world expectations. Learning goals and objectives are reviewed by assessment staff to ensure they are relevant, measurable, specific, and written in language accessible to students.

Institutional (General Education) Assessment

In fall 2019, each General Education course at Carroll adopted a common signature assignment. Based on national best practices championed by the Association of American Colleges and Universities (AAC&U), this signature assignment is an assessment, task, or project specifically adapted or created to measure at least four of the College's eight General Education goals. Signature assignments from across General Education courses are scored each semester by neutral, trained faculty, using an adapted version of AAC&U's VALUE rubrics, to provide continuous insight into students' mastery of General Education learning goals. Results are reviewed on a regular basis by course faculty, along with the College's Student Learning Improvement Committee (SLIC) and General Education Committee, and they inform curricular and pedagogical adjustments, including, if appropriate, adjustments to the signature assignment itself.

Academic Program Assessment

Using a process revised beginning in fall 2017, academic program assessment at the College is two-tiered. First, Program Directors lead assessment of program learning goals each academic year, with the aim that each goal is assessed at least twice in a five-year cycle. Program Directors work with course faculty to identify appropriate measurement tools by which to assess program goals. A specific program goal may be assessed using a variety of means of assessment across

multiple courses, including course-embedded assignments, projects, and tests, but all students in those individual courses complete the same assessment to ensure consistency. Measurement tools are revised as indicated based on data and input from faculty and students.

Second, comprehensive Program Reviews, in-depth analyses of student learning indicators, job placement, student progression and retention, program effectiveness, and overall strengths and areas of opportunity, take place every five years. The College's Program Review Committee, which includes faculty from each academic discipline area as well as representatives from Institutional Research, Data Analytics, Student Affairs, and Continuing Education and Training, provides substantial support to program assessment processes. Executive Summaries of annual Program Reviews are shared with the College's Executive Team and Board of Trustees to inform budgetary and strategic planning considerations.

Course-Level Assessment

The Student Learning Improvement Committee (SLIC) is tasked with establishing and advancing assessment standards and best practices at the institutional, program, and course level to ensure that the College's assessment efforts support continual improvement in student learning and meet the expectations of accrediting agencies. Comprised of faculty from all academic disciplines as well as Student Affairs and Institutional Research staff, SLIC developed the College's current process for course-level assessment in 2017-2018. Any faculty member can choose to complete a course assessment project; however, the College's 25 highest-enrolled courses are assessed at least once every five years. For a course-level assessment project, lead faculty work with the Associate Provost of Assessment and Institutional Research to determine specific course objectives to assess and develop an overall project plan. The faculty member designates the measurement tool(s) to be used for the assessment, which are implemented across all sections of the course. Results from course-level assessment projects generate conversations among faculty regarding appropriate changes to be made to the course or, if appropriate, the measurement tool. SLIC tracks the progress of course assessment projects and reviews results.

IMPLEMENTATION

Academic leadership (Division Chairs, Program Directors, and Discipline Coordinators) informs course faculty of learning goals and objectives for a program or course. These are included on course syllabi, and are posted publicly on the College's website. If a measurement tool is to be used across all sections of a course for General Education, program, or course assessment, academic leadership lets appropriate faculty know, typically through department meetings, providing guidance as to how and when the tool should be deployed. Course faculty often coordinate the means by which they prepare students for a measurement tool to foster reliability and consistency in learning and assessment practices.

META-ASSESSMENT OF ASSESSMENT TOOLS

Processes for course, program, and General Education assessment are continually reviewed by the appropriate committees and staff. Current assessment processes were revised in 2017-18 based on national best practices and faculty input, piloted in 2018-19, and fully launched in the 2019-2020 Academic Year. Drawing upon faculty and student feedback and experiences, modifications have been implemented as needed. For example, during the pilot year, a mid-year report was added to course-level assessment processes to better track project progress and

support project leaders. Faculty and assessment staff evaluate results from General Education, program, and course assessment on an ongoing basis to identify interventions or changes intended to improve student learning, including changes to the assignments used to measure student learning.

Evaluating the Quality of Measurement Tools

As part of continual assessment activities, the College routinely evaluates the quality of tools used to measure student learning. This might happen during an individual course assessment project: for example, as part of a project for BIOL-210 Human Anatomy and Physiology 1 in 2020-2021, faculty reworked both the measurement tool -- in this case, a lab report completed at the end of the term -- and the rubric used to score the report in order to facilitate student demonstration of essential skills. In a multi-year course assessment project for PSYC-101 General Psychology (2017-2021), common final exam questions were revised to better align with and assess a specific course objective. For General Education assessment, scoring data from 2017-2021, coupled with faculty and student comments, frequently spur the revision of signature assignments.

Using Assessment Results to Improve Teaching and Learning

The principal goal of academic assessment is to improve teaching and learning. There are myriad examples of ways that faculty at Carroll have used assessment results to advance student learning, including:

- When faculty teaching the ENGL-101 College Writing course reviewed the first round of assessment results from a course assessment project in January 2020, they determined that students needed additional support crafting thesis statements and constructing valid arguments. Faculty created instructional videos used in all sections of the high-enrolled course during spring and fall 2020 (including during emergency remote instruction precipitated by the COVID pandemic). When course objectives were reassessed after fall 2020, student mastery of these course objectives increased 10-15%.
- Following the analysis of annual program assessment data in the Theater Program in 2019, more emphasis is now placed on incorporating role-analysis into characters.
- Transitional Studies faculty used a course-level assessment project to measure new course objectives for ENG-001 Integrated Reading and Writing 1 in 2018-2019. Based on analysis of data from the project, faculty modified course instruction and better aligned pre-and post-assessments.
- An assessment project in 2018-2019 focused on a new transitional mathematics course, MAT-095 Foundations of College Mathematics, led to adjustments in instructors' guided notes and a reorganization of the order of topics in the course.

Carroll's reflective approach to the assessment of student learning demonstrates a commitment to best practices and the ongoing review and enhancement of processes to reliably assess and improve student learning.

CARROLL COMMUNITY COLLEGE
GENERAL EDUCATION PROGRAM MISSION AND LEARNING GOALS

Overview

At Carroll Community College, the goal of the General Education Program is to provide all students with skills and knowledge necessary to be informed, productive citizens in a diverse and changing world. Each course in the program requires students to integrate skills and knowledge gained from academic and life experiences in a *signature assignment*.

General Education Goals

Through the General Education Program at Carroll Community College, students will:

1. Communicate ideas in written, oral, and other modes as appropriate to a situation and audience.
2. Apply quantitative and scientific reasoning skills relevant to a field of study.
3. Employ various thinking strategies to develop well-reasoned judgments.
4. Evaluate sources of information for accuracy, relevance, and reliability.
5. Use technology tools to manage, integrate, and evaluate digital information.
6. Explore issues through creative, interdisciplinary, and innovative approaches.
7. Cultivate intellectual and ethical practices that promote the wellness of self, community, and environment.
8. Identify their roles as global citizens in a multicultural country and world.

MARYLAND HIGHER EDUCATION COMMISSION
STUDENT LEARNING OUTCOMES ASSESSMENT REPORT
NARRATIVE REPORT
CECIL COLLEGE 2021

PROCESS

At Cecil College, assessment of student learning is guided by the work of an Assessment Committee. This committee, chaired by the Associate Dean of Academic Assessment and Development, is comprised of six faculty members as well as the Manager of Institutional Research, the Dean of Arts, Humanities and Commerce and the Dean of Health and Human Sciences. The Assessment Committee leads assessment of general education learning outcomes and advises on program and course assessment.

Deans and Department Chairs work with faculty to design and conduct program and course assessment. Each department reports on their assessment activities annually as part of their department report, with a comprehensive program review conducted every eight years.

Some departments regularly review shared final exams and analyze the results to inform modifications on course pedagogy. Decisions on whether to use a shared final exam are made on a department-by-department basis.

The College has developed the following timeline for assessing General Education Learning Outcomes:

Goals/Outcomes	Measure(s)	Timeline
I. Apply critical thinking skills to explain theoretical and concrete issues, evaluate evidence, recognize and incorporate divergent perspectives, explore the assumptions of self and others, propose problem-solving strategies, and support a position using evidence.	ETS proficiency profile	Administer to graduates every other year, beginning spring 2019. Administer to first-year students every other year, beginning fall 2019.
IIa. Analyze the aesthetic, historical and cultural values of artistic works across genres and disciplines, or produce such work in visual, sonic, written, or performative media.	In development	To be evaluated in Fall term of even numbered years.
IIb. Identify cultural norms and biases, and how they shape experience.	In development, to be used in all courses identified as “Diversity” courses.	To be evaluated in Spring term of odd numbered years.
III. Develop, organize and present ideas orally and in writing.	ETS proficiency profile	Administer to graduates every other year, beginning spring 2019. Administer to first-year students every other year, beginning fall 2019.
IV and V. Select and ethically use current and emerging technologies effectively to acquire, organize, analyze, produce and share information.	Information literacy quiz in EGL 101; technological skills rubric to be used to evaluate final paper	To be evaluated in Spring term of even numbered years.

Goals/Outcomes	Measure(s)	Timeline
VIa. Construct objective investigations using the scientific method.	Exam questions to be used in all Science (S) courses	To be evaluated in Fall term of odd numbered years.
VIb. Apply mathematical concepts and quantitative reasoning to solve problems.	ETS proficiency profile	Administer to graduates every other year, beginning spring 2019. Administer to first-year students every other year, beginning fall 2019.

The College uses some standardized assessment tools. We have identified the ETS Proficiency Profile for use in assessing three general education learning outcomes. In addition, the Physical Therapist Assistant program uses results of graduates' licensing exams for program improvement. As a result of changes in scores on questions related to the musculoskeletal system, the program revised their curriculum to include opportunities to introduce, reinforce, and then master this material. In addition, they appointed an instructor as Lead Faculty for the Musculoskeletal Track to assist with monitoring and coordination of content across courses that are usually taught by adjuncts. The Nursing program uses licensing exam results to evaluate its program as well.

IMPLEMENTATION

Faculty are informed of General Education outcomes and measurement tools in the Assessment Plan, and through regular announcements and updates at Department Chairs' meetings and Division-wide meetings. Specific measurement tools used in programs are decided by each department and communicated through department meetings led by the Department Chair and communicated in department annual reports. Course Master Syllabi include an assessment plan (Figure 1) and grids that map courses to program and general education outcomes (Figures 2 and 3); these are shared with all instructors of a course.

Figure 1. Assessment Plan Format in Master Syllabus

Course-Level Outcomes/Goals *Students will:*	**Indicators** *Students will:*	**Sample Assessment Tasks**
1. *Learning goals are clear, observable outcomes that focus on skills. They are relevant, short, and are appropriate for achievement within a course. Identify the important things you want students to learn.*	1.1 Indicator 1.2 Indicator 1.3 Indicator *The assessment plan includes a partial list of verbs that can be used to clearly state indicators that can be assessed. Choose verbs which clearly indicate the observable behavior you expect from students.*	• Sample assessment task • Sample assessment task • Sample assessment task *Assessment tasks should be related to the module-level learning outcomes in the second column. It is not necessary to have a sample assessment task for each outcome.*

Figure 2. General Education Outcomes Mapping in Master Syllabus

Goal Number	Competency	Contributes to (check)
I	Critical Thinking	
II	Arts and Human Cultures	
III	Written and Oral Communication	
IV	Information Literacy	
V	Technological Skills	
VI	Quantitative and Scientific Reasoning	

Figure 3. Program Outcomes Mapping in Master Syllabus

Goal Number	Competency	Contributes to (check)

META-ASSESSMENT OF ASSESSMENT TOOLS

Annual assessment reports are required to include actions which departments have taken to improve teaching and learning. The format is included below:

Goals/Objectives	Measures (be specific)	Results	Reason/Hypothesis Why are students meeting or not meeting the standard?	Action

Assessment is used by programs to improve teaching and learning through changes to the curriculum. These changes can include changes to a master syllabus, changes to classroom activities, or changes to a measurement tool. For example, in 2019-20 the Physics program noted that students were not understanding graphing and added activities where students could practice this skill. Visual Communications faculty incorporated more job-related assignments to help students develop professional practice skills.

Assessment of assessment processes is encouraged at Cecil College. Programs regularly evaluate their measurement tools for clarity and applicability to content and make changes as appropriate. The English Department spent a year standardizing expectations in assignment prompts in order to improve their assessment measures.

Faculty evaluate data from student performance and outline improvements they are making. For example, in 2019-20, Art faculty noted that students still needed to use the language of art in their critiques. As a result, faculty planned to “implement the requirement for students to use art and design language in all explanations” and spend more in-class time on critiques.

Part 1: Process

Mapping

Over the last 3 years Chesapeake College has fully operationalized an updated academic assessment process. This process is based on curriculum mapping at the student learning outcome level. Student learning outcomes for all courses are mapped to both General Education Competencies, which are our Institutional Outcomes, and Program Outcomes (where applicable). All the courses within Chesapeake College's General Education Limited Distribution Core, must map the course student learning outcomes to at least 5 General Education Competencies using a 4+1 standard. This means every General Education Course serves to teach and assess the four core General Education Competencies (Communication, Critical Thinking, Technological Competency, and Information Literacy) as well as one of the three remaining Competencies (Scientific and Quantitative Reasoning, Diverse Perspectives, Ethics) based on their content and category. The measurement and reporting of these competencies is through course student learning outcomes which is explained further below. All non-General Education courses also must map at least one student learning outcome to at least one General Education Competency. Mapping of course student learning outcomes to General Education Competencies is the responsibility of the Course Lead (who is also responsible for reporting assessment results), in conjunction with the Academic Assessment Director, Department Chairs/Directors, and other members of the discipline.

A similar mapping scheme is also used to support the Program Outcomes of every program at Chesapeake College. In order to demonstrate the necessity and purpose of courses within each program, Program Directors/Coordinators must map at least one course student learning outcome to at least one Program outcome for every required course within the program. This process allows Program Directors to determine the best selection of courses to support their students as they achieve the Program Outcomes. This done for both area specific, and non-specific (if required) courses, to justify the selection (or restriction) of courses which students may choose from.

Scheduling

During the initial mapping period Course Leads determine the semester in which they will report assessment data on the student learning outcomes in the courses under their purview. Every course must report at least once within a 5-year cycle, which aligns with the Program Review Process which has been established at Chesapeake College. By setting up a similar cycle this ensures a continuous assessment process not only at the course level, but also at the Program and General Education level due to the mapping which had been completed previously. If students do not meet the institutional minimum expectation (70% of students achieving a 70% or higher on the assignment(s) which measure a course student learning outcome) then that course student learning outcome must be reported on a second time with-in the same 5-year cycle. Chesapeake College is four years into our first five year cycle of the new process and 61.8% current courses have already reported all or some of their student learning outcomes.

Reporting

To gather the appropriate information Chesapeake College uses the Nuventive Improve system. This integrated system allows the College to not only collect the raw data of student success at the course student learning outcome level, but by utilizing the curriculum mapping feature, these data can be virtually connected to the General Education Competency and Program Outcomes, reducing the

redundancy of reporting for faculty. This system also has the capability of collecting the measurement tool for all submissions. Course leads are required to submit the tool(s) used to measure student performance on each student learning outcome for every submission. Furthermore, if students within a course do not meet minimum expectations an Improvement Action must also be submitted.

Responsibilities

All faculty are engaged within this process every semester, regardless of whether it is a designated reporting semester for their course(s). Faculty receive a list of all course student learning outcomes that are scheduled to be reported on during that semester within the first 2 weeks of the term. This allows them time to review what their reporting responsibilities will be that semester. Since all course student learning outcomes should be taught in all sections every semester, the only additional responsibilities occur when reporting is due. The Academic Assessment Director is responsible for working with all faculty to ensure scheduling, mapping, reporting, collection of measurement tools, and any necessary follow-up. The Academic Deans for Teaching and Learning, Liberal Arts and Science, and Workforce Programs, and the Vice President for Workforce and Academic Programs have general oversight of the process and are altered to any issues by the Academic Assessment Director. Department Chairs/Directors work with their Course Leads (full-time faculty members) as needed to assist with collection and reporting of material. Adjunct faculty members are brought into this process at the course level and are informed of the necessary collection of information by Course Leads. Furthermore, the Academic Programs and Curriculum Committee is informed of any changes that occur to course level student outcomes to ensure all of the necessary changes and mapping have occurred.

Part 2: Implementation

Course student learning outcomes are listed on the Core Course of Study for all courses at Chesapeake College. Faculty have access to these documents through an internally shared drive and are also required to clearly outline them to all students on the syllabus published in all courses. These learning outcomes are standardized for all courses and must remain exactly the same in all sections of a course in any given semester. Faculty are then encouraged to work within their departments and disciplines to use or develop the most appropriate tool to measure the course student learning outcome. Faculty are encouraged to use locally developed, embedded, authentic assessments whenever appropriate. Many courses also have standardized tools to measure learning outcomes, especially within the Health Professions field. For written activities faculty are urged to provide a clear rubric to students to visibly show how they will be graded. Multiple measures for any given measurement tool are also considered acceptable, as the faculty are the content experts and are allowed to select the measure which is the most appropriate for the learning style of the students within their course. For example, within the Biology 101 course an online lab simulation was recently used to measure a course student learning outcome. As written by the faculty member in her report:

> "Students completed virtual lab exercises that focused on DNA fingerprinting, genetic diseases, and pedigree analysis. These exercises were adapted from activities developed by HHMI Biointeractive. Once students completed the activities they answered associated questions in a lab memo quiz."

This is an example of an external tool being used to create an internal authentic assessment that is standardized between all sections of the course, and is used by both full-time and adjunct faculty members. Another example of the incorporation of assessment practices directly into course material comes from the English discipline within the Arts and Humanities Department. As stated in the assessment report:

> "Each instructor filled in their data assessment as they graded their ENG 102 research literary analysis. We use the same assessment tool and the same assessment--the literary analysis research paper as the measurement."

Here the faculty may use the same tool and assessment but have the freedom to vary the material (authors or works) as it fits within the theme of their section or current events as they see fit. Below in the next section is a further example in more detail, from the Health Professions department, specifically the EMS Program, which demonstrates how the measurement tool is used, improved, and how data generated from these assessments have been used to improve the program.

Part 3: Meta-Assessment of Assessment Tools

One of the best examples of program assessment at Chesapeake College using student learning outcome assessment data to improve teaching and learning can be found in the Emergency Medical Services (EMS) degree program. Summative exams are given at various stages within courses and the program and all follow the rigorous review described below. Each exam has questions mapped to the various student learning outcomes for the respective courses. The EMS program reports student learning outcomes annually, going above and beyond the protocol determined by Chesapeake College. Tests are created using questions are from various sources including; test banks, Maryland Treatment Protocols, and are created in-house by EMS faculty. After every exam is administered, a statistical analysis of all questions are run to determine students' success or failure per question, as well as to get a Cronbach Alpha score for the exam. This process is completed and the exams are revised before re-administration to the following year's cohort. Not only are the questions and success rate reviewed by Chesapeake College EMS faculty, but they are also reviewed by an outside Medical Director. Any revisions to questions must also be reviewed by the Medical Director.

A subset of questions on every exam falls into a "must know" category based on industry standards and licensing exams. When any less than 100% of students are found to correctly answer these questions, faculty will immediately review this material for the current cohort. Faculty can then also begin altering the delivery of this material for future cohorts in the program. Every question on the summative exams are tied to a student learning outcome, faculty adjust tests between cohorts to include additional assessments based on the relevant finding from previous years. This allows the EMS faculty to ensure that changes made to the courses are facilitating student success in understanding the critical material for the licensure exam. By following an iterative yearly process of meta-analyzing all summative assessment tools, the Emergency Medical Services program can assure that all students who complete the program have the necessary knowledge to pass licensure exams on their first attempt. This is clearly demonstrated with this most recent graduating class which had a 100% pass rate on the national licensure exam.

General Education Program and Institutional Student Learning Outcomes

*1. Communicate effectively both orally and in writing.

Definition: Communicating in oral and written English is the process of competently and effectively participating in the exchange of ideas, which includes comprehending, articulating, and formulating a logical argument.

A course that addresses this outcome might require a student to participate actively in the exchange of ideas, apply an awareness of social dynamics, consider audience, or develop expression that is clear, convincing, and logical.

*2. Solve problems using critical analysis and reasoning.

Definition: Critical thinking is the intellectually disciplined process of actively and skillfully conceptualizing, applying, analyzing, synthesizing, and/or evaluating information from multiple perspectives.

A course that addresses this outcome might require a student to analyze, solve problems, construct a logical argument, apply scholarly and scientific methods, and accurately employ terminology and information. Particular critical thinking skills can vary from discipline to discipline.

*3. Demonstrate technological competency.

Definition: Technological competency is the set of skills necessary to apply, assess and utilize technology.

A course that addresses this outcome might require a student to examine social implications, evolution, and laws that govern responsible use of technology, and apply tools to generate, retrieve, evaluate, and synthesize information within and across disciplines.

*4. Apply information literacy skills to locate, evaluate and use information effectively.

Definition: Information literacy is the set of skills needed to find, retrieve, analyze, and use information (American Library Association).

A course that addresses this outcome might require a student to identify a variety of sources and formats for information, evaluate the reliability and validity of information and sources, and use information legally and ethically.

5. Apply scientific and quantitative reasoning skills effectively.

Definition: Quantitative literacy is the use of numerical, geometric, and measurement concepts, mathematical skills, and the principles of mathematical reasoning to draw logical conclusions and to make well-reasoned decisions within the context of various disciplines and daily life.

A course that addresses this outcome might require a student to use abstract symbols such as mathematical formulas, numerical methods, graphs, tables, charts and schematics to organize, analyze and interpret data and numerical concepts.

Definition: Scientific literacy is built on the interaction of evidence and logical reasoning, the importance of careful observation, the role of observations in supporting a line of reasoning, and the value of reasoning in suggesting new observations (American Association for the Advancement of Science).

A course that addresses this outcome might require a student to generate an empirically evidenced and logical argument; distinguish a scientific argument from a non-scientific argument; reason by deduction, induction and analogy; distinguish between causal and correlational relationships; and recognize methods of inquiry that lead to scientific knowledge.

6. Evaluate diverse forms of expression and perspectives.

Definition: Acquiring the skills and knowledge necessary to develop critical understanding of personal and social characteristics that differentiate individuals, their cultures, social structures and artistic expression is essential to the evaluation of diverse forms of expression and perspectives.

A course that addresses this outcome might require a student to examine how political, economic, historic, artistic, psychological and social forces shape individual behaviors and social structures. Students might also analyze the social, physical and cultural forces that shape a society. Insights into diverse perspective in the arts and social sciences will provide understanding of how globalization is causing change, human opportunity and conflict.

7. Apply values and ethical frameworks to complex problems.

Definition: To apply values and ethical frameworks necessitates an ability to identify, comprehend, and examine ethical problems and dilemmas and their ramifications in a systematic, thorough, and responsible way.

A course that addresses this outcome might require a student to reflect on academic integrity case studies, work samples illustrating application of ethical principles, activities in creative inquiry or service learning groups and historical, contemporary, and social perspectives related to and across disciplines.

2021 Student Learning Outcomes Assessment Report (SLOAR)

One of the goals of the Division of Learning is to develop a system where assessment of student learning at the various levels is automatic. The results are used to do the following: enhance learning through continual improvement of curricula, instruction, and student support activities; promote program modifications; and impact the budgeting process. The Division collaborates with the campus community to lead measurable and sustainable student learning outcomes assessment practices. In addition, the Division supports excellence in education by creating and maintaining meaningful review and assessment of student learning at the course and program levels. A culture that focuses on continual improvement and transformation is an exciting and rewarding place in which to learn and teach.

Process:

At the College of Southern Maryland, Student Learning Outcomes Assessment is the process of gathering evidence of student learning, reviewing the evidence to determine if students are learning what they are expected to learn, and using this evidence to improve a course or program as appropriate. In order to be truly effective, the entire assessment process must continue to be faculty driven. Effective assessment of student learning is a matter of commitment, not a matter of compliance. Assessing, understanding, and improving student learning is an ongoing, institution-wide process that involves all stakeholders, both internal and external. Assessment is about evaluating the effectiveness of programs, courses and services, not individual students or individual instructors.

We believe that a successful assessment program is: designed, developed and governed by faculty; relevant and meaningful; continuous and ongoing; well-planned and well-documented; primarily focused on direct evidence (indirect evidence supports the narrative); able to provide specific evidence regarding areas of strength and areas needing improvement; useful to planning and resource allocations; and, should be analyzed and shared. The faculty for each program, discipline and/or course, develops the specific outcomes, competencies, and performance measurements. A lead faculty member is assigned to each course and is responsible for developing performance measures and data collection instruments at the course level. In addition, the lead faculty member ensures the course outcomes and competencies are included on all course syllabi and are listed correctly on the official Course Outline.

Every course must have a Curriculum and Instruction Committee (CIC)-approved Course Outline which includes common expectations for student learning. While individual instructors may add to the course, there should be a shared understanding of the core skills and knowledge upon which the course is based. These expectations should be reflected on each course syllabus and are to be used to determine student learning outcomes for the outcome assessment process. Students who know what is expected of them in a course have a framework for learning and are more likely to be successful. Students must be evaluated using the same assessment tool in each section of a course.

Implementation:

To oversee the process, the deans and department chairs ensure that all outcomes assessment activities within each school and department are transparent, correctly completed and submitted in a timely manner. Additionally, the Academic Learning and Assessment Committee (ALAC), driven entirely by faculty representation from each school and chaired by the Director of Academic Planning and Assessment, facilitates the management of the assessment procedures within the Division of Academic Affairs. The committee's responsibilities include suggesting specific approaches to learning outcomes assessment; recommends new approaches to course outcomes assessment; and, facilitates ways to share those approaches among the faculty and to publicize and celebrate successes; in addition, the committee regularly reviews Program Self-Studies, Course Reviews, and End of Year Reports. The committee is also charged with periodically assessing the assessment processes and determining their usefulness and effectiveness. ALAC reports directly to the Provost and Vice President of Learning.

Assessment findings are consistently used to drive improvement and innovation. Teaching effectiveness is routinely measured. Faculty members receive student evaluations (currently through the IDEA system), both summative and formative; the results are reported to the faculty member, the dean and the department chair and are used for improving instruction, as well as to reinforce current practice. The Community College Survey of Student Engagement (CCSSE) results indicate CSM students perceive a better than normal emphasis on general education coursework, and graduate follow-up surveys demonstrate high levels of satisfaction with job and transfer preparation, as well as with general education. Other data used for academic assessment include pass rates for online and face-to-face classes, results from program reviews, as well as division- and college-wide results on student-reported achievement on outcomes from the IDEA surveys.

Academic courses and programs are expected to assess student learning on an annual basis. Each program and course must contribute to the completion of the End of Year Assessment report. Assessment goals, determined by the course and program leads should be articulated to the appropriate department chair, and faculty teaching in the discipline, prior to the beginning of the academic year. The data for the report should be submitted to the respective department chair no later than June 15 each year.

The department chair, upon receiving the reports, will meet with the program/course leaders to discuss the assessment results and action plans. The chair should ask the following questions: Is there evidence of a definable outcome measure? Is there evidence of a systematic approach (process) for data collection? Is there evidence of analysis of results and findings? Is there evidence of improvements implemented? Is there evidence of follow-up in respect to improvements made? The chair then submits the report to the dean by June 30. Once the dean has reviewed and approved the document(s), the final report is sent to the Director of Academic Planning and Assessment by July 31 each year.

Meta-assessment of assessment tools:

Courses –

In 2017, the Curriculum and Instruction Committee approved the recommendation to require all courses be reviewed on a 5-year cycle. As part of the review process, the course lead critically reviews the Course Outline to ensure the following: Accuracy of the current Catalog description of the course; relevant and appropriate student learning outcomes; SLOs are written in observable and measurable terms and that they reflect the range of course content; course content is an accurate depiction of current concepts and topics; required evaluation methods are clearly aligned with the SLOs; there is at least one specific assessment attached to each SLO; course fees are current and accurate; listed prerequisites and/or

corequisites are at the appropriate level of knowledge prior to the course; and, examine the frequency of offering. If the course has not been offered within the last four semesters, consider deactivation.

In addition, as the end of the five-year cycle approaches, the course lead will prepare a 1-2 page narrative that describes the student outcomes assessment process and findings over the span of the 5-year cycle. This narrative should include how the data was analyzed and the process in which assessment strategies were implemented and how teaching and learning were improved. In addition, it is highly recommended that the course leader provides information on any steps that were taken to improve student learning based on the feedback received from the use of the IDEA Students Ratings of Instruction and the tools associated with it.

Programs –

At CSM, Program Review is intended to improve the quality of academic offerings, ensure wise use of resources, and determine program effectiveness. Program Review also play a vital role in the College's academic planning and budgeting process. The six-year Program Review schedule serves as the foundation for assessment initiatives through its identification of priorities for the upcoming cycle. Program Review demonstrates: students are learning the knowledge and skills necessary to achieve the program's outcomes; program outcomes support the college's mission, general education core competency goals, and the purpose of the program; curriculum is coherent, relevant and consistent; instruction is effective in enabling student learning and success; resources are adequate for the program's needs; and, support services are adequate to facilitate student learning.

Program Review provide essential information in order to make effective planning and budgeting decisions. In addition, it allows the opportunity to look ahead to consider where the program needs to be in five or ten years and take action now to ensure the program will continue to meet the needs of students and employers in the future. The writing of a Program Review takes place within one academic year. The culmination of the review includes a 5-year Action Plan, which addresses maintaining the program strengths and solving program weaknesses. The activities are tracked through the school's End of Year Report, submitted annually by the Chairs.

One comprehensive example of the use of data to generate changes in a program is the recent and ongoing Math Redesign effort. The Math Redesign program was developed in response to strategic initiatives to increase both retention and degree success rates at CSM. An analysis of data pinpointed mathematics as one of the major bottlenecks in preventing students from reaching their goals. The problem centered primarily on students who, as a result of not passing mathematics at the developmental level, leave the college without achieving their academic goals.

Another development that demonstrates the culture of assessment at CSM is achieved through the work of Achieving the Dream. CSM is in year 2- of a 3-year plan to identify and address achievement gaps in graduation and transfer rates. The college reviewed data (e.g., IPEDS and KPIs) and noted a downward trend in graduation-transfer rates for African-American male students. Also noticed were differences in the engagement and use of support services. CSM has added a component to course and program reviews to identify any unique differences in demographic data, enrollment patterns, and academic achievement, between African-American students and, in fact, all students, that might result in varying student success rates in order to improve our courses and programs.

See Appendix A: End of Year Report for more examples of how CSM's assessment activities have been leveraged to improve teaching and learning.

DIVISION OF ACADEMIC AFFAIRS

End of Year Report EXAMPLE

Division: BTP **Year: 2019-20** **Chair: Bernice Brezina**

I. Program/Discipline Information and Action Item Updates – List ALL programs in your division and provide information on any activities completed during the academic year. If no action items were addressed, type "None". Refer to the Executive Summaries and the Five Year Action Plans from the latest Program Reviews as a guide. Add and delete rows as necessary.

Program/Discipline	Coordinator's Name	Accomplishments, Updates on 5 Year Action Plan from Program Reviews, Challenges, etc.	Comments
Accounting, AAS	Stacie Bailey	5 Year Program Review, Self-Study, External Review, and Executive Summary with 5 Year Action Plan is written. Site visit for external review was conducted. CSM entered into three new articulation agreements for Accounting AAS, bringing the total to four. Work was completed to prepare all evening accounting classes to run in mini sessions beginning Fall 2020. Work was completed to prepare ACC 2100, ACC 2110, and ACC 2027 to run completely online beginning Fall 2020. ACC 2010 Accounting Boot Camps, which began in Spring 2019, continued during Fall 2019 and Spring 2020. In addition to continuing the LaPlata Boot Camp, we added a second Boot Camp on the Leonardtown campus. Developed a "minimum exam requirements" list for both ACC 2010 and 2020 to continue to ensure all sections, across all campuses and teaching modalities maintain the same rigor. Due to the COVID 19 pandemic, the accounting program, like all other programs, was forced to complete the spring semester in a remote environment. All classes and faculty successfully transitioned to fully online with very little interruption to our "normal" instruction. Fall and Spring Advisory Council meetings were held to continue on-going discussions to ensure the program is meeting the needs of the community and industry. ACC 2010 piloted a new assessment requiring students to complete a Payroll Embezzlement Case Study. The assessment will be used in all ACC 2010 sections beginning in Fall 2020.	Based on the input received during the Self-Study, ALAC Presentation, and External Review of the 5 Year Program Review, the Accounting Program quality will be improved and students will benefit from a finely tuned program offering in-demand career options. With the addition of online offerings for ACC 2100, 2110, and 2027, the entire Accounting Program will now be available online, increasing accessibility to students who may not be able to, or may not wish to attend classes in person. This should be especially beneficial as the impact of the pandemic continues. Because ACC 2010 is a prerequisite for all other accounting classes, the additional Boot Camp offering should benefit those students who struggle to succeed in this rigorous class.

		ACC 2020 will pilot a new assessment in Fall 2020 requiring students to prepare a written report analyzing company financial data. It will then be used in all ACC 2020 sections in Spring 2021.	

Course Based Assessment Summary Report – List any courses in your division that had undergone assessment during the academic year. Refer to the Curriculum Map, Executive Summaries and the Five Year Action Plans from the latest Program Reviews as a guide. Add and delete rows as necessary.

Course Number and Title, Responsible Faculty's Name	Course Outcome	Assessment Method and Criteria or Benchmark	Analysis of Findings, Summarize Results	Plan to Improve Student Success, if necessary
EXAMPLE	Student will create, develop and present a clear and cogent presentation.	A collaboratively developed rubric will assess student oral presentations in all speech courses. The rubric will assess the following areas: Introduction, Body Language, Delivery, Conclusion and Presentation Aids. 80% of the rubric scores will meet or exceed expectations.	N=150. 87% of the scores met expectations or higher. However, the Conclusion and the Presentation Aids subjects were more likely to be rated lower than the other areas.	Based on the analysis of the assessment, it is clear that identified areas of instructional weakness for this outcome are the Conclusion and Use of Presentation Aids. Faculty will collaborate on teaching solutions for each area during pre-semester and integrate the changes in the Fall. This outcome will be re-assessed at the end of the academic year to evaluate the effectiveness of the changes.
ACC 2010 **Principles of Accounting I** **Stacie Bailey**	Assessment chosen measures all course objectives *Note – a new, project-based case study assessment was piloted in Spring 2020. Beginning in Fall 2020, this assessment will replace the current assessment used in FY 2019-2020.	A common quiz will be administered on each chapter covered in the course. The quizzes, taken in total, address all course objectives. Benchmark – 70% of students will receive an average grade of 70%.	Quiz scores were collected for all Principles of Accounting I face-to-face classes on all campuses, as well as the online offerings. There was a quiz for each of the 10 chapters covered in the course. The quiz results were compiled and accumulated by campus, as well as overall. The total number of students assessed in the fall was 161, and the number of students assessed in the spring was 139. 85.3% of students scored above the 70% benchmark.	The benchmark was met in both semesters, and no individual chapter average was lower than 70%. It appears as if Chapter 6 is giving students difficulty, as those were some of the lowest grades. This will be discussed in the accounting faculty pre-semester meeting this August to identify ways to help students with this chapter. As already noted, the assessment itself will be changing in the fall. The new case study assessment emphasizes written communication and application of course objectives.

Link: https://catalog.csmd.edu/preview_program.php?catoid=29&poid=4727

General Education Requirements and Courses

General Education Requirements

All degree programs of study at the college are comprised of both discipline-specific and general education courses.

The discipline-specific courses are designed to provide students with the knowledge, skills, and abilities necessary for proficiency in their chosen program of study or major.

The General Education courses, on the other hand, set the foundation of a higher education curriculum and provide a coherent intellectual experience for all students, regardless of their program of study. These courses will range from 20 to 36 credits, depending on the degree selected. Whatever the number, they will be selected from the same list of courses, which are grouped below under the following headings: Arts; Humanities; English Composition; Social/Behavioral Sciences; Mathematics; Biological Sciences; Physical Sciences.

This course distribution is intended to ensure that students have mastered fundamental skills and have demonstrated a familiarity with a core knowledge considered basic to all college-level work.

These general education course credits are transferable to all two- and four-year public institutions (and many private institutions as well) in Maryland and are guaranteed so in Student Transfer Policies (contained in Appendix III of this catalog).

According to the Maryland Higher Education Commission (MHEC), a general education program is designed to introduce undergraduates to the fundamental knowledge, skills, and values that are essential to the study of academic disciplines, to the pursuit of life-long learning, and to the development of educated members of the community and the world.

As graduates of College of Southern Maryland, students will demonstrate the following General Education Core Competencies:

1. Demonstrate verbal and nonverbal communication skills in a variety of contexts
2. Produce original text using Standard English
3. Evaluate a scientific problem supporting a hypothesis
4. Develop quantitative reasoning skills to solve a problem
5. Demonstrate analytical, problem-solving, and evaluation skills
6. Utilize technology in making decisions and gathering information, and in communication
7. Recognize when information is needed and have the ability to locate, evaluate, and effectively and ethically use the needed information
8. Value and understand the role of the arts and humanities in the human experience
9. Recognize the importance of diverse cultures and global and historical perspectives

Student Learning Outcomes Assessment Report (SLOAR)
Community College of Baltimore County

The Community College of Baltimore County (CCBC) has three major forms of student learning outcomes: general education outcomes, program-level outcomes, and course-level outcomes. Each set of outcomes is developed with input from deans, department chairs, and faculty. The general process for assessment also involves assessment staff. In the case of general education assessment, the General Education Review Board leads the process. At the program-level, it is the Program Review Committee. While at the course-level, faculty teams are responsible for the process.

The measurement tools used to assess student learning outcomes are customized for the program and/or course in which they are deployed. Within that program or course, the measurement tool is standard for all applicable students. At the program-level, assessment proceeds via metrics such as licensure and certification exam pass rates, but also includes Program Outcomes Assessment Projects that utilize results from capstone projects mapped to program outcomes. The capstone project is standard for all applicable students. In the case of general education outcomes assessment, all students are assigned the Common Graded Assignment for the course in which they are enrolled. For course-level assessment, a common project or assessment is used. Often this is the final exam.

Common Graded Assignments in general education assessment measure at least five of the seven general education outcomes. These learning outcomes comprise the only set that applies to all students at the institution. They include:

- **Written and Oral Communication/Signed:** The ability to effectively express ideas in written, oral, and/or signed communication for a variety of audiences and situations, including active listening, the creation of well-organized messages, and critical analysis of others' messages.
- **Critical Analysis and Reasoning:** The ability to evaluate information by identifying the main concept, point of view, implications, and assumptions in order to come to well-reasoned conclusions and solutions, testing them against relevant criteria and standards.
- **Technological Competence:** The ability to use contemporary technology to solve problems, validate information, and to meet challenges as a member of an evolving technological society.
- **Information Literacy:** The ability to identify, find, and evaluate appropriate resources for research as well as incorporate the information effectively and ethically for lifelong educational, professional and personal use.
- **Scientific and Quantitative or Logical Reasoning:** The ability to apply basic mathematical, scientific, and/or logical concepts and theories to analyze data, solve problems, and make decisions.

- **Local and Global Diversity:** The ability to use knowledge and skills effectively in dynamic, evolving multicultural environments to address the challenges in building just, equitable, and productive communities and societies.
- **Personal and Professional Ethics:** The ability to identify, examine, evaluate, and resolve personal and professional ethical issues and their ramifications using a variety of ethical perspectives and problem-solving approaches.

Common Graded Assignments and the rubrics used to evaluate them are reviewed on a three-year cycle. In the semester prior to administration, the faculty teams review the assignment and rubric and submit any revisions to the General Education Review Board. The General Education Review Board reviews the materials for alignment and rigor. For course-level and program level assessment, this review process is undertaken by an external expert who is retained to evaluate the measurement tools. Program-level assessment, occurs every five years in preparation for the program review. Course-level assessment, takes place as needed, with a goal of conducting a course-level assessment in every highly enrolled course at least once every ten years.

Faculty implement the assessments in their courses in accordance with the assessment cycle and are expected to administer the assessment in the last few weeks of the course. They are informed of the specific learning outcomes and applicable measurement tools in one or more of the following ways:

- The department chair shares the information and materials at a department meeting or through written communications
- The expectations are laid out in the Common Course Outline or course syllabus
- The faculty member who coordinates the process proactively reaches out to faculty as their assessment period approaches and works with them to prepare to conduct the assessment in their classes.
    - For general education assessment, this person is the General Education Assessment Teams (GrEATs) Coordinator.
    - For course-level assessment projects and Program Outcomes Assessment Projects it is the Learning Outcomes Assessment Associate.

Faculty teams score the assessments in the semester following administration. Completed assessment materials, such as electronic data files of scores, are transferred to the Planning, Research, and Evaluation office for analysis. Faculty use the data summary reports to plan interventions designed to continuously improve student learning outcomes. The intervention plan process is similar regardless of whether assessment is at the general education-, course- or program-level. It involves reviewing the assessment results and identifying targets for intervention. Interventions can focus on teaching practices and/or on the measurement tools. Interventions are then implemented in the classroom prior to the next assessment administration. Results from post-intervention assessments are compared to previous results to gauge the intervention's impact on student learning.

During the data analysis, CCBC evaluates specific aspects of the tool. One way we do this is by comparing performance on the tool to overall course performance to ensure that the results of the tool are not inconsistent with course performance (e.g., students with high grades in the course are not getting low scores on the assessment while students with lower grades get higher scores).

In some cases we also correlate exam scores with GPA to confirm that the correlation is positive. Another way we evaluate assessment tools is by performing an item analysis. We look at the rate at which each item was answered correctly and incorrectly, and identify the most frequently chosen incorrect answer. Items that have a high rate of error are reviewed by faculty to determine if there is an issue with the wording of the item. If a problem with clarity is identified, the instrument is revised. The revised instrument is evaluated similarly in the subsequent administration.

While some interventions focus on revisions to the instruments, most focus on improvements in teaching practices. Practice changes have included adding additional materials related to an outcome, changing the teaching methods for specific topics, lengthening the amount of time devoted to particular topics, and bringing in outside experts (e.g., including librarians during instruction on information literacy topics). Some of these practice changes apply to all students, while others address disparities identified through data disaggregation. We routinely disaggregate assessment results by demographic variables such as race/ethnicity, gender, and age group. When this reveals significant differences by group, interventions focus on closing identified achievement gaps. Subsequent analyses evaluate trends in achievement gaps to determine the extent to which CCBC is progressing toward our goal of achieving equitable learning outcomes for all students.

One large-scale intervention strategy implemented at CCBC is the incorporation of high-impact practices (HIPs) in highly enrolled General Education courses. HIPs include pedagogical approaches to student engagement in the classroom and can include: first year experiences, common intellectual experiences, learning communities, writing-intensive courses, collaborative assignments and projects, undergraduate research, diversity/global learning, service learning/ community-based learning, internships, and capstone courses and projects (Kuh, 2008) and more recently, ePortfolios (Watson, Kuh, Rhodes, Light and Chen, 2016). CCBC has been aware of achievement gaps in historically underserved populations, specifically African American students. As such a strategy of infusing HIPs into highly enrolled general education courses was utilized to ensure equity of access to HIPs, and to reach the maximum number of students. In pilot studies, we assessed the impact of HIPs via course success rates and retention to the next semester. We found that students had better retention rates and that achievement gaps diminished significantly in several highly enrolled general education courses where HIPs were integrated. These finding have supported efforts to incorporate HIPs in both additional general education courses and in programmatic courses.

Kuh, G. D. (2008). High-impact educational practices: What they are, who has access to them, and why they matter. Washington, DC: Association of American Colleges and Universities.

Watson, E.W., Kuh, G. D., Rhodes, T., Light, T.P. and Chen, H.L. (2016) vol. 6(2). Editorial: ePortfolios—the eleventh high impact practice. International Journal of ePortfolio.

General Education Assessment

CCBC's General Education Program introduces students to a variety of disciplines that build a common foundation of knowledge that promotes responsibility, critical thinking, and lifelong independent learning.

General Education courses prepare students to meet the personal, academic and career challenges of today and tomorrow as empowered citizens of a global society.

The General Education Review Board
(GERB) has designed a comprehensive assessment plan that includes internal measures that assess CCBC's stated General Education Outcomes using faculty designed assessments termed Common Graded Assignments (CGAs).

Faculty teams known as **General Education Assessment Teams (GrEATs)** collaboratively design assessments which are assigned to all sections of a course and serve to assess the proficiency of students on CCBC's stated General Education Outcomes. Assignments are evaluated by faculty and statistically analyzed on a regular cycle. Faculty then use these results to implement various strategies in the classroom to further develop student outcomes in a system of continuous improvement.

General Education Outcomes

Written and Oral Communication/Signed: The ability to effectively express ideas in written, oral, and/or signed communication for a variety of audiences and situations, including active listening, the creation of well-organized messages, and critical analysis of others' messages.

Critical Analysis and Reasoning: The ability to evaluate information by identifying the main concept, point of view, implications, and assumptions in order to come to well-reasoned conclusions and solutions, testing them against relevant criteria and standards.

Technological Competence: The ability to use contemporary technology to solve problems, validate information, and to meet challenges as a member of an evolving technological society.

Information Literacy: The ability to identify, find, and evaluate appropriate resources for research as well as incorporate the information effectively and ethically for lifelong educational, professional and personal use.

Scientific and Quantitative or Logical Reasoning: The ability to apply basic mathematical, scientific, and/or logical concepts and theories to analyze data, solve problems, and make decisions.

Local and Global Diversity: The ability to use knowledge and skills effectively in dynamic, evolving multicultural environments to address the challenges in building just, equitable, and productive communities and societies.

Personal and Professional Ethics: The ability to identify, examine, evaluate, and resolve personal and professional ethical issues and their ramifications using a variety of ethical perspectives and problem-solving approaches.

Maryland Higher Education Commission
Student Learning Outcomes Assessment Report (SLOAR) 2021
Frederick Community College

Part One: Process

Assessment of student learning is now an essential part of the culture at Frederick Community College and a fundamental process for evaluating the mission of the College. The guiding principles behind the FCC Assessment Process can be found in accreditation guidelines from the Middle States Commission on Higher Education (MSCHE) which specifically states that "an accredited institution possesses and demonstrates clearly stated education goals at the institution and degree/program levels, which are interrelated with one another with relevant educational experience and with the institution's mission; organized and systematic assessments conducted by faculty and/or appropriate professionals, evaluating the extent of student achievement of institutional and degree program goals; consideration and use of results for the improvement of educational effectiveness; periodic assessment of the effectiveness of assessment processes utilized by the institution for the improvement of educational effectiveness." Student learning assessment is closely integrated into College-wide planning and assessment structures, and the documented results demonstrate assessment data that are used to improve teaching and learning. The College measures student learning achievement relying on direct measures and collected at the course level which are then mapped within the College program review and general education assessment cycles. These assessments are then supplemented by indirect measures collected at the institution.

Course-Level Assessment
Course-level assessment is the foundation of all other assessment data collection activities. Course-level assessment is performed by faculty as designated in the syllabi of record for each course. Faculty use exams, projects, or other assignments to better understand how students are learning in each individual course. This data is then mapped to general education or program level outcomes. For general education, each syllabi of record includes the general education goals along with the corresponding individual course-level learning outcomes. Data related to these outcomes is then collected in the observations portion of TK20 following the General Education CORE Assessment Schedule. For programmatic assessment, courses are mapped to programmatic outcomes using the curriculum map. Data for corresponding courses is then collected using the assessment planning platform in TK20 to ensure that students are achieving designated program outcomes.

General Education Assessment
General education is the foundation of the higher education curriculum providing coherent intellectual experience for all students. The general education CORE includes ten general education goals: college-level communication skills, critical thinking skills, capacity for systems thinking about ways in which individuals, groups, institution, and societies interrelate, quantitative problem solving, scientific reasoning, technological competence, academic, professional, and civic ethics, thinking around visual, performing, and literary arts and the human values expresses in all art forms, personal wellness to make informed lifestyle choices, and cultural competence.

General education goals are assessed using common assessments on a 5-year cycle. Common assessments represent assessments in which a standard rubric is applied to different assignments. Using standard rubrics allows for the aggregation of data from multiple courses to assess student attainment of each general education CORE goal. However, the College provides faculty, department chairs, and deans with disaggregated information that informs instructional and curricular changes to continue to improve student learning. Below are the aggregated general education results for the current 5-year cycle (1- Undeveloped, 2-Developing, 3-Competent, 4-Accomplished) or the year on the current five-year cycle in which the outcome will be assessed.

General Education Goal	Score/Status
Communication	3.19
Critical Thinking	3.25
Systems Thinking	2022-2023
Quantitative Reasoning	3.07
Scientific Reasoning	3.25
Technological Competence	2022-2023
Ethics	2022-2023
Arts & Humanities	2021-2022
Wellness	3.32
Cultural Competence	2021-2022

Program Level Outcomes

Program and certificate level assessment is performed as part of the program review process. The foundation for this process is the curriculum map. The curriculum map serves as a diagram which identifies where specific student learning outcomes are introduced, emphasized, and assessed within program core courses. Once the curriculum map is completed, faculty work directly with the assessment area to identify and collect data to assess each programmatic outcome. In the College assessment system, faculty are asked to designate whether the measure was met/not met, input the data for the assessment, provide a brief context for what they learned from the data, and describe how this will be used for programmatic improvement. This information is integrated into the larger program review process and shared with program managers, department chairs, and deans.

Part Two: Implementation

Faculty are informed of learning outcomes through the syllabus of record which is part of the curriculum approval process. When a new faculty member (both adjunct and full-time) is hired they are required to use the curriculum committee approved outcomes on their syllabus. In regards to assessment tools, some college departments require that faculty use common assessments while others are more open to allowing faculty to determine how they assess student learning. However, they are required to measure the outcomes on the syllabi or record. Office managers, program managers, department chairs, and deans all communicate with faculty regarding learning outcomes when they are hired to and/or selecting the courses they will teach during an academic term.

In addition to this communication, faculty are also informed of the importance of learning outcomes through communication from the assessment office. The assessment office reaches out to all faculty who teach a course that is mapped to any of the processes detailed above. This is done through direct email explaining the process. Furthermore, resources have been made available to all faculty on the public webpage regarding assessment strategies and processes. Finally, the Assistant Dean, Assessment and Articulation holds multiple professional development opportunities throughout the year including the College adjunct nights and professional development week to ensure all faculty are trained regarding assessment strategies and processes. This multi-pronged approach helps the institution ensure that faculty understand and assess the designated learning outcomes for their course, the general education CORE, and their academic program.

Part Three: Meta-Assessment of Assessment Tools

The data collected in the College assessment process is leveraged to make changes that will regularly improve student learning. Results have been used to adjust instruction, curriculum, and the assessment process overall.

- The early childhood development program manager identified the need to implement instruction around professionalism into the program. This was feedback from industry professionals collected during the review. The program manager has integrated instruction around the topic into multiple courses.
- The communication program manager identified that one learning outcome in the program was taught but not assessed after completing the curriculum map. Since this was discovered, the faculty have worked to integrate an assessment into the curriculum to ensure the learning outcome is measured.
- Science faculty sat down and reviewed the standardized rubric used to assess scientific reasoning after their most recent collection. They held inter-rater reliability discussions and made edits to the prompts on the rubric to ensure that all faculty were applying and rating each content area with the same lens.

There are many more examples of similar instruction, curriculum, or assessment process improvements that are made using the College assessment processes. When data is analyzed, faculty work directly with the Assistant Dean, Assessment and Articulation to identify changes to each of these areas and ensure they are documented within the general education feedback form and/or the academic program review document/academic program review action plan database. Furthermore, if faculty identify needed changes within the assessment process and/or tool, faculty can simply reach out to the Assistant Dean, Assessment and Articulation to work through these changes.

The College continues to focus on learning improvement through an imbedded culture of assessment. In addition to using the direct measures listed above, the College also regularly reviews indirect measures such as student evaluations, faculty observations, faculty performance appraisals, the larger academic program review process, and student performance metrics (grades, retention, completion, etc.) to make improvements to curriculum and instruction. Using this multipronged approach, the College is able to provide affordable, flexible access to lifelong education that responds to the needs of diverse learners and the community.

GENERAL EDUCATION CORE

Effective summer 2019, most credit courses have been renumbered. The former course numbers are listed in the course descriptions when applicable. A reference document of the old and new course numbers can also be found on the web at https://www.frederick.edu/class-schedules.aspx?cid=schedules-top-link**.**

The general education CORE is that foundation of the higher education curriculum providing a coherent intellectual experience for all students. The general education CORE is designed to introduce undergraduates to the fundamental knowledge, skills and values which are essential to the study of academic disciplines, to the pursuit of life-long learning and to the development of educated members of the community and the world. The complete list of general education goals is listed below.

For programs awarding the associate of arts (A.A.) degree, the associate of science (A.S.) degree, or the associate of arts in teaching (A.A.T.) degree, the general education CORE consists of at least 31 credit hours which must include the following:

Code	Title	Credits
ENGL 101	English Composition [1]	3
Arts, Humanities & Communications (three courses, one selected from each area)		9
Social & Behavioral Sciences (two courses, selected from different disciplines)		6
Biological & Physical Science (two courses, one of which must be a lab science)		7-8
Mathematics (one course)		3-4
Interdisciplinary & Emerging Issues (optional)		
Total Credits		28-30

1

Students must earn a grade of C or better.

For programs awarding the associate of applied science (A.A.S.) degree, the general education CORE consists of at least 20 credit hours which must include the following:

Code	Title	Credits
ENGL 101	English Composition [1]	3
Arts, Humanities & Communications (one course)		3
Social & Behavioral Sciences (one course)		3
Biological & Physical Sciences (one course)		3-4
Mathematics (one course)		3-4
Total Credits		15-17

1

Students must earn a grade of C or better.

Students in the associate of arts in teaching (A.A.T.) program should complete the approved general education courses listed in the A.A.T. program of study.

General Education Goals

I. Students will demonstrate college-level communications skills.
II. Students will demonstrate critical thinking skills.
III. Students will demonstrate the capacity for systems thinking about ways in which individuals, groups, institutions, and societies interrelate.
IV. Students will demonstrate quantitative problem solving.
V. Students will apply scientific reasoning.
VI. Students will demonstrate technological competence.
VII. Students will interpret and apply academic, professional, and civic ethics.
VIII. Students will be able to make informed critical responses to the visual, performing and literary arts and to the human values expressed in all art forms.
IX. Students will evaluate personal wellness to make critically informed lifestyle choices reflecting an understanding of wellness.
X. Students will demonstrate cultural competence.

CORE Courses

All General Education courses listed on this page may be taken in the Honors format, when offered, and designated with an 'H' (e.g., MATH 101H) in the class schedule.

1. Arts & Humanities

Arts

Code	Title	Credits
ARTT 100	Introduction to the Creative Arts	3
ARTT 101	Foundations of Studio Art I	3
ARTT 103	The History of Art: Non-Western	3
ARTT 104	The History of Art: Prehistoric to Early Renaissance	3
ARTT 105	The History of Art: Renaissance to Modern	3
ARTT 106	Drawing I	3
ARTT 113	Pottery I	3
COMM 111	Introduction to Mass Communication	3
FILM 101	Introduction to Film	3
GRPH 105	Basic Darkroom to Digital Photography	3
MUSC 101	Music History and Appreciation	3
MUSC 103	Fundamentals of Music	3
MUSC 109	American Popular Music	3
MUSC 201	Music Cultures of the World	3
THEA 100	Introduction to Theatre	3

Notes:

- ARTT 100 Introduction to the Creative Arts, ARTT 103 The History of Art: Non-Western, ARTT 104 The History of Art: Prehistoric to Early Renaissance, ARTT 105 The History of Art: Renaissance to Modern, MUSC 201 Music Cultures of the World and THEA 100 Introduction to Theatre satisfy Cultural Competence Requirement.
- COMM 111 Introduction to Mass Communication can be taken to satisfy either the General Education requirement in Arts or in Communication, but not both.

Communication

Code	Title	Credits
COMM 101	Introduction to Communication Studies	3
COMM 102	Interpersonal Communication	3
COMM 103	Public Speaking	3
COMM 105	Small Group Communication	3
COMM 107	Career Communication	3
COMM 109	Basic Conflict Mediation	3
COMM 111	Introduction to Mass Communication	3
ENGL 102	English Composition and Literature	3
ENGL 241	Journalism Publication Practicum	3

Notes:

- COMM 102 Interpersonal Communication satisfies Cultural Competence Requirement.

- COMM 105 Small Group Communication and ENGL 241 Journalism Publication Practicum satisfy Cultural Competence Requirement.
- COMM 111 Introduction to Mass Communication can be taken to satisfy either the General Education requirement in Arts or in Communication, but not both.
- ENGL 102 English Composition and Literature can be taken to satisfy either the General Education requirement in Communication or in Humanities, but not both.
- ENGL 241 Journalism Publication Practicum can be taken to satisfy either the General Education requirement in Communication or in Humanities, but not both.

Humanities

Code	Title	Credits
ARBC 101	Introductory Arabic I	3
ARBC 102	Introductory Arabic II	3
ASLS 121	American Sign Language I	3
ASLS 122	American Sign Language II	4
ASLS 223	American Sign Language III	4
ASLS 224	American Sign Language IV	4
ASLS 225	American Sign Language V	4
CHIN 101	Introductory Chinese I	4
ENGL 102	English Composition and Literature	3
ENGL 201	British Literature Anglo-Saxon Period to the Eighteenth Century	3
ENGL 202	British Literature Eighteenth Century through the Present	3
ENGL 203	American Literature Pre-Colonial through Civil War Periods	3
ENGL 204	American Literature Civil War Period through the Present	3
ENGL 205	World Literature through 1650 C.E.	3
ENGL 206	World Literature 1650 C.E. through the Present	3
ENGL 216	The Short Story	3
ENGL 226	Film as Literature	3
ENGL 227	Multiculturalism and Literature: Borders, Boundaries, and Belonging	3
ENGL 230	African American Literature	3
ENGL 231	English Language Studies	3
ENGL 241	Journalism Publication Practicum	3
FREN 101	Introductory French I	3
FREN 102	Introductory French II	3
FREN 201	Intermediate French I	3
FREN 202	Intermediate French II	3
GERM 101	Introductory German I	3
GERM 102	Introductory German II	3
GERM 201	Intermediate German I	3
GERM 202	Intermediate German II	3
HUMN 104	Humanities in a Digital World	3
HUMN 105	Cultural Studies: Latin America	3
HUMN 107	Cultural Studies: Asia	3
HUMN 204	World Religions	3
HUMN 210	The Language of Hip Hop	3
HUMN 223	Classical Mythology	3
ITAL 101	Introductory Italian I	3
ITAL 102	Introductory Italian II	3
ITAL 201	Intermediate Italian I	3
LATN 101	Introductory Latin I	3
LATN 102	Introductory Latin II	3
LATN 201	Intermediate Latin I	3
LATN 202	Intermediate Latin II	3
PHIL 101	Introduction to Philosophy	3
PHIL 102	Critical Thinking	3
PHIL 105	Ethics	3
PHIL 206	Symbolic Logic	3
PHIL 207	Biomedical Ethics	3
PHIL 208	Business Ethics	3
PHIL 210	Ethics and Film	3
RUSS 101	Introductory Russian I	3
RUSS 102	Introductory Russian II	3
RUSS 201	Intermediate Russian I	3
SPAN 101	Introductory Spanish I	3
SPAN 102	Introductory Spanish II	3
SPAN 201	Intermediate Spanish I	3
SPAN 202	Intermediate Spanish II	3
SPAN 211	Spanish Conversation I	3

Notes:

- ENGL 205 World Literature through 1650 C.E., ENGL 206 World Literature 1650 C.E. through the Present, ENGL 227 Multiculturalism and Literature: Borders, Boundaries, and Belonging, ENGL 230 African American Literature, ENGL 241 Journalism Publication Practicum, HUMN 105 Cultural Studies: Latin America, HUMN 107 Cultural Studies: Asia, HUMN 204 World Religions, HUMN 210 The Language of Hip Hop, FREN 201 Intermediate French I, FREN 202 Intermediate French II, SPAN 201 Intermediate Spanish I, SPAN 202 Intermediate Spanish II and SPAN 211 Spanish Conversation I satisfy Cultural Competence Requirement.
- ENGL 102 English Composition and Literature can be taken to satisfy either the General Education requirement in Communication or in Humanities, but not both.
- ENGL 241 Journalism Publication Practicum can be taken to satisfy either the General Education requirement in Communication or in Humanities, but not both.

2. English

Code	Title	Credits
ENGL 101	English Composition	3

3. Interdisciplinary & Emerging Issues

Computer Literacy

Code	Title	Credits
CMIS 101	Information Systems and Technology	3
CMIS 106	Object Design and Programming	3

Wellness

Code	Title	Credits
HLTH 150	Health Education	3
HLTH 160	Stress Management	3
NUTR 102	Nutrition in a Changing World	3
PHED 165	Fitness for Living	3

Emerging Issues

Code	Title	Credits
ACCE 110	Academic Engagement Seminar	3
ACCE 110H	Academic Engagement Seminar	3
ACCE 140	Introduction to Leadership	3
ACCE 250	Global Scholar Experience	3
ASLS 124	Introduction to Deaf Community and History	3
BMGT 281	Global Awareness in the Work Environment	3
EMGT 101	Disaster, Crisis, and Emergency Management	3

Note:

- ACCE 110 Academic Engagement Seminar, ACCE 250 Global Scholar Experience, ASLS 124 Introduction to Deaf Community and History and BMGT 281 Global Awareness in the Work Environment satisfy Cultural Competence Requirement.

4. Mathematics

Code	Title	Credits
MATH 101	Foundations of Mathematics	3
MATH 101A	Foundations of Mathematics	3
MATH 110	Fundamental Concepts of Mathematics I	4
MATH 120	Statistics	3
MATH 120A	Statistics	3
MATH 125	Business Statistics	3
MATH 127	Statistics with Probability	4
MATH 145	College Algebra	3
MATH 145S	College Algebra	3
MATH 165	Precalculus	4
MATH 175	Applied Calculus	3
MATH 185	Calculus I	4
MATH 195	Calculus II	4

5. Biological & Physical Sciences

Code	Title	Credits
BIOT 130	Forensic Biology	4
BIOT 140	Biotechnology and Society	3
BSCI 100	Fundamental Concepts of Biology	4
BSCI 105	Human Ecology	3
BSCI 106	General Ecology	4
BSCI 107	Study of the Human Body	3
BSCI 117	Human Biology	4
BSCI 150	Principles of Biology I	4
BSCI 160	Principles of Biology II	4
BSCI 201	Anatomy and Physiology I	4
BSCI 202	Anatomy and Physiology II	4
BSCI 223	Microbiology for Allied Health	4
CHEM 100	Chemistry and Society	4
CHEM 101	General Chemistry I	4
CHEM 102	General Chemistry II	4
PHSC 101	Survey of Physical Science	3
PHSC 104	Survey of Oceanography	3
PHSC 105	Survey of Meteorology	3
PHSC 109	Energy and Society	3
PHSC 111	Introduction to Physical Science	4
PHSC 112	Introduction to Earth Systems Science	4
PHSC 115	Introduction to Meteorology	4
PHSC 117	Introduction to Astronomy	4
PHSC 121	Physical Geology	4
PHSC 122	Historical Geology	4
PHYS 101	Survey of Physics	3
PHYS 121	Fundamentals of Physics I	4
PHYS 122	Fundamentals of Physics II	4
PHYS 151	General Physics I	4
PHYS 252	General Physics II	4

6. Social & Behavioral Sciences

Anthropology

Code	Title	Credits
ANTH 101	Introduction to Anthropology	3

Note:

- ANTH 101 Introduction to Anthropology satisfies Cultural Competence Requirement.

Economics

Code	Title	Credits
ECON 200	Principles of Macroeconomics	3
ECON 202	Principles of Microeconomics	3

Note:

- ECON 200 Principles of Macroeconomics satisfies Cultural Competence Requirement.

Education

Code	Title	Credits
EDPS 210	Human Growth and Development	3
EDUC 110	Schools and Society	3

Geography

Code	Title	Credits
GEOG 101	Elements of Geography	3
GEOG 102	Cultural Geography	3
GEOG 201	Urban Social Geography	3

Note:

- GEOG 102 Cultural Geography and GEOG 201 Urban Social Geography satisfy Cultural Competence Requirement.

History

Code	Title	Credits
HIST 101	History of Western Civilization I	3
HIST 102	History of Western Civilization II	3
HIST 121	World History I	3
HIST 122	World History II	3
HIST 201	History of the United States I	3
HIST 202	History of the United States II	3
HIST 217	African-American History	3
HIST 220	World War II	3
HIST 221	The Sixties	3

Note:

- HIST 121 World History I, HIST 122 World History II and HIST 217 African-American History satisfy Cultural Competence Requirement.

Political Science

Code	Title	Credits
POSC 104	American Government	3
POSC 220	Comparative Politics	3

Psychology

Code	Title	Credits
PSYC 101	General Psychology	3
PSYC 202	Social Psychology	3

Sociology

Code	Title	Credits
SOCY 101	Introduction to Sociology	3
SOCY 102	Social Problems	3
SOCY 210	Ethnic Diversity	3
SOCY 212	Gender and Society	3

Note:

- SOCY 102 Social Problems, SOCY 210 Ethnic Diversity and SOCY 212 Gender and Society satisfy Cultural Competence Requirement.

Cultural Competence Requirement

Developing cultural competence is essential for living and working in a diverse democratic society. As part of the College degree requirements, students must complete a class that is designated a cultural competence course. Cultural competence courses expose students to the knowledge and skills necessary to participate effectively in dynamic, evolving multicultural contexts. Students will not be required to take an additional course for graduation; rather, courses can double-count to fulfill an existing general education requirement as well as the cultural competence requirement. Following is a list of courses that will fulfill the cultural competence requirement.

Code	Title	Credits
ACCE 110	Academic Engagement Seminar	3
ACCE 110H	Academic Engagement Seminar	3
ACCE 250	Global Scholar Experience	3
ANTH 101	Introduction to Anthropology	3
ANTH 103	Introduction to Archeology	3
ARTT 100	Introduction to the Creative Arts	3
ARTT 103	The History of Art: Non-Western	3
ARTT 104	The History of Art: Prehistoric to Early Renaissance	3
ARTT 105	The History of Art: Renaissance to Modern	3
ASLS 124	Introduction to Deaf Community and History	3
BMGT 281	Global Awareness in the Work Environment	3
COMM 102	Interpersonal Communication	3
COMM 105	Small Group Communication	3
ECON 200	Principles of Macroeconomics	3
EDUC 230	Foundations of Special Education	3
EMGT 213	Social Impacts of Disaster	3
ENGL 205	World Literature through 1650 C.E.	3
ENGL 206	World Literature 1650 C.E. through the Present	3
ENGL 227	Multiculturalism and Literature: Borders, Boundaries, and Belonging	3
ENGL 230	African American Literature	3
ENGL 241	Journalism Publication Practicum	3
FEMA 221	Cultural Competence in Disaster: Before, During, and After	1
FREN 201	Intermediate French I	3
FREN 202	Intermediate French II	3
GEOG 102	Cultural Geography	3
GEOG 201	Urban Social Geography	3
HCTI 225	International and American Regional Cuisine	4
HIST 121	World History I	3
HIST 122	World History II	3
HIST 217	African-American History	3
HUMN 105	Cultural Studies: Latin America	3
HUMN 107	Cultural Studies: Asia	3
HUMN 204	World Religions	3
HUMN 210	The Language of Hip Hop	3
LGST 100	Introduction to Law	3
MUSC 201	Music Cultures of the World	3
NURS 101	Introduction to Clinical Nursing	6
PHED 155	Advanced Tai Chi - Cultural Perspective	3
PHIL 210	Ethics and Film	3
POSC 220	Comparative Politics	3
SOCY 102	Social Problems	3
SOCY 210	Ethnic Diversity	3
SOCY 212	Gender and Society	3
SPAN 201	Intermediate Spanish I	3
SPAN 202	Intermediate Spanish II	3
SPAN 211	Spanish Conversation I	3
SURG 130	Introduction to Surgical Technology	6
THEA 100	Introduction to Theatre	3

Garrett College Assessment of Student Learning

Garrett College began the process of developing a comprehensive student learning outcomes assessment plan in fall 1997, beginning with general education. The College employs a process for assessing general education learning outcomes, which is outlined in the General Education Program Assessment Plan. The College's principal tool for assessing general education learning outcomes is course-embedded assessments, which are being used extensively in relation to assessing all six of the College's general education competencies: (1) information literacy skills, (2) communication skills, (3) critical analysis and reasoning skills, (4) scientific literacy and quantitative reasoning skills, (5) information management skills, (6) a cultural and global perspective. Throughout the process of developing, implementing, and maintaining the College's process for assessing student learning, and in the subsequent use of the results from that process to improve teaching and learning, faculty involvement has been central. The specific general education learning outcomes are assessed in a variety of course settings that are identified prior to the beginning of each semester, and through collected samples of student work evaluated by faculty committees using standard rubrics. A broader, summative assessment of students' general education is conducted using ETS' HEIghten®. The HEIghten ® Outcomes Assessment Suite is the comprehensive tool that Garrett College uses alongside our existing measures to improve learning effectiveness and demonstrate the validity of our general education program. At the end of the year, faculty groups led by the assessment workgroup member in the discipline prepare an assessment report in Taskstream that summarizes the results from these assessments, outlines their findings, and explains how the assessment results should be used to improve pedagogy and/or the curriculum. These reports are prepared, presented, and discussed during the faculty assessment workshop held in May each year. In 2018, GC adopted Taskstream Accountability Management System (AMS) for the creation, collection, and housing of all General Education Assessments, Program Annual Assessment Reports, and Formal Program Reviews as well as internal guiding documents, such as the Strategic Plan. Taskstream allows mapping goals to goals and/or learning objectives within a plan or to other plans or assessments.

In the spring of 2020, Dr. Midcap charged an Assessment Workgroup to develop and implement organized and systematic assessments that evaluate the extent of student achievement. The workgroup modified the General Education assessment process to assess two competencies per three-year cycle (see Appendix 1 Table 1) during the May faculty workshop. The faculty will continue to assess general education courses each semester in Taskstream per an established schedule to gather statistically viable data and monitor data fluctuations or positive/negative impacts of changes made in the course(s). The Garrett College Student Learning Outcomes Assessment General Education Program Assessment Plan is in the process of being revised to reflect the modifications and evaluate the courses in which learning outcomes are being and/or can be assessed. This will occur summer of 2021 after the new Chief Academic Officer arrives.

Student learning at the program level is assessed through assessment of program-specific outcomes with embedded program-specific general education learning outcomes; program-specific learning outcomes; certification exam pass rates (if applicable); and summative exit exams/competency demonstrations for certain programs. The College's process for assessing

student learning at program level is described in detail in the Program-Level Student Learning Assessment Plan. Faculty prepare proposals for new courses and programs, which include a learning assessment plan that identifies the program-specific learning outcomes and explains how those outcomes are going to be assessed. At the end of the year, Academic Program Directors with the assistance of faculty prepare an assessment report in Taskstream that describes assessment results and conclusions based on those results, and explains how they plan to use the assessment results to improve pedagogy, the program, and/or the curriculum to help students succeed. This reporting occurs as part of the May faculty assessment workshop. The workshop format allows faculty to present their results and to discuss them with other faculty, who can often provide additional insight and suggestions for improvement.

The College also conducts a more comprehensive assessment, or formal review, of its academic programs on a five-year rotational cycle (Formal Program Review Schedule). New programs are initially reviewed after three years. During this comprehensive review process, which normally extends through most of an academic year, program faculty, with assistance and oversight from the relevant academic program director, examine and evaluate all aspects of the program's performance, as evidenced by the Formal Program Review Outline. Until 2019, the College assessed the effectiveness of its developmental math and English/reading programs (i.e., courses) mainly by reviewing developmental students' pass rates in their developmental courses and success rates in their first college-level math and/or English courses. Because the College has relied almost entirely on the use of adjunct instructors to teach its developmental courses, it has not been possible to implement more rigorous forms of assessment, such as the use of direct measures to assess specific student learning outcomes. However, with the move to full-time faculty positions in developmental math and developmental English/reading, the developmental studies program can now be assessed using the same learning assessment processes the College uses for college-level programs. The new assessment process for developmental English and reading initiated this year focuses on students' achievement of specific learning outcomes in relation to their particular developmental courses; a similar assessment process will be implemented for developmental math.

As part of the recently established general education assessment cycle and to ensure continuity among English faculty[1] in the different modality offerings—face-to-face, remote synchronous, asynchronous online, and high school dual-enrollment—the English department conducted a course-level assessment of student writing in ENG 101. English faculty agreed to assign two similar essays (of the 4-5 each professor assigns). The first essay assigned at the beginning of the semester asked students to write a narrative. The second of the two similar essays required students to write a research-based argument toward the end of the semester.

In the fall 2020 semester, four full-time English faculty taught 11 English 101 sections. Each faculty member randomly selected five students and submitted two samples of their writing. The first sample, collected toward the beginning of the semester, asked students to write a narrative. The second sample, collected at the end of the semester, required students to write a research-

[1] In the fall of 2019, a fourth English faculty member was hired. Although the faculty member was hired primarily to teach developmental English classes, this faculty member also teaches a section of ENG 101 each semester.

based argument. Both samples were scored using a writing rubric (totaling 25 points) developed at Garrett College in 2016 that assesses development, paragraph organization, word choice, citation, and conventions. The second sample was scored a second time using the AACU's information literacy rubric for a total of 20 points.

After student samples were collected, the program director removed identifying information from the essays. Each essay was graded twice using the rubrics. In the case of discrepancies between the scores, a third grader assessed the essay. Then the scores were averaged.

For the first assignment, the narrative, graded with the writing rubric, resulted in five essays over 70%, 12 essays scoring between 60-70%, and three at 52% or lower. Using the same rubric, 11 of the research essays scored 72% or above, nine scored between 60-68%, and six below 56%. This data shows overall writing improvement among most students from the narrative essay at the beginning of the semester to the research essay at the end of the semester. The research essay was also assessed for information literacy skills by how well the student determines the extent of information needed, assesses the needed information, evaluates information and its sources critically, uses information effectively to accomplish a specific purpose, and assesses and uses information ethically and legally. Four of the 20 essays scored 70% or higher on the information literacy rubric. Five of 20 scored 55% or lower, and the remaining 10 essays scored between 60-65%. While showing writing improvement from the beginning of the semester to the end, the research essay scores in information literacy show the greatest need for curricular change. In March 2021, the Director of Humanities and Director of the Library met to discuss ways to increase information literacy skills among students and support faculty teaching research-based argumentation in ENG 101 utilizing CREDO.

The Director of Humanities plans to triangulate these outcomes with initial student placement and final ENG 101 grades and the results of a forthcoming faculty survey (spring 2021) about writing in their disciplines. These data will help to structure ENG 101 curriculum changes to increase information literacy skills and improve written communication among Garrett College students. These changes will be piloted and reassessed in the fall 2021 semester. The improved curriculum will build off the established common assignments, further emphasizing a uniform curriculum across all sections and modalities of ENG 101.

Competency II also addresses Oral Communication. A similar course assessment of COM 101 Introduction to Communication will occur in the fall 2021 semester. COM 101 is a high-enrolled general education course required by most majors and offered in different modalities each semester.

At this time, Competency VI: Cultural and Global Perspective is being re-evaluated. The Assessment Team is working to develop a rubric that will properly assess the learning outcomes and what constitutes success within this competency. These tasks are expected to be accomplished in year three of the new assessment cycle.

The COVID-19 pandemic presented many challenges this year with several of the assessments converting to an online format, but all recommendations and reflections were captured in Taskstream per each course. The biggest assessment difficulty was not being able to administer

the Heighten® exam for assessing critical thinking, written communication, and quantitative literacy in spring 2020 and spring 2021. The Assessment Workgroup, along with the new CAO who will take office July 1, 2021, will determine the continued use of Heighten®. Determination will be based on courses returning to face-to-face modality or if there is a need to develop an in-house assessment for 200-level courses for critical thinking, communication, and quantitative literacy. Other colleges have been benchmarked who use a pre- and post-test assessment, but logistically the team is determining the process to administer this type of assessment.

Continuing Education and Workforce Development (CEWD) recently drafted a Program Review document to be used to evaluate, on a cyclical basis, the performance of all Workforce Development (WD) programs. To support that process, a CEWD Program Outcomes framework has also been created. WD staff are currently working on developing outcomes for all programs, with a deadline of June 30, 2021 for completion.

The assessment workgroup has made great strides by creating a documented process for systematic academic assessment and formal program review. The General Education and Annual Course assessments are consistently gathering data. The program review process, using the new template, will guide institutional decision making. The General Education and Annual Course assessments are completing the first year using the new schedule and process. Faculty are consistently gathering course-level data for the General Education assessment as well as for the learning outcomes for the annual program reviews.

Appendix 1

Table 1

Garrett College General Education Assessment Schedule (every 3 years) Course assessments to be completed each semester per GE-Course Embedded Assignments		
Fall 2020-Spring 2021	**Fall 2021-Spring 2022**	**Fall 2022-Spring 2023**
Competencies Assessed	***Competencies Assessed***	***Competencies Assessed***
Goal I: Information Literacy ENG-101/102 ECN-201/202 BIO-102 CIS-106 *STUDENT SAMPLES: Manley	Goal III: Critical Analysis and Reasoning PSY-101 MAT-210 HUM-210 ENG-102 *STUDENT SAMPLES: Bowser **HEIGHTEN Critical Thinking**	Goal V: Information Management CIS-105/106, EDU-105 *STUDENT SAMPLES: Miller
Goal II: Communication ENG-101/102 COM-101 (formerly SPC-101) BIO-109 *STUDENT SAMPLES: Manley **HEIGHTEN Written Communication**	Goal IV: Scientific Literacy and Quantitative Reasoning MAT-105/210 BIO-101/104 CHE-101 ESC-101 Determine summer 2021 if student written or project samples will be gathered for Fall 2021 assessment. **HEIGHTEN Quantitative Literacy**	Goal VI: Cultural and Global Perspective PSY-101 SOC-101 GEO-201 *STUDENT SAMPLES: Nightengale:

* STUDENT SAMPLES: Determine courses and instructor before the beginning of each Fall and Spring semester. Reach out to them to gain commitment. Receive papers/written samples as soon as graded by faculty.

MHEC Student Learning Outcomes Assessment Report (2021)

I. PROCESS: A description of the institution's general process for operationalizing (i.e., measuring or assessing) student learning outcomes. This should include who is typically engaged in these processes (i.e., dean, department chair, faculty, students), a general timeline of how often specific measurement tools for student learning outcomes are revised, and if the measurement tool is standard for all applicable students (e.g., the same final exam for all sections of the same course).

At Hagerstown Community College (HCC), student learning outcomes assessment (SLOA) takes place at three levels: institution, program, and course. The Institutional Learning Outcomes (ILOs) align with HCC's mission statement, have been endorsed by the Faculty Assembly, and voted into policy by the Board of Trustees. Program and course outcomes are developed with the ILOs in mind. Program outcomes are assessable benchmarks for knowledge and skills that a student should be able to demonstrate at the completion of a program. Course outcomes are assessable benchmarks for knowledge and skills that a student should be able to demonstrate at the completion of a course. Careful attention is given to make sure that all sections of courses utilize common assessment measures (i.e. the same final exam, or the same paper topic). Course outcomes are contained within and unique to each course, and program outcomes are contained within and unique to each program. ILOs are common across all academic programs and divisions, although not all programs are required to report on every ILO. ILOs are assessed and reported on at the program level, and that data is compiled into division-level summaries, which are then compiled into an institution-level overview.

The process is highly integrated, and engages students, faculty, program coordinators, division directors, deans, and executive officers. SLOA is conducted on an annual cycle. At the end of each spring semester, faculty devote several weeks to analyzing data, assessing the validity of instruments utilized, and making any necessary revisions to learning outcomes at the course and program levels. A timeline from our SLOA Guidebook showing responsibilities and due dates (including outcome revisions) can be found in Appendix 1 at the end of this report.

IMPLEMENTATION: A description of how faculty are generally informed of specific learning outcomes and applicable measurement tools. This should also include a description of how faculty are expected to incorporate specific measurement tools in their teaching/supervision.

Faculty work within their departments and divisions to craft course and program outcomes and choose measurement tools. Institutional learning outcomes and general education outcomes are

crafted by committees with representation from divisions across the college. SLOA reports are shared annually via the college website. Additionally, all faculty are provided with a SLOA Guidebook each year. This guide delineates the SLOA process clearly, including expectations in terms of how to develop course and program outcomes and incorporate them in teaching and supervision. The SLOA guidebook includes a detailed resource section about measurement tools, implementing Bloom's Taxonomy, and utilizing assessment best practices.

META-ASSESSMENT OF ASSESSMENT TOOLS: A description of how an institution's assessment activities have been leveraged to improve teaching and learning. This should include specific examples of (a) how an institution, department, or program evaluates the quality of a specific measurement tool of a student learning outcome and (b) how results of any measurement tool can be used for improvement in teaching and learning (e.g., a cohort's performance on a standardized licensure exam to inform what specific course material is or is not being covered adequately).

HCC has many examples of ways assessment activities have been leveraged to improve teaching and learning. For the purposes of this report, we will highlight one of them. In our most recent collection of course assessments from Spring 2021, all sections of Communication 103 (Public Speaking), measured a persuasive speech assignment and a reflection assignment, using common rubrics. The course has six student learning outcomes:

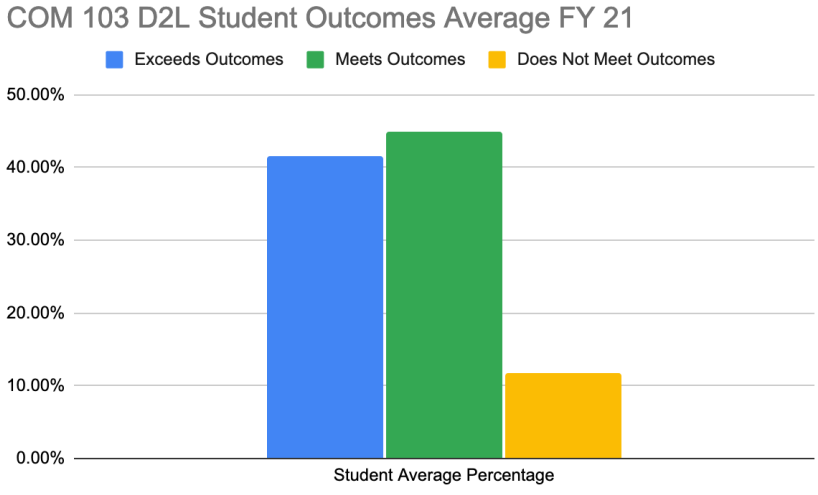
1. Explain and demonstrate the basic elements in the dynamic communication process.
2. Create messages appropriate for a chosen audience, purpose, and context in a variety of speech genres and communication technologies.
3. Deliver a speech using an appropriate delivery method and effective self-presentation.
4. Critically analyze the messages of others.
5. Use communication to respond to and advocate for courses of action.
6. Evaluate personal communication strengths and weaknesses.

A Persuasive Speech Rubric measures the first five outcomes and is used to assess the persuasive speech. A Reflection Rubric measures outcome six.

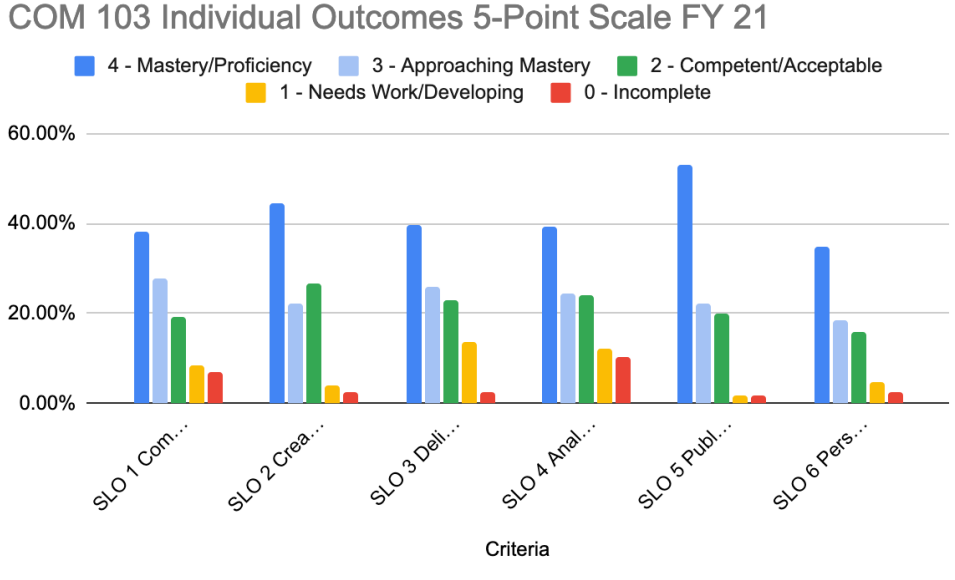
Course outcomes and assessments in Communication 103 align with national standards in accordance with the National Communication Association and the Social Science Research Council Measuring College Learning Project's 2018 report "Measuring College Learning in Public Speaking". All 13 sections assessed used the standard rubrics.

Results

Year-End Averages for All Outcomes



Individual Outcomes Grade Breakdown



Observations

The average student score on the 0-4 scale was between 2.87 and 2.99, which is ideal. Holistically, 41.52% of students exceeded the outcomes, 44.93% met the outcomes, and 11.82% did not meet the outcomes, which is also the trend among individual outcomes. Based on the strong scores for each outcome, it's appropriate to provide more advanced opportunities in public speaking for students going forward. Because students are excelling at such a high rate, instructors will be using the results of the assessment process as an opportunity to improve learning by adding *more instruction and opportunities* to advance the student's presentation skills *beyond the expected course content*.

Appendix 1

Timeline

Date	Person(s)	Responsibility
May (End of Spring term)	All faculty (adjunct and full-time)	Course Outcomes data due* to Lead Faculty/SLOA facilitator
June 1	Lead faculty/SLOA facilitator	Completed COGs uploaded to SLOA Cloud Site, online General Education Monitoring Survey completed, revise master syllabus if needed
June 15	Program Coordinator	Completed POGs uploaded to SLOA Cloud Site, online ILO Monitoring Survey completed, revise curriculum map if needed
August 1	Division Director	Review, revise, and finalize COGs and POGs, complete COG and POG review forms, complete division summaries, and verify curriculum maps
August 15	Dean of Instruction/Dean of PIE	Review and publicize COGs, POGs, division summaries and curriculum maps
End of August	Faculty and Staff involved with SLOA	Celebrate Learning at Faculty Colloquia Week
September 1	Dean of Instruction/Dean of PIE	Complete institution-wide analysis of assessment data and present findings to Board of Trustees

*General Education course data due annually. Other course data due according to schedule determined by your area leadership.

Institution: Harford Community College
Administrator of Record: Dr. Timothy Sherwood, Vice President of Academic Affairs
Contact: Elizabeth A. Mosser, Associate Dean of Academic Operations (emosser@harford.edu; 443-412-2319)

Report Institutions are asked to complete a narrative report -- not to exceed three pages, and up to two additional pages of appendices -- that must include the following descriptions:

• PROCESS: A description of the institution's general process for operationalizing (i.e., measuring or assessing) student learning outcomes. This should include who is typically engaged in these processes (i.e., dean, department chair, faculty, students), a general timeline of how often specific measurement tools for student learning outcomes are revised, and if the measurement tool is standard for all applicable students (e.g., the same final exam for all sections of the same course).

The faculty-led Learning Assessment Committee at HCC developed a system for student learning outcomes (SLO) assessment about two years ago that largely involves discipline faculty, a course lead or department coordinator, and - at times - the relevant academic dean. In general, individual faculty complete an assessment for a given SLO each fall and spring semester using a specific form that is housed locally within their division. This form, titled the Individual Course Learning Assessment (or ICLA) can be found in the appendix of this document. Then, the course lead or department coordinator for their area assists with aggregating the results across courses to allow for a unified approach to reflecting on the outcomes. The form that was created to unify the individual assessments is currently under review so that a reflective element that encourages follow-up and closing the loop on improvements can be embedded into the process. This form, titled the Unified Course Learning assessment or UCLA) can also be found in the appendix.

There are some disciplines that use a common assignment and/or rubric for assess SLOs. This is especially true when it comes to general education assessment; a common rubric for each goal is used. With that said, we are also currently working to create more specified general education rubrics – for specific disciplines – to allow for even more discerning assessment.

Currently, the timing of learning outcomes (SLO) assessment is stewarded at the division level with most areas following a 4-year cycle to ensure regular review of SLOs. Many disciplines use an excel spreadsheet to track the SLOs for their courses, again, to ensure each learning outcome is assessed periodically.

It is important to note that Academic Affairs instituted a new Academic Assessment Team (AT) this year to provide administrative support to faculty throughout the assessment process. The Associate Dean for Academic Operations – who leads this team – is now a standing member of the Learning Assessment Committee. This coordination removes administrative barriers for faculty so they can fully engage in the thought work that is necessary for meaningful assessment and curricular improvement. The AT also includes a Coordinator for Academic Assessment (position to be filled), Coordinator for Curriculum and Program Development, and Data Analyst.

There are other nuances to this process that can be noted. For example, if the fall assessment produces an acceptable review of that SLO, the faculty may pivot to a different SLO for the spring semester. And,

the involvement of adjunct faculty is an ongoing project with academic divisions at various points in their incorporation of adjuncts into the SLO assessment process.

• IMPLEMENTATION: A description of how faculty are generally informed of specific learning outcomes and applicable measurement tools. This should also include a description of how faculty are expected to incorporate specific measurement tools in their teaching/supervision.

Faculty are integral to the development of student learning outcomes for each course, which is facilitated by the internal curriculum approval process. The review of student learning outcomes is part of the program review process and often encouraged by shifts in discipline fields highlighted by organizations such as the American Chemical Society and the American Psychological Association. As such, the communication process is a dynamic one in which faculty are at the helm of this work, supported by their academic deans and in coordination with the Vice President for Academic Affairs and curriculum experts in his office.

Faculty work with internal entities such as the faculty-led Learning Assessment Committee (LAC) and Center for Excellence in Teaching and Learning (CETL) to learn about best practices regarding the creation of measurement tools such as rubrics and appropriate timelines. They also receive feedback and support from the Academic Assessment Team and their academic dean. There is growing consistency in how rubrics are used for SLO assessment; that is, certain courses with a larger number of sections utilize a common rubric for outcomes review to allow for aggregate reporting and reflection. The goal is to increase the use of this practice, which is currently underway for the assessment of general education courses. These courses do have common rubrics; however, the General Education Committee (GEC) is looking to enrich them with more specific phrasing to allow for more clarity around student success.

In addition, faculty meet with their academic dean three times each year for professional development and assessment planning. At these times, the faculty share their specific assessment plans and receive dedicated feedback on the activities, assignments, and/or assessments they propose.

• META-ASSESSMENT OF ASSESSMENT TOOLS: A description of how an institution's assessment activities have been leveraged to improve teaching and learning. This should include specific examples of (a) how an institution, department, or program evaluates the quality of a specific measurement tool of a student learning outcome and (b) how results of any measurement tool can be used for improvement in teaching and learning (e.g., a cohort's performance on a standardized licensure exam to inform what specific course material is or is not being covered adequately).

The Learning Assessment Committee engages in the meta-assessment process via a high-level review of overall assessment practices across both student learning outcomes and general education outcomes assessment. The most recent review occurred throughout the spring 2021 semester during which members of the LAC from each academic division provided feedback from their area based on a set template – this common form allowed for information from each LAC member to be aggregated for a holistic review by the entire committee. Through this process, several important take-aways were identified for action in the coming year. This action is going to entail the creation of several sub-groups of the LAC to work on improving key components of the assessment process, including the assessment manual/relevant flowcharts and the program review template that faculty use to assess their programs.

Student learning outcomes are reviewed cyclically as part of the program review process and as needed based on larger trends within disciplines. This SLO review is a high-level look at course outcomes, which is meta in nature as it allows faculty to take a broad view of the curriculum in their area. This type of review has led to shifts in course-level curriculum. Program-related changes happen in aggregate based on the review of program goals as part of the every 4- to 5-year program review process.

A mentioned previously, the General Education Committee is currently reviewing the rubrics used as part of the overall assessment of the general education program. These rubrics are applied to courses that align with each general education goal and, because of this, have been purposefully more high-level in nature. The work of the GEC in the coming year will be to determine how these rubrics can be differentiated by discipline to collect more specific student success information while still allowing for aggregate reporting.

• Any additional information that highlights how your institution measures specific student learning outcomes and how those measures are evaluated to support student learning and success through improved teaching practices.

As described above, our institution is committed to continual improvement – indeed the academic assessment process is currently under review to ensure the highest quality courses and programs are offered to our students. We are moving from a complex assessment system that is heavy on process to a more streamlined approach that has a renewed focused on curricular improvement. Much of this transition has required strong collaboration between Academic Affairs administration and faculty in the form of guidance and infrastructure support – the latter of which aids with a variety of assessment tasks including (but not limited to) data gathering and facilitation of closing the assessment loop via consistent support throughout the improvement process. The result of this strong partnership is clear movement toward a well-developed faculty who can critically evaluate their courses and programs, identifying areas for improvement and following through on such change.

General Education

The mission of Harford Community College's General Education program is to foster the students' development of the core competencies, attitudes, and values necessary to pursue lifelong learning. This foundation is integrated into all the degree programs and academic support areas at HCC. Upon completion of the General Education core requirements, students will possess the skills to acquire and apply knowledge across broad areas of study. In addition, they will be able to demonstrate the skills basic to acquiring knowledge in the behavioral/social sciences, English composition, arts/humanities, mathematics, biological/physical sciences, and interdisciplinary and emerging issues.

Upon completion of the general education core requirements, students will be able to:

1. Read with comprehension and communicate analytically, critically and/or creatively in speech and writing.
2. Apply technology across a variety of disciplines.
3. Interpret data, gathered in a variety of methods, by applying the scientific method to organize and express observations and results clearly and concisely.
4. Apply reasoning, creativity, estimation, and/or computational skills to solve complex problems.
5. Define information needs, access information efficiently and effectively, evaluate information critically and use information ethically.
6. Establish goals, develop objectives and implement plans independently.
7. Analyze ethical issues, relevant principles, and arguments in order to make informed, well-reasoned judgments.
8. Apply knowledge and skills necessary to be informed global citizens in a diverse and changing intercultural world.

Howard Community College

PROCESS

Howard Community College (HCC), since opening its doors in 1970, has been committed to continuous improvement through data-influenced decision making. Assessment at HCC is valued and well-supported as evidenced by embedded, systematic, and sustainable processes connected to nine institutional-level learning goals (eight general education goals and one program-level goal on ethics), and well-developed program and course objectives for academic and co-curricular programs. The planning, research, and organizational development (PROD) team at HCC collaborates with the President and Vice Presidents, and their direct reports, to assess institutional effectiveness. The PROD team facilitates the assessment process at all stages (i.e., implementation, analysis, reporting, and discussion) across campus. The PROD office is supported by eight regular, budgeted staff; the office also relies on assistance from part-time, contractual staff to support research and assessment efforts. Three members of the PROD team comprise the learning outcomes assessment (LOA) office. Led by an Assistant Director, this staff is devoted to assisting the faculty in their assessment of student learning. The size of the staff reflects the commitment and support of quality research and assessment.

Student achievement at the program and course levels, is evaluated in relation to a combination of program-specific, and course-specific goals. These learning goals are clearly listed in the college's catalog. To establish these goals, academic programs rely upon accreditation guidelines, established standards in specific academic disciplines and fields, requirements of transfer institutions and institutional guidelines. Specialized career technical education programs, such as those in health sciences, also rely upon feedback from accreditation site visits, advisory boards, and program and curriculum reviews to align their goals with workforce needs.

Faculty use a variety of tools to measure course and program outcomes, including quizzes and assignments rated on outcome specific rubrics. The program and course leaders generally create an assessment, aligned with the objectives, and distribute the assignment to the individual sections. Assessment tools can be revised and edited based on effectiveness for the next round of assessment.

There is a six-year plan in place for course reviews across the academic divisions, as well as a five-year process for program reviews. These assessment results are shared with faculty, with academic leadership and with the board of trustees to provide information on how well HCC is meeting its academic objectives. Periodic course reviews in each academic division analyze success rates for each course, which is an indicator of student achievement of the learning objectives necessary for success after transfer or in their chosen career. Program reviews incorporate completion data at the associate degree level, as well as bachelor's degree completion at six years. Completion of certificate programs is also included in program reviews where appropriate. In the case of both program and course reviews, if benchmarks are not met, action plans are developed within the following year and progress is tracked toward targeted improvements through established assessment cycles. The same assessment cycle using student success data is employed by support programs in student services.

Assessment of the institutional-level learning goals is embedded at the course level, so courses must be approved to satisfy a specific institutional goal. This approval process is carried out by the curriculum council, a campus-wide body charged with oversight of the academic curriculum,

with representatives from each academic division, as well as admissions and advising, eLearning, and learning outcomes assessment. The curriculum council includes a general education subcommittee, which ensures alignment of course objectives and content to institutional-level goal definitions. In 2018-2019, revisions were made to the institutional-level learning goals, which necessitated a two-step process for all courses in the general education curriculum. First, the subcommittee evaluated all courses proposed to meet these goals. The subcommittee examined course objectives and verified inclusion of course objective language that aligned with all elements of the institutional-level goals. Second, the subcommittee evaluated all assignments within the courses to be used to assess the general education goals to ensure alignment with the goal and the rubric. The evaluation process resulted in approval of 295 courses for inclusion in the general education core curriculum. Any changes to the course objectives or assignments are re-submitted to the subcommittee for approval. The general education process also includes the development and implementation of institution-wide rubrics for use in assessing the institutional-level learning goals. The rubrics were developed by goal teams made of up faculty members teaching the goal from across the college. Rubric norming sessions are held each semester within and across departments to help ensure reliable application of the rubric across the college.

IMPLEMENTATION

Each of the institutional-level learning goals are managed by a specific goal team, which are subsidiaries of the general education subcommittee. Each goal team is comprised of faculty members, from each of the relevant academic divisions, who are directly involved in teaching that goal. The goal teams, along with the guidance of the LOA Office, are responsible for the creation of the goal's rubric as well as ensuring that each academic department implements the aligned assignment and rubric with consistency and internal reliability. Each semester, goal team members and department leadership ensure consistency through a norming process where they provide student artifacts and collect ratings from faculty involved in the assessment of student learning. Discrepancies in rubric ratings are discussed and re-evaluated. Data from these sessions is passed along to the LOA Office for analysis of interrater reliability. The goal teams also review the general education data collected during the previous semesters. The review ensures that all courses approved for that goal, have correctly implemented data collection as well as analyzing the results for necessary improvements in student learning outcomes.

The General Education goal teams, the LOA office, and division leadership, all have access to the General Education Dashboard (See Appendix A). The Dashboard contains data visualizations of all data on institutional-level learning goals collected since 2019. The data can be disaggregated by a variety of variables, including term, student demographics, academic division, course and section, and teaching modality. It can be used to track the progress of student learning across institutional learning goals as well as helping to ensure that the assessments are properly implemented.

Each goal team is responsible for the creation of the goal's scoring rubric, as well as managing the training process. Each goal team has a unique approach to faculty training, depending on the number and types of divisions included in the goal, and differences in faculty perspective. However, across all goals, faculty are brought together each semester for trainings and refreshers on how to use the scoring rubric to reliably generate learning outcomes data.

The implementation of course and program review assessments is directed by individual course and program leads. The course and program leads are guided through the assessment process by their department chairs and the LOA office. Part of that process is the creation and sharing of curriculum maps, which outline where in the program students are introduced to, and master, the program goals. Program assessment takes place within the mastery-level courses. Course and Program leads work with faculty to design and implement assignments to measure the course objectives and program goals. Several professional development sessions are offered each year by the LOA office to guide faculty on how to implement their assessments.

META-ASSESSMENT

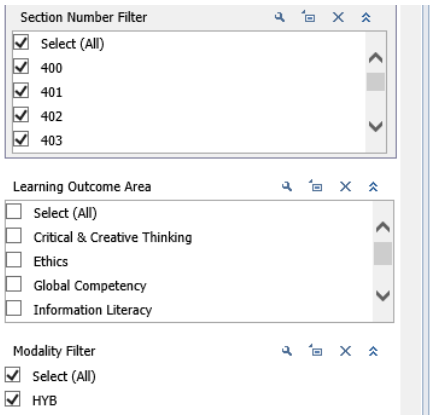
Howard Community College is steeped in continuous quality improvement. A process for systematic assessment of student learning and achievement is carefully followed. Assessment results are studied and addressed to improve programs, student services, and instruction. The assessment process is transparent, with findings and resulting action plans accessible to the college community. The effectiveness of the assessment process is systematically reviewed.

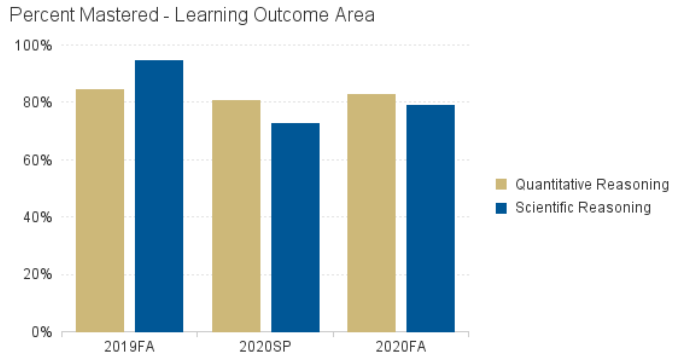
At HCC, cyclical, systematic course, and program assessments conducted by faculty are also used as an opportunity to reflect upon standards of achievement. Based on student success data from its 2017 program review, for example, the accounting AA program implemented additional writing and mathematics prerequisites for introductory accounting courses. In 2018, review of CRIM 105 (Introduction to Corrections), found that students were falling short of benchmarks on two course objectives. After discussion within the division, the course content was adjusted, and a follow-up assessment demonstrated that changes implemented had significantly improved student outcomes.

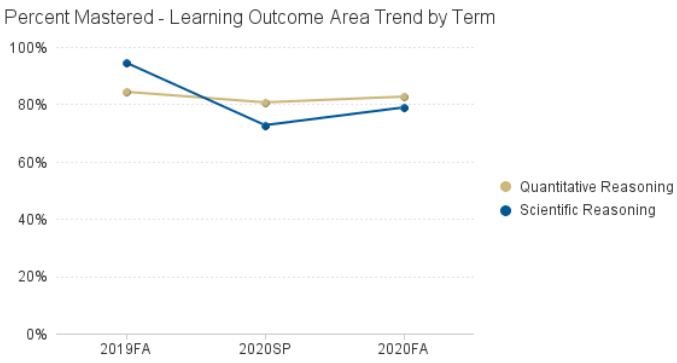
Assessment of program and institutional-level learning outcomes occurs in five-year cycles. Upon the conclusion of each cycle, stakeholders engage in structured conversations regarding potential changes to the assessment process. Proposed changes are informed by action plans, which target not only student learning outcomes, but also revisions to the assessment process itself. In response to the assessment, as well as in response to feedback from faculty and staff, HCC undertook significant revisions to the general education process, moving from an intensive assessment project once every five years to ongoing, continuous data collection and assessment of all institutional-level goals via Canvas. The process of revising general education assessment procedures has proactively engaged stakeholders throughout campus. Revisions were developed by a subcommittee including representatives from all academic divisions, as well as multiple units within student services. The vice president and associate vice president of academic affairs communicated extensively with the broader campus throughout the process, including all-faculty meetings held in August and January of the 2018-2019 academic year.

At the program and course levels, the LOA office conducted two focus groups during summer 2019 to ascertain faculty perspectives on those dimensions of the process that worked well in the past cycle and those that could be improved moving forward. The results of these focus groups were compiled in a report and were reviewed by the VPAA and LOA teams during the fall 2019 semester. Actionable suggestions were incorporated into newer templates and procedures.

Appendix A: General Education Dashboard







Ethics *(Program Level)*	**A student engages in ethical reasoning**	
	Issue Recognition: Recognizes the ethical concerns relating to a specific issue or issues.	
	Self-Awareness: Identifies one's core belief(s) in relation to an ethical issue or issues.	
	Application of Ethical Perspectives/Concepts: Applies alternative ethical perspectives to one's own, in relation to an ethical issue or issues.	
Critical and Creative Thinking	**A student uses critical and creative reasoning to demonstrate deep thinking**	
	Identifies and organizes information and/or ideas.	
	Generates ideas, and/or, explores possibilities, and considers alternatives.	
	Analyzes and evaluates ideas or outcomes.	
	Applies information and ideas to other contexts.	
Global Competency	**A student has an awareness of the wider world and their relationship to it**	
	Describes an issue and its legacy from a global perspective.	
	Discusses how human experience is shaped by global forces.	
	Analyzes the interconnectedness of global events and/or global systems.	
Information and Technological Literacy	**IL: A student is able to apply strategies of inquiry and exploration in order to find, evaluate, and use information ethically**	**TL: A student is able to solve problems and complete tasks using technology tools such as the internet, productivity and/or discipline-specific software, and emerging technologies in order to communicate ideas and information**
	Applies strategies of inquiry and exploration in finding information.	Selects the appropriate technology tool to accomplish the task at hand.
	Evaluates the authority, credibility, and purpose of a source.	Demonstrates effective use of the tool.
	Demonstrates the ethical and discipline-specific use of information.	Communicates and collaborates through the use of technology-mediated tools. Technology-mediated tools may include any digital devices or applications such as discussion boards, web-conferencing, collaborative online tools, social media, augmented reality, virtual reality, etc.

Scientific and Quantitative Reasoning	**SR: A student applies scientific concepts and reasoning to solve real world and computational problems by utilizing, interpreting, and evaluating data and information**	**QR: Students will possess the ability to reason and solve quantitative problems. They can understand, make judgements, and/or draw appropriate conclusions supported by quantitative evidence and can clearly represent those in a variety of formats**
	Understands scientific concepts, principles, terminology, symbols, and/or notation.	Interpretation: Explains information presented in various mathematical forms and in authentic contexts (e.g., equations, graphs, diagrams, tables, words).
	Applies scientific reasoning to solve a problem or address a question.	Representation: Converts relevant information into various mathematical forms (e.g., equations, graphs, diagrams, tables, words).
	Analyzes, evaluates, and/or interprets data and justify the reasonableness of a conclusion.	Calculation: Performs appropriate calculations to solve problems completely.
		Application/Analysis: Makes judgments and draws appropriate conclusions based on the information provided, while recognizing the limits of this analysis.
Written and Oral Communication	**WC: A student writes clearly and effectively for a variety of audiences, purposes, and contexts in order to learn, think, and communicate**	**OC: A student effectively uses oral and/or signed communication as a way of sharing ideas with others**
	Applies a composing process to conceptualize, develop, and finalize texts.	Context: Adapts topic, goals, and language as appropriate to the audience and context.
	Uses appropriate, relevant, and compelling content that shows the writer's understanding of the subject.	Organization and Clarity: Uses clear language and purposeful and consistent organizational pattern to create a cohesive message.
	Incorporates sources and evidence to create knowledge, insight, or perspective.	Support: References appropriate information that supports the communication goal or establishes the communicator's credibility.
	Demonstrates knowledge of genre and disciplinary conventions.	Delivery: Uses appropriate presentational and interpersonal skills to communicate a clear, compelling message.

Institutional Learning Outcomes

ILO1. **Responsibility**. Exhibit personal and social responsibility by practicing self-direction, persistence, lifelong learning, and responsible citizenship.

A. Work collaboratively and respectfully as members of diverse teams and communities
B. Utilize resources to sustain and improve personal well-being
C. Evaluate the impact of an individual's actions on the natural and human world
D. Pursue educational interests beyond the classroom
E. Engage in self-assessment and/or reflection strategies
F. Promote the quality of life in a community through political or non-political processes
G. Set personal and professional goals and establish a plan of action to attain those goals

ILO2. **Globalization and Diversity.** Explore and analyze new ideas, and understand the value of moral sensitivity and cultural diversity.

A. Examine the values of cultural heritage that establish the framework for the inquiry into the meaning of life
B. Consider the examination of society and the relationships among individuals within a society
C. Analyze how varying conditions of the physical and/or cultural environment contribute to human diversity
D. Reflect on one's developing self-awareness of diverse populations and viewpoints, as well as how it impacts the way one interacts with a changing world
E. Demonstrate how culture, society, and diversity shape the role of the individual within society and human relations across cultures
F. Evaluate important artistic, cultural, and philosophical mechanisms of cultural transmission
G. Critically analyze and evaluate diversity issues derived from the Social Sciences

ILO3. **Critical Thinking and Communication**. Practice intellectual skills such as critical and independent thinking, effective communication, and knowledge acquisition and application.

A. Utilize communication knowledge and skills appropriate to various writing situations, including intellectual inquiry and academic research
B. Examine aesthetics and the development of the aesthetic form, and explore the relationship between theory and practice
C. Critically analyze and evaluate issues derived from the Social Sciences utilizing appropriate methodologies
D. Present information or ideas to an intended audience through oral, written, and/or visual format
E. Generate new questions, solutions, and/or conclusions
F. Draw reasonable conclusions in order to make decisions and problem solve
G. Engage critically with creative or artistic works

ILO4. **Scientific and Quantitative Reasoning.** Process, analyze, and synthesize scientific and numerical data, and apply mathematical concepts appropriately.

A. Understand living systems and the physical universe, and effectively collect, interpret, and apply scientific data
B. Recognize the relationship between scientific theory and application
C. Utilize numerical, analytical, statistical, and problem-solving skills
D. Represent mathematical information and communicate mathematical reasoning symbolically and verbally
E. Interpret and analyze numerical data, mathematical concepts, and identify patterns to formulate and validate reasoning
F. Apply scientific and quantitative reasoning to solve problems and increase knowledge

ILO5. **Information Literacy and Technology.** Apply the research process to access information and use technology to analyze, evaluate, synthesize, and use information resourcefully.

A. Pursue a line of critical inquiry
B. Construct information searches strategically
C. Identify and evaluate sources suitable for a scholarly or professional conservation
D. Recognize that information has social and scholarly value
E. Critically evaluate the credibility of information and its sources
F. Integrate use of digital resources into learning experiences
G. Use technology to solve problems and validate information

ILO6. **Professionalism.** Apply the knowledge and skills gained from academic discipline to complete personal and professional goals.

A. Demonstrate personal and professional accountability
B. Meet commitments
C. Demonstrate ethical behavior
D. Demonstrate teamwork and collaborative behavior
E. Manage resources, such as time and money, in order to advance personal and career goals
F. Work with others with respect, honesty, responsibility, empathy, and collaborative synergy
G. Manage conflict and advocate for oneself and others with integrity

STUDENT LEARNING OUTCOMES ASSESSMENT
July 2021

All assessment activities at Montgomery College are interconnected—and reflect multiple ways in which student performance is measured. This integration allows connections to be made between different assessment processes so that student performance can be measured and considered in a variety of contexts (e.g., in and out of the classroom) through the year three Integrated Assessment Report and the year six comprehensive College Area Review **(Appendix A)**. The focus of this report is **student learning outcomes assessment**, which occurs in two different contexts at the College: General Education Assessment and Program Assessment.

General Education Assessment focuses on the student attainment of General Education competencies, which are assessed by using signature assignments in each General Education course. In many cases faculty are using the exact same assignment; in others, they have agreed to the same format and time for administration. The Office of Assessment always contacts the deans and chairs to remind and inform a discipline about General Education Assessment. The discipline leadership decides how to best inform full- and part-time faculty about the assessment schedule and provide reminders about offering the signature assignment for General Education Assessment **(Table 1)**. Also, in the General Education Course Certification Process, faculty indicate how information will be communicated about the signature assignment and assessment. Depending upon the size and structure of a discipline, there could be other roles involved in communicating, organizing, and analyzing assessment data **(Table 2)**.

Table 1. Simplified Version of General Education Assessment

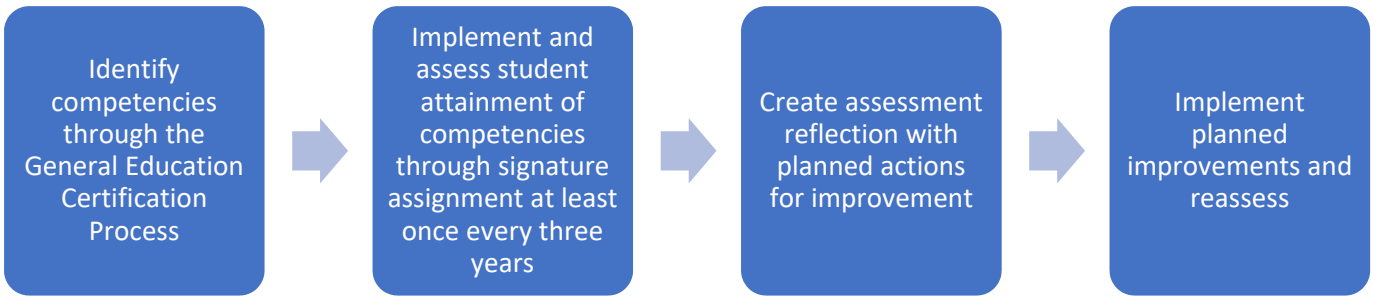


Table 2. Participants in Student Learning Outcomes Assessment Process

Course Instructors	Faculty Workgroup	Coordinators	Academic Chair	Deans	Office of Assessment	Collegewide Assessment Team
Provide course data and suggestions for improvement.	Guide the process for assessment for a particular discipline or program. Communicate directly with course instructors.	Direct and coordinate work of workgroups or faculty in a specific discipline or program.	Inform and coordinate assessment with faculty in discipline or program.	Provide leadership for faculty in area participating in assessment.	Provide support for assessment by keeping faculty and academic leadership up to date on schedules and processes.	Review assessment reflections and mentors faculty working on assessment.

Program Assessment focuses on the student attainment of program-level learning outcomes. At Montgomery College, faculty assess program learning outcomes once every three years. As of 2020–2021, the full report on assessment results occurs in the year three Integrated Report and three years later in the College Area Review **(Appendix B)**. Similar to General Education Assessment, the Office of Assessment reminds the Deans and Chairs about the assessment schedule. The faculty and leadership within an academic area determine how the assessment is coordinated. **Table 2** describes potential participants in the assessment process. Faculty create all program learning outcomes, which become official once approved by the Collegewide Curriculum Committee.

Results of the Assessment Process

Usage of the assessment results from student learning outcomes assessment has led primarily to changes in three areas: curriculum, course assignments, and modification of assessment plans. The faculty in the discipline or program determines how future changes and improvements are made. The only exception relates to General Education Assessment Rubrics. The General Education Assessment Committee, based on feedback from faculty, modifies the rubrics. **Table 3** displays a few examples of how faculty used the assessment process to

make improvements in Program Assessment and General Education Assessment. As much as possible, the original words of the faculty have been retained.

Table 3. Examples of Improvements Based on Student Learning Outcomes Assessment Results from Programs and Disciplines Using Original Wording from Reflections

Program or Discipline	Improvements and Planned Actions
International Affairs	Build into the international relations class more in-depth introductions to other international governmental organizations.
Art Program	In order to enhance student comprehension of the contemporary art context, emphasize and encourage the expansion of a student reflection component at the outset and conclusion of projects that are part of the creative problem solving process in studio art courses.
Computer Science Program	Graphs Project is the most difficult project. As a result, we would like to add other projects to the assessment tools used for this outcome. In addition, we would like to add a final exam to the assessment tools to assess this outcome.
Criminal Justice Program	After analyzing the results, it is agreed that the outcome areas for the research paper need to be more properly weighted to provide a more valid measure of all three outcomes. As such, the rubric will be revised to reflect this change.
Anthropology (Written Communication Competency)	Give students a short preliminary assignment to identify those who have problems with writing; have sample papers for these students to review.
Chemistry (Scientific Reasoning Competency)	Modify the assessment tool to fit the split areas (in the rubric).
Art (Information Literacy Competency)	Add an annotated bibliography as an assignment.
History (Critical Thinking Competency)	Provide greater feedback on source analysis and provide more in-class demonstrations on source analysis and critique.

Overall Assessment Process

The complete assessment process at Montgomery College involves combining the review of student learning outcomes and student success outcomes such as retention and graduation **(Appendix A)**. To support faculty in reviewing their student learning outcomes assessment process, assessment plans are created and approved by the Collegewide Assessment Team. The culminating document for all disciplines and programs is the College Area Review **(Appendix B)**. This document guides faculty through evaluation of all aspects of their program or discipline.

Appendix A. Complete Assessment Schedule

***Entry Point in the new cycle for the 2020/2021 academic year will vary for each discipline**

Cycle Initiation: Start/Restart	Data Collection	Data Collection	Integrated Report	Data Collection	Data Collection
	**Year 1** **(Assessment)** Planned Data Collection (Gen Ed and/or Program Data) Interim Data Collection Report	**Year 2** **(Assessment)** Planned Data Collection (Gen Ed and/or Program data) Interim Data Collection Report *General Education Recertification	**Year 3** Integrated Report *(Gen Ed and/or **Program) *includes CAR updates **includes program awards/enrollment data	**Year 4** **(Reassessment)** Planned Data Collection (Gen Ed and/or Program data) Interim Data Collection Report	**Year 5** **(Reassessment)** Planned Data Collection (Gen Ed and/or Program data) Interim Data Collection Report
Due on Oct. 1 of the following year	Due on Aug. 1 of the following year	Due on Aug. 1 of the following year	Due on Oct. 1 of the following year	Due on Aug. 1 of the following year	Due on Aug. 1 of the following year

Appendix B - College Area Review (Program Review) Description

MONTGOMERY COLLEGE

CAR (Planning Stage) Due: Oct 1st of the following year	*What to do:* **The College Area Review (CAR)** ****The CAR Report represents the planning stage for initiating each integrated assessment cycle.** **This report provides an overview of the current alignment and relevance of a program's curriculum and success with retaining and matriculating students. Disciplines who do not have a certificate or degree program are also required to complete a modified version of the CAR Report. Similarly, a modified "Administrative Review" is completed to review an administrative area's success with achieving outcomes and institutional priorities.** **Depending on the program, discipline, or administrative unit, this collegewide report will consist of some (or all) of the following components (as may be applicable):** • ***General Information on the degree program, discipline, or administrative unit*** • ***Overview and mission*** • ***Discussion of curriculum, outcomes, institutional priorities, and alignment with professional standards*** • ***Last Accreditation report (if applicable)*** • ***Advisory Board (if applicable)*** • ***Size and scope of the program, discipline, or area completing the review*** • ***Assessment plan & results*** • ***Outcomes and assessment (summary of changes for improvement, etc.)*** • ***Student feedback (if applicable)*** • ***Educational/Career growth opportunities*** • ***External Reviewer (optional or required for programs)*** • ***SOAR analysis*** • ***Updates on previous CAR recommendations*** • ***New Recommendations for moving forward***

MHEC SLOAR 2021: Prince George's Community College

Process: Prince George's Community College (PGCC) has a comprehensive process for student learning outcomes assessment that is faculty-led, well-established, and focused on continuous improvement. The process relies on having sets of clearly articulated learning outcomes at the course, program, and institutional level. The course learning outcomes define the specific knowledge, skills, and values a student is expected to obtain upon completing a course. The program learning outcomes identify the specific knowledge, skills, and values a student is expected to obtain upon completion of a program of study. Finally, the institutional-level learning outcomes (six student core competencies broken down into more specific measurable outcomes) address the foundational skills an associate degree student is expected to acquire throughout their studies at the College, particularly as part of the General Education curriculum. The careful mapping of course outcomes to program outcomes and student core competencies allows the institution to use the same evidence that is collected for measuring the knowledge, skills, and values in a course to evaluate the achievement of program outcomes and student core competencies.

PGCC has a five-year cycle to assess every program outcome and student core competency. Before the beginning of each cycle, faculty design an assessment plan for every program of study offered by their department. The assessment plan indicates which program outcome(s) will be assessed each semester, along with the list of courses where those outcomes are addressed. In addition, a second assessment plan is developed whenever a department offers General Education courses such as Biology 1010. This assessment plan lists one or more student core competencies and the General Education courses connected to those student core competencies. Thus, for example, the Natural Sciences Department has an assessment plan for addressing the Biology program outcomes and another one for addressing foundational skills such as scientific and quantitative reasoning and critical thinking. Departments are expected to assess all courses in their assessment plan(s) during the five-year cycle.

The Teaching and Learning Assessment Committee (TLAC), primarily composed of faculty, oversees the college-wide assessment process and evaluates the quality of assessment materials designed by department faculty. The TLAC is chaired by a full-time administrator, the Director of Institutional Assessment, who works in the College's Research Assessment and Effectiveness office (RAE). At the beginning of each semester, the Director communicates with deans, associate deans, chairs, and faculty on upcoming assessment activities and helps coordinate professional development in assessment. In addition, two Research Analysts assist the Director in maintaining the assessment management system (Tk20) and presenting assessment results to different audiences. The institutional leadership for assessment includes two additional layers, which help ensure effective communication and feedback: 1. the Assessment Coaches and Assistant Assessment Coaches, and 2. the Department Assessment Teams (DATs). The Coaches are faculty members with release time who assist with designing and deploying assessment materials in each academic division and provide assessment training to all faculty. The DATs are faculty members who coordinate data collection and provide guidance and support in using assessment results for learning improvement within every department.

Common assessments are implemented at the course level to measure students' achievement of course outcomes, program outcomes, and student core competencies. Using a common assessment means that identical assessment tools are embedded in every section of an individual course, and are used to evaluate student performance in the course every time it is taught, even during semesters when the course is not formally assessed. This methodology is used to ensure reliable and valid evaluation of students' attainment of student learning outcomes. Common assessments do not necessarily mean faculty must use exactly the same assignment or exam. Instead, they should be created in a way that allows faculty members in their sections to retain as much of their autonomy as possible while still fulfilling the institution's requirements for assessment. For instance, the assessment of our English 2000-level literature courses incorporated this approach to observe how students learned knowledge, skills, and values

necessary for successful mastery of the English program. Individual assignments were tailored to the specific literature course being taught (i.e., British, African-American literature, or American literature); however, these courses used the same rubric to evaluate the English program outcomes.

Implementation: Faculty follow the schedule outlined in the five-year assessment plans created for the program, general education, and non-program sequence courses (developmental education and English as a Second Language courses).

Semester 1: First, in consultation with the Assessment Coaches and DAT members, the faculty who teach a course scheduled for assessment create the assessment materials. Then, the DAT or faculty member submits materials for an initial course assessment to the dean, who, after approving it, sends it to the TLAC. These include the assessment description and drafts of the assessment directions and instrument (i.e., an assignment sheet for a written assignment with an accompanying rubric or a multiple-choice assessment with an answer key). Along with creating assessment materials, the faculty must set a target success rate for the course, which is used later in the process when analyzing the SLOAR results and making decisions about reassessing. The TLAC reviews assessment materials, offers feedback, and approves them or recommends adjustments. In cases where the TLAC does not approve assessment materials, the faculty must revise them to reflect the changes suggested by the committee.

Semester 2: The following semester, faculty finalize the assessment materials that will be used to gather evidence of learning in the classroom. While the Director of Institutional Assessment and Assessment Coaches notifies deans, associate deans, chairs, and coordinators about upcoming course assessment schedules, faculty are responsible for ensuring that common assessments are appropriately embedded into courses and properly graded as a standard component of the course. Finally, faculty whose courses are being assessed are responsible for entering the assessment data into Tk20 (or saving the multiple-choice exam files) so that they can be appropriately recorded and analyzed.

Semester 3: The RAE office compiles and aggregates all the data into a Student Learning Outcomes Assessment Report (SLOAR). The faculty use the SLOAR data to discuss the findings and apply the rubric for reassessment to determine the need for an Action Plan. If an Action Plan is needed, then faculty also develop one at this time. The Action Plan contains a detailed roadmap to improve student learning, which could involve changing the course itself, revising how it is taught, or changing how it is assessed.

Semester 4-7: During this time, faculty implement the tasks or interventions outlined in the course's Action Plan. If assessment materials have changed, the faculty will have to go through the same steps they did in Semester 1. Similarly, DATs and department chairs ensure that all faculty members teaching a course being assessed are aware of their responsibilities.

Annual: Two additional reports are prepared on an annual basis: The Program Learning Outcomes Assessment Report (PLOAR) and the General Education Outcomes Overview. The PLOAR provides departments with student learning information in their respective programs. It is used as part of the Mid-Point and End-Point check evaluations, as well as the program review process at the College. The General Education Outcomes Overview report is a report organized by student core competency that displays students' overall success for each measurable outcome under that competency (including all courses where that outcome was assessed). This report is used to set benchmarks for each outcome, examine student progress as it relates to each outcome's benchmark, and develop Action Plans for areas in need of improvement.

Meta-Assessment of Assessment Tools: The College's assessment activities are leveraged to improve teaching and learning by providing faculty with data reports, reviewing assessment results and tools after data collection takes place each semester, and engaging in Mid-Point and End-Point cycle checks. After

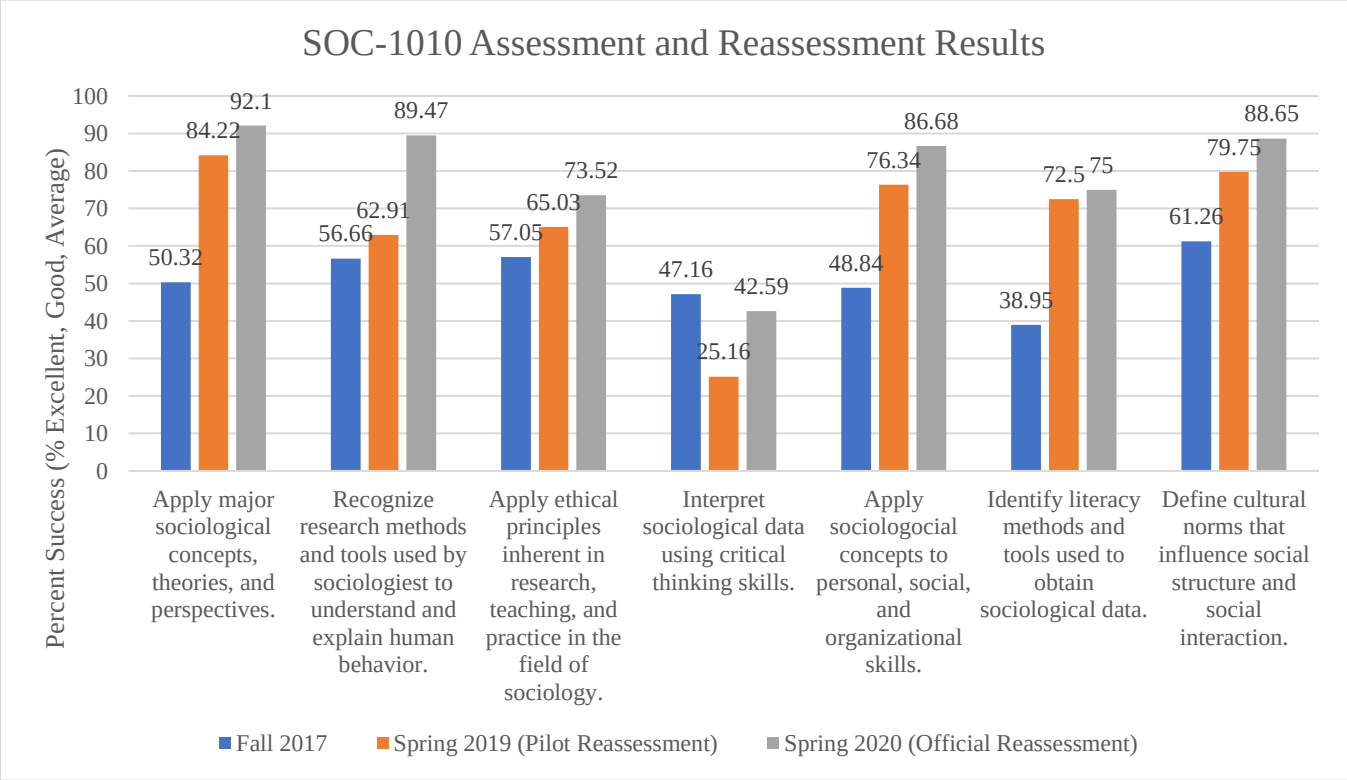
each semester, the RAE office provides faculty with the SLOAR, a document that allows faculty to identify course outcomes for which students are meeting or exceeding pre-set target success rates and course outcomes for which students are not achieving pre-set target success rates. Upon completion of the initial assessment of the course, the department analyzes the assessment results, using the rubric for reassessment tool, and determines if there are areas in which the course may need adjustments or improvements. This tool provides faculty with concrete guidance for evaluating the assessment results and allows them to reach valid and reliable conclusions regarding the quality of a course and its assessment. The rubric for reassessment focuses on six domains: alignment and authenticity, assignment quality, assessment instrument validity, assessment instrument quality, and assessment data (SLOAR-Success Rates).

When applying the rubric for reassessment, the faculty need to review the master course syllabi, assessment tools—prompts, rubrics, exam questions and keys, and item analyses, if applicable—and SLOAR data. If the assessment scored in the "Good" performance level or higher in at least 3 of the domains AND no domains are scored in the "Below Average" or "Unsatisfactory" performance levels, the course meets established benchmarks. The department will continue to use the embedded assessments as a regular component of the course, but the course does not need to be reassessed during the current five-year assessment cycle. If the assessment scored in the "Good" performance level or higher in LESS than 3 of the domains OR one or more domains have scored in the "Below Average" or "Unsatisfactory" performance levels, an Action Plan for reassessment needs to be completed. From Spring 2017 to Fall 2020, a total of 88 courses used the rubric for reassessment to evaluate the quality of their assessments. Of those courses, 27 identified the need to implement an action plan and reassess their course. For example, sociology 1010 (SOC-1010) went through an initial assessment in Spring 2018. In consultation with their DAT and Assessment Coach, sociology faculty applied the rubric for reassessment. They identified issues with their assessment tool that contributed to students' low performance on four course outcomes. Their action plan outlined a strategy to improve their assessment materials by revising the exam questions to better reflect the course outcomes and revisit the connections between exam questions and the outcomes. The data showed vast improvement in student achievement of their course learning outcomes after implementing the interventions outlined in the Action Plan (see data in appendix A).

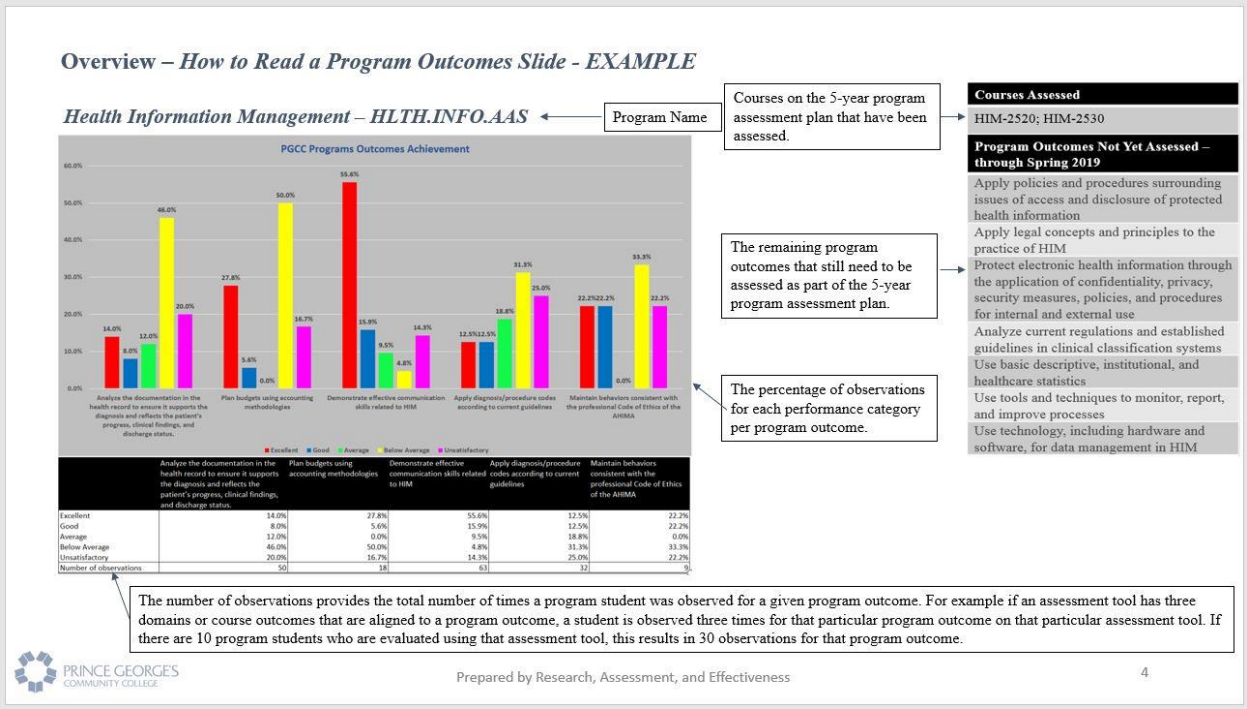
The PLOAR provides departments with students' overall performance and mastery of the program outcomes, the courses used to assess the program outcomes, program outcomes that still need to be evaluated, and the number of observations (see appendix B). In addition, the PLOAR is used to assist departments through a Mid-Point check of their program assessment plans. At the halfway point in the five-year assessment cycle, a Mid-Point check allows departments to review the progress made towards executing their program assessment plan(s) and make any necessary changes to ensure all program outcomes are assessed during this cycle. In Fall 2019, a total of 49 Mid-Point checks were conducted and revealed that 17 programs had already assessed all their program outcomes and 37 had at least started assessing their program outcomes. This process resulted in many departments having in-depth conversations about programmatic assessment that led to revising their assessment plans to ensure all program outcomes will be assessed by the end of the cycle, adjusting their plans to obtain more data and better inform curriculum and pedagogical decisions, and planning out a schedule for frequent discussions to address assessment issues within programs.

Towards the end of the assessment cycle, an End-Point check will be deployed to close the loop and to solicit information on the department's consideration and use of assessment results to improve educational effectiveness. The goals of the End-Point Check will be: (1) ensure departments have data-informed reflections about general education and program outcomes assessment; (2) learn what departments changed globally and what they improved as a result of the assessment; (3) use results to shape the upcoming Assessment of Assessment process evaluation; and (4) incorporate results into developing the new assessment cycle.

Appendix A: Sociology-1010 Reassessment Results



Appendix B: Example Program Learning Outcomes Assessment Report graph



	Analyze the documentation in the health record to ensure it supports the diagnosis and reflects the patient's progress, clinical findings, and discharge status.	Plan budgets using accounting methodologies	Demonstrate effective communication skills related to HIM	Apply diagnosis/procedure codes according to current guidelines	Maintain behaviors consistent with the professional Code of Ethics of the AHIMA
Excellent	14.0%	27.8%	55.6%	12.5%	22.2%
Good	8.0%	5.6%	15.9%	12.5%	22.2%
Average	12.0%	0.0%	9.5%	18.8%	0.0%
Below Average	46.0%	50.0%	4.8%	31.3%	33.3%
Unsatisfactory	20.0%	16.7%	14.3%	25.0%	22.2%
Number of observations	50	18	63	32	9

PRINCE GEORGE'S COMMUNITY COLLEGE

STUDENT CORE COMPETENCIES

Prince George's Community College is committed to transforming the lives of its students through ensuring that all students obtain the requisite knowledge, skills, and values necessary for academic and employment success. PGCC has identified six core competencies (below) that represent the knowledge, skills, and values expected at the completion of a two-year degree. These student core competencies are specifically addressed in the General Education coursework and also appear throughout the curriculum at PGCC. The core competencies are measured by 17 measureable outcomes (MOs) statements that are fully defined so that these MOs can be easily integrated into classroom assignments and grading/rubric expectations. All students graduating with an associate's degree will have obtained these competencies as defined.

STUDENT CORE COMPETENCIES	MEASUREABLE OUTCOME	MEASUREABLE OUTCOME DEFINITION
 Communication	**MO1.1**: Write in standard English at the college level	Students' writing will contain clear and concise sentences; unified, coherent, and well-developed paragraphs; and a logical organizational structure. Their writing should also reflect an awareness of audience and be appropriate for the assignment's rhetorical situation. Grammar and usage rules should be applied correctly, and appropriate diction should be used.
	MO1.2: Speak in standard English at the college level	Students will communicate effectively using Standard English by adhering to standard grammar and usage rules, using appropriate diction and non-verbal cues, taking into account audience and rhetorical situation and organizing ideas logically.
	MO 1.3: Read and comprehend college-level materials	While reading, students will identify the main idea and the details/evidence of the text and understand or infer the meaning of the language in the text.
	MO 1.4: Read and analyze college-level materials	When analyzing college-level materials, students will identify the purpose, point of view, tone, and main points of the text and draw conclusions and infer meaning. Students will also assess the quality of the evidence presented and its relevance to their purpose.
 Scientific and Quantitative Reasoning	**MO 2.1**: Comprehend mathematical concepts and methods	Students will calculate and solve mathematical problems, explain mathematical concepts and processes, and recognize or identify situations for which a particular method or process is appropriate.
	MO 2.2: Engage in qualitative and quantitative reasoning to interpret, analyze, and solve problems	Students will select the appropriate approach(s) (e.g., numerical, graphical, symbolic, and verbal) and use multiple problem solving tools (e.g., symbolic/algebraic notation, graphs, and tables) to identify, analyze, and solve problems.
	MO 2.3: Explain natural processes and analyze issues using appropriate evidence, employing the principles of the biological, physical, and/or behavioral sciences	Students will apply the scientific method of inquiry to draw conclusions, use scientific theories to explain physical phenomena or occurrences, and explain the impact of scientific theories, discoveries, and technological changes on society.
	MO 2.4: Apply the principles of the social sciences	Students will use theories, concepts, and principles to analyze human behavior (e.g., individual or group), social institutions (e.g., corporations, the family, educational institutions, courts of law) political institutions (e.g., government), and global institutions (e.g., United Nations, International Monetary Fund).

Approved by PGCC Academic Council: 7/16/12

PRINCE GEORGE'S COMMUNITY COLLEGE

STUDENT CORE COMPETENCIES

 Critical Reasoning	**MO 3.1**: Reason abstractly and think critically	Students will demonstrate their critical thinking through answering questions and making statements and then defend the validity of these responses and statements. Students will argue a point of view, both verbally and in writing, in a succinct, well-organized and logical manner. Students will produce well-reasoned arguments on topics and ideas based on evidence.
 Information Literacy	**MO 4.1**: Recognize the need for information	Students will identify key concepts and terms that describe the information necessary for course work and identifies various sources of information available for course work.
	MO 4.2: Locate, evaluate, and effectively synthesize needed information	Students will use various sources, including textbooks and online databases, to access needed information, to gather information, and to evaluate the quality of the information obtained. Students will use the information gathered to support writing, speaking, and other requirements in courses.
	MO 4.3:-Utilize computer software and other technologies to enhance college-level learning, communication, and visual literacy	Students will communicate electronically with faculty, peers, and others in appropriate and effective ways. Students will also use and explain visual information, such as charts, graphs, and other visual representations of information.
 Culture	**MO 5.1**: Compare and contrast the core values and traditions of various cultures within the global environment	Students will analyze and communicate similarities and differences among customs, manners, beliefs, and traditions of multiple cultures around the world. Students will use this ability to address core issues from the perspective of different cultures, political orders or technological contexts and explain how these different perspectives contribute to outcomes that depart from current norms or dominant cultural assumptions.
	MO 5.2: Comprehend the nature and value of the fine, literary, and performing arts	Students will recognize the concepts that form the foundation of imaginative, aesthetic, and intellectual approaches used in the formulation and execution of the visual, written, aural, and performing arts.
	MO 5.3: Relate fine, literary, and performing arts to human experiences	Students will connect the distinctive life experiences and viewpoints of the originators of visual, written, aural, and performing arts with the originators' creations. Students will compare and contrast their own unique life experiences and the originators' viewpoints and experiences.
 Ethics	**MO 6.1**: Evaluate ethical principles	Students will identify and evaluate ethical concepts, issues, and cases in the context of their particular disciplines.
	MO 6.2: Apply ethical principles in professional and personal decision-making	Students will uphold academic integrity, demonstrating an understanding of the forms of academic dishonesty, such as plagiarism, as well as the consequences of academic dishonesty and effective prevention strategies. In applying ethical principles in academic contexts, students will engage source materials responsibly, representing viewpoints accurately through summaries, paraphrases, and quotations; students will use appropriate, discipline-specific documentation styles to attribute source materials explicitly and directly. Students will also apply ethical principles and/or discipline-specific rules to solve actual or hypothetical problems relevant to their discipline.

2021 Student Learning Outcomes Assessment Report
Wor-Wic Community College

Process

A description of the institution's general process for operationalizing (i.e., measuring or assessing) student learning outcomes. This should include who is typically engaged in these processes (i.e., dean, department chair, faculty, students), a general timeline of how often specific measurement tools for student learning outcomes are revised, and if the measurement tool is standard for all applicable students (e.g., the same final exam for all sections of the same course).

Student Learning Outcomes Assessment

Wor-Wic's learning assessment process, although overseen by the academic assessment committee, involves faculty, department heads, deans and program advisory committees. Assessment cycles have been established for all of the college's academic programs and courses, and the assessment process is reviewed on an annual basis. The assessment review indicates the need for additional training regarding the interpretation of assessment results and the development of action and/or improvement plans. Wor-Wic Community College assesses student learning outcomes at three levels: (1) the institutional level through the General Education Objectives, (2) the program level through specific program-defined Student Learning Outcomes, and (3) the course level through a set of course-defined learning objectives.

1. General Education Objectives

The assessment of nine General Education Objectives (GEOs) takes place in multiple ways by both direct and indirect assessment measures. The primary direct means of assessment is a standardized, institutional-level assessment (see Table on Appendix A) such as ETS – HEIghten® Outcomes Assessments and the Standardized Assessment of Information Literacy (SAILS). Prospective associate's degree graduates who have completed 45 credit hours are required to complete either ETS – HEIghten® or SAILS as part of their degree completion requirements. The Academic Assessment Committee, composed of faculty and administrators, reviews the results from these assessments and makes direct instructional improvement guideline recommendations. Testing results are also disseminated to the campus community via the myWorWic portal, college print media, the assessment webpage and presentations at governance councils. In addition to ETS – HEIghten® and SAILS, a variety of high impact, general education courses provide direct means of assessment for individual GEOs based on course requirements for evaluation of the students' grades.

2. Program Level Assessment

All academic programs are assessed annually. Every academic program has an assessment plan which identifies the program's instructional goals, student learning outcomes, operational goals, the means of assessing those outcomes/goals, and their respective benchmarks. Department heads, in consultation with their faculty and program advisory committees (PACs), are responsible for the assessment plan. For any means of assessment, which fails to meet or only partially meets its benchmark, department heads are expected to discuss and analyze the results of assessment with faculty who teach in the department and/or program and the PAC and seek their input to develop and implement action plans for improvement. Action plans may still be created for goals whose means of assessment did meet the benchmark, but are not required. All action plans require three quarterly progress reports on plan effectiveness.

3. Course Level Assessment

Along with program-level assessment, courses at Wor-Wic are assessed annually. Course coordinators are responsible for ensuring assessment of the students' achievement of all course objectives. Course coordinators primarily rely on the analysis of instructor-created final exams, essays, presentations, or capstone projects, developed for each course. These tools are standardized for all sections of the course and cover all learning objectives. In addition, course coordinators also develop a variety of secondary direct and indirect means of assessment for measuring student progress within specific course objectives. For any means of assessment not meeting or only partially meeting its benchmark, course coordinators are expected to discuss and analyze those results with the rest of the faculty teaching all sections of the course and develop an instructional improvement plan.

Assessment and Measurement Tool Review Timeline

Wor-Wic uses a fiscal year review format for its annual assessment review. Academic programs begin their respective annual assessment cycle in July and conduct measurement tool reviews twice per year, first in-between semesters of instruction (February) and then at the end of the academic year (June). Measurement tool overall relevancy and effectiveness is evaluated and revisions take place based on data analysis under the supervision of the academic assessment committee. At the close of each annual assessment review cycle, academic assessment results for each area are first reviewed by the appropriate dean for the academic program and the vice president for academic affairs. Next, the director of institutional assessment and effectiveness reviews all program results and conducts a thorough evaluation via rubrics created by the academic assessment committee. Then, the director of institutional assessment and effectiveness provides improvement feedback to the academic assessment committee and conducts individual meetings with each program department head to discuss areas of instructional improvement. Finally, the results are disseminated institutionally and action/improvement plans are developed for the upcoming academic year.

Implementation

A description of how faculty are generally informed of specific learning outcomes and applicable measurement tools. This should also include a description of how faculty are expected to incorporate specific measurement tools in their teaching/supervision.

The college's current strategic plan includes a dedicated strategic goal to "increase employee and student awareness of assessment and institutional effectiveness results." In response to this priority, the academic assessment committee developed a three-tier system to enhance communication of GEOs, programmatic and course-level assessment results to faculty, staff, as well as prospective and current students. The first tier includes annual presentations from the director of institutional assessment and effectiveness to new faculty and staff during orientations. The second tier involves the assessment office's formal communication of program, course, and institutional academic measurements through internal assessment reports (see samples on Appendix B) which are distributed to all faculty members, department heads, and deans via the institution's outcomes assessment software document repository. Lastly, the academic assessment committee communicates its annual assessing assessment review to each department via the software document repository. This review evaluates each program's assessment plan operational effectiveness through a rubric created by the academic assessment committee.

Department heads and faculty work close together with the office of institutional assessment to select and test appropriate measurement tools. Tool trials usually take place during the diagnostic part of the instructional session and the faculty member has an opportunity to determine the substance and granularity of the data being collected by the measurement tool. The institutional assessment office provides analytical support during the process and aids the academic department in the tool standardization process if the measuring tool has been selected and approved for proper assessment of learning and course objectives.
At the end of each year's annual assessment review of a course, the faculty member coordinating all sections of the course has an opportunity to meet with the program department head and the rest of the faculty teaching the course. This meeting has the purpose of discussing measurement tool effectiveness and the availability of specific alternative tools that may be compared to the one currently in use. Faculty at Wor-Wic are expected to assess continuously their measurement tools for relevancy and accuracy of data collection. The institutional assessment office provides monthly workshops on how to review and analyze data and test the effectiveness of the instrumentation. In addition to the assessing the tools expectation, faculty members are also reminded of the importance of implementing annual data-driven instructional improvement plans to guide their semester-to-semester teaching activities. Faculty department meetings provide a forum for introduction, discussion, and review of pertinent formative and summative, quantitative and qualitative measurement tools.

Meta-Assessment of Assessment Tools

A description of how an institution's assessment activities have been leveraged to improve teaching and learning. This should include specific examples of (a) how an institution, department, or program evaluates the quality of a specific measurement tool of a student learning outcome and (b) how results of any measurement tool can be used for improvement in teaching and learning (e.g., a cohorts performance on a standardized licensure exam to inform what specific course material is or is not being covered adequately).

The primary role of the Academic Assessment committee is to promote and foster a culture of continuous review, analysis, and improvement of instruction and learning. To that end, the committee meets monthly to discuss program and course assessment progress. The committee frequently hosts additional faculty guests from the different academic disciplines in an effort to provide further opportunity for improvement-driven input. In addition to the activities of the Academic Assessment Committee, the director of institutional assessment also meets with academic departments to provide guidance and support in terms of interpreting assessment results and trends toward the implementation of either curricular or instructional change at the program or course level. Suggestions and recommendations from the office of institutional assessment are then brought to the curriculum committee meeting for open discussion by faculty and administrators before final approval is granted.

Measurement Tool Quality Evaluation

Each year, course coordinators across disciplines review assessment results and conduct a measurement tool evaluation to determine efficacy and relevancy of results. At course-level meetings, each team of coordinators and instructors reviews the data for assessments and analyzes success rates, any abnormalities in results or collection of data, and continued alignment of course objectives, assessment goals, and assessment design. For example, the English 101 exam review team, using Googledocs as a review-sharing tool, recently noted a data-relevancy issue with the final exam used during the last academic year. First, the team identified which items within the tool were not aligning and producing the substantive results needed to evaluate properly the course objectives against the institutional GEOs. Next, the team continued the tool assessment process by following three steps: 1) analyze each item to determine whether an appropriate measurement of course objective mastery was taking place, 2) establish if the item was written in clear and concise language appropriate for a summative assessment instrument, and 3) corroborate whether or not the item assessed skill level in accordance with the course defined level of difficulty. Upon completion of the steps, the team determined a path for measurement tool updating and modification. If the analysis showed that a test item needed revision, then that specific modification was made and the change was recorded on the team shared Google document (see Appendix C). Results of the next administration of the exam were shared as well to show whether the improvements made a difference in tool relevancy and efficacy. It is important to note that not all tool analysis led to changes in the questions on the exam; some led to changes in teaching and/or formative assessments within the course.

Standardized Results Driving Improvement of Teaching and Learning

With ETS – HEIghten® Written Communications and Quantitative Literacy test modules used on a yearly basis, both the General Studies and the STEM programs take advantage of the comparative aggregate results to improve both specific language and mathematic institutional benchmarks. For example, the English department uses the Written Communications module results to guide the selection of topics, instructional methods, materials, and focused course content across the college's array of academic programs. Since the test covers both language and writing process, the English department has been analyzing the result data and identifying themes, which are then processed by course coordinators and their respective teams and translated into functional instructional changes adapted by the faculty. The Math department also utilizes the Quantitative module to compare student performance data from their own internal course-end assessments against the four math content areas of the test, numbers and operations, algebra, geometry, and statistics. Course coordinators of Math 100 courses use the test module's four areas to process student conceptual understanding data and develop both in-course materials and instructional method modifications geared toward the improvement and diversification of math teaching techniques.

Similarly, the health professions programs use results from Standardized Predictor tests to identify instructional areas of weakness in preparation for the student's national boards.

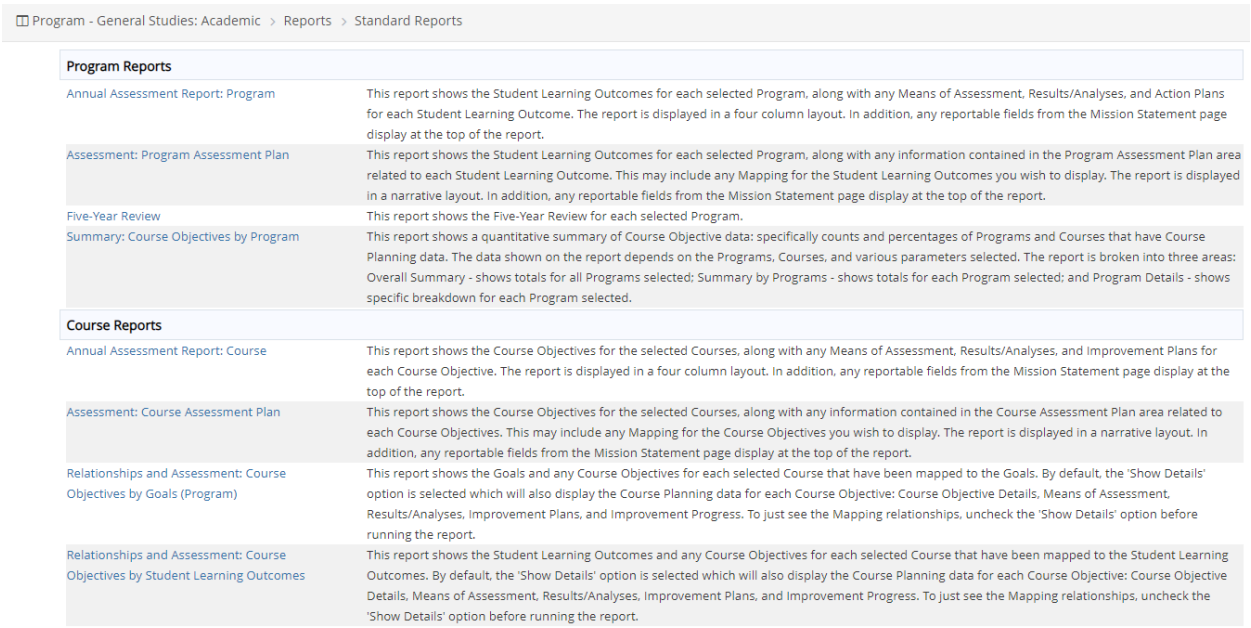
APPENDIX A

Schedule for Institutional-Level Assessment Cycle of Core Competencies

Academic Year	Core Competencies
2015-2016	Information Literacy
2016-2017	Critical Thinking and Science
2017-2018	Quantitative Reasoning
2019-2020	Information Literacy
2020-2021	Intercultural Competency

APPENDIX B

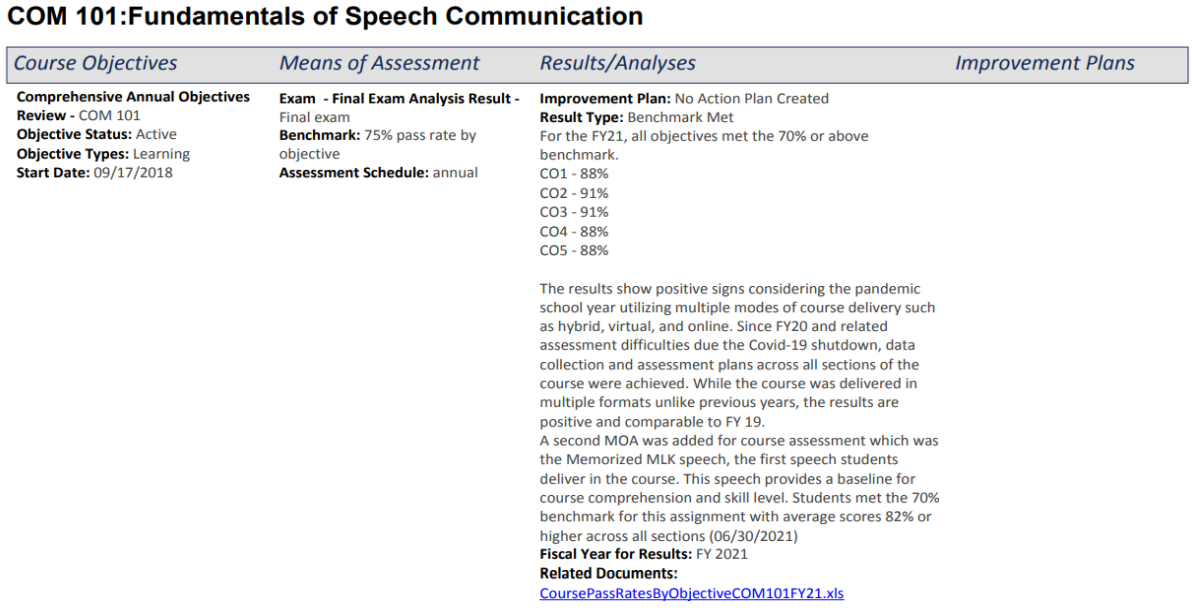
Outcomes Assessment Institutional Standard Reports



Program - General Studies: Academic › Reports › Standard Reports

Program Reports	
Annual Assessment Report: Program	This report shows the Student Learning Outcomes for each selected Program, along with any Means of Assessment, Results/Analyses, and Action Plans for each Student Learning Outcome. The report is displayed in a four column layout. In addition, any reportable fields from the Mission Statement page display at the top of the report.
Assessment: Program Assessment Plan	This report shows the Student Learning Outcomes for each selected Program, along with any information contained in the Program Assessment Plan area related to each Student Learning Outcome. This may include any Mapping for the Student Learning Outcomes you wish to display. The report is displayed in a narrative layout. In addition, any reportable fields from the Mission Statement page display at the top of the report.
Five-Year Review	This report shows the Five-Year Review for each selected Program.
Summary: Course Objectives by Program	This report shows a quantitative summary of Course Objective data: specifically counts and percentages of Programs and Courses that have Course Planning data. The data shown on the report depends on the Programs, Courses, and various parameters selected. The report is broken into three areas: Overall Summary - shows totals for all Programs selected; Summary by Programs - shows totals for each Program selected; and Program Details - shows specific breakdown for each Program selected.
Course Reports	
Annual Assessment Report: Course	This report shows the Course Objectives for the selected Courses, along with any Means of Assessment, Results/Analyses, and Improvement Plans for each Course Objective. The report is displayed in a four column layout. In addition, any reportable fields from the Mission Statement page display at the top of the report.
Assessment: Course Assessment Plan	This report shows the Course Objectives for the selected Courses, along with any information contained in the Course Assessment Plan area related to each Course Objectives. This may include any Mapping for the Course Objectives you wish to display. The report is displayed in a narrative layout. In addition, any reportable fields from the Mission Statement page display at the top of the report.
Relationships and Assessment: Course Objectives by Goals (Program)	This report shows the Goals and any Course Objectives for each selected Course that have been mapped to the Goals. By default, the 'Show Details' option is selected which will also display the Course Planning data for each Course Objective: Course Objective Details, Means of Assessment, Results/Analyses, Improvement Plans, and Improvement Progress. To just see the Mapping relationships, uncheck the 'Show Details' option before running the report.
Relationships and Assessment: Course Objectives by Student Learning Outcomes	This report shows the Student Learning Outcomes and any Course Objectives for each selected Course that have been mapped to the Student Learning Outcomes. By default, the 'Show Details' option is selected which will also display the Course Planning data for each Course Objective: Course Objective Details, Means of Assessment, Results/Analyses, Improvement Plans, and Improvement Progress. To just see the Mapping relationships, uncheck the 'Show Details' option before running the report.

Course Assessment Annual Course Objectives Tracking Report Sample



COM 101:Fundamentals of Speech Communication

Course Objectives	*Means of Assessment*	*Results/Analyses*	*Improvement Plans*
Comprehensive Annual Objectives Review - COM 101 **Objective Status:** Active **Objective Types:** Learning **Start Date:** 09/17/2018	**Exam - Final Exam Analysis Result -** Final exam **Benchmark:** 75% pass rate by objective **Assessment Schedule:** annual	**Improvement Plan:** No Action Plan Created **Result Type:** Benchmark Met For the FY21, all objectives met the 70% or above benchmark. CO1 - 88% CO2 - 91% CO3 - 91% CO4 - 88% CO5 - 88% The results show positive signs considering the pandemic school year utilizing multiple modes of course delivery such as hybrid, virtual, and online. Since FY20 and related assessment difficulties due the Covid-19 shutdown, data collection and assessment plans across all sections of the course were achieved. While the course was delivered in multiple formats unlike previous years, the results are positive and comparable to FY 19. A second MOA was added for course assessment which was the Memorized MLK speech, the first speech students deliver in the course. This speech provides a baseline for course comprehension and skill level. Students met the 70% benchmark for this assignment with average scores 82% or higher across all sections (06/30/2021) **Fiscal Year for Results:** FY 2021 **Related Documents:** CoursePassRatesByObjectiveCOM101FY21.xls	

General Education Objectives

1. Writing – Express ideas effectively through written text.
   Content:
   a. Select appropriate topics.
   b. Identify a clear purpose and audience.
   c. Use sound reasoning to support a central claim.
   d. Use specific evidence.
   e. Integrate and correctly document reliable sources.
   Organization:
   a. Organize content logically.
   b. Maintain focus.
   c. Demonstrate coherence.
   d. Adhere to the structural conventions of an individual discipline.
   Style and Expression:
   a. Demonstrate clarity and precision in language choices.
   b. Adhere to specific academic conventions, including tone, point of view and diction.
   c. Control a variety of sentence structures.
   Grammar/Punctuation/Mechanics (GPM):
   a. Demonstrate writing that is substantially free of errors in grammar, punctuation and mechanics.
   b. Eliminate all GPM errors that do not impede comprehension or distract the reader.

2. Speaking – Demonstrate a command of oral communication that is accurate, ethical and audience-centered.
   Accurate and Ethical
   a. Organize the oral communication in a manner that is logical and fluid within the context of the discipline.
   b. Support a main idea with information that is credible, reliable, relevant, specific and sufficient.
   c. Fully integrate, explicitly acknowledge and orally document outside sources.
   Audience-Centered
   a. Employ a tone and language that are appropriate for the assignment and setting.
   b. Select a topic that reflects careful consideration of audience and assignment guidelines.
   c. Deliver a speech in a manner that engages the audience (e.g., use of voice, eye contact, gestures, posture and energy are effective).
   d. Provide presentation aids (if used) that are vivid and relevant and that enhance and/or clarify rather than substitute for core content.

3. Reading – Analyze and/or evaluate texts within and across disciplines.
   a. Identify key textual features (e.g., headings, captions and illustrations).
   b. Identify explicit and derive implicit meanings.
   c. Examine textual and contextual relationships.
   d. Summarize, generalize and/or predict from the text.

4. Critical Thinking – Apply critical analysis and reasoning skills to evaluate evidence and draw conclusions.
   a. Interpret information to investigate arguments, claims and beliefs and a point of view.
   b. Use evidence to support a position (perspective/thesis/hypothesis).

c. Identify and analyze alternative outcomes to a problem or case.
d. Determine a solution(s) to a problem.

5. Information Literacy – Access, evaluate and appropriately use information and technology to accomplish tasks and communicate ideas.
   a. Acquire: Use multiple forms of media to identify, gather and synthesize information from a variety of sources.
   b. Assess: Critically determine the credibility, accuracy and utility of source information.
   c. Use: Effectively employ technological tools and vocabulary to manage projects and/or solve problems.
   d. Cite: Responsibly use information according to legal and ethical standards.
   e. Create: Incorporate information and technology into the design and development of quality products that successfully communicate ideas.

6. Quantitative Reasoning – Use and apply quantitative concepts and methods to calculate and interpret numerical problems.
   a. Interpret: Explain information presented in numerical forms.
   b. Represent: Convert relevant information into various numerical forms.
   c. Calculate: Solve numerical problems.
   d. Apply/Analyze: Make judgments and draw appropriate conclusions based on numerical information.

7. Scientific Reasoning – Apply the process of scientific inquiry and analysis.
   a. Predict: Apply current scientific theories and models as unifying principles to comprehend natural phenomena and make predictions.
   b. Interpret: Infer meaning from statistical data and graphical data presentations.
   c. Distinguish: Recognize the current and historical interdependence of applied research, basic research and technology.
   d. Formulate: Develop hypotheses, identify relevant variables and design experiments to test hypotheses.
   e. Evaluate: Assess the credibility, use and misuse of scientific and mathematical information related to scientific and public policy issues.

8. Diversity – Identify the influences of a variety of cultural contexts on social interactions and demonstrate civic engagement with the college and local community.
   a. Explore: Describe how cultural diversity impacts human relations and its influence on historical events.
   b. Engage: Increase inter- and intrapersonal skills through participation in:
      i. A variety of academic, social and cultural events at the college and in the community; and
      ii. Community-based activities.
   c. Awareness: Compare and contrast differences in another person's beliefs, habits and behavior related to self.

9. Ethics – Recognize ethical issues in a variety of settings and consider the consequences of alternative actions.
   a. Assess personal core beliefs and their influence on personal decision-making.
   b. Evaluate different ethical perspectives and their potential implications.
   c. Apply ethical theories to the resolution of ethical dilemmas or social and professional issues.

PUBLIC FOUR-YEAR INSTITUTION REPORTS

Maryland Higher Education Commission
Student Learning Outcomes Assessment Report (SLOAR) 2021
BOWIE STATE UNIVERSITY

Since the 2016 Student Learning Outcomes Assessment Report, a number of changes in assessment practices have occurred at Bowie State University. These changes, within and outside of the University, have resulted in an increasing awareness across the entire campus community of the importance not only of evaluating the quality of the student educational experiences, but also of assessing student learning outcomes and the effectiveness of student support services. The University's transformation in this regard was driven by its mission, vision, and strategic plan.

Bowie State University's *FY 2019-2024 Racing to Excellence Strategic Plan* serves as a road map to advance the University's mission of providing an excellent education for all students. Through its undergraduate and graduate programs, the University is focused primarily on enhancing the quality and value of its offerings to students, alumni, and the community. In addition, the University's Core Values of excellence, inclusivity, integrity, accountability, and innovation provide the foundation for decision-making and for building a better University. The information below summarizes current student learning outcomes processes, faculty engagement, and examples of how assessment findings have led to improved student learning.

Part One: PROCESS

The responsibility for the monitoring of student learning outcomes assessment rests with two Faculty Senate Standing Committees. The General Education Committee (GEC), consisting of appointed faculty, staff, and administrators, manages all aspects of the general education program at the university. This faculty senate committee oversees the following responsibilities associated with general education: assessment of the core competencies, general education policies and procedures, course redesigns, surveys and audits, and the initial review process for new general education elective courses. The Committee for the Assessment of the Student Learning and Experience (CAStLE) is comprised of administrators, assessment coordinators (staff), and faculty assessment coordinators (FACs) who meet monthly to advance the assessment agenda on campus. FACs are appointed for a two-year term by their departmental chairperson and receive one course release for serving in the position and generating the annual academic assessment report for their program(s) as well as the developing and updating of the academic five-year assessment plan for their program(s). This course release was approved by the faculty senate in 2011-2012. Both standing committees are supported by the Assistant Vice President for Assessment and the Center for Academic Programs Assessment (CAPA).

General Education Assessment Process - Bowie State's general education core competencies (written and oral communication; scientific and quantitative reasoning; critical analysis and reasoning; technological competency, and information literacy) provide a solid foundation for skills required in all majors, as well as the analytical skills and intercultural awareness required of all college-educated individuals. Recognizing that many students, particularly in their early years in college, are undecided about their career choices, the general education program further increases their awareness of career opportunities available to them and helps them to make decisions about their future.

To ensure the viability of the general education program and verify that students are achieving proficiency in the core competencies, the GEC has endorsed multiple processes to collect assessment data through both direct and indirect measures that include national standardized assessments, annual assessment reports, surveys, and programmatic reviews. Direct measures include Collegiate Learning Assessment (CLA+), ETS Proficiency Profile (EPP), ETS HEIghten Assessment Suite, SAILS (Information Literacy), common graded assignments, and course redesign projects. Indirect measures include information from the National Survey of Student Engagement (NSSE), Beginning Student Survey of Student Engagement (BCSSE), Noel Levitz Student Satisfaction Inventory (SSI), and general education student course evaluations and grade distributions. The GEC collaborates with CAPA to develop a five-year calendar of the general education assessments, to review assessment findings, and to make recommendations for improving student learning in the general education program. Appendix 1 contains a summary BSU's general education assessment structures.

Programmatic Student Learning Outcomes Assessment Process - CAStLE has an established process for collecting, analyzing, and providing peer feedback on five-year programmatic assessment plans and annual programmatic assessment reports. This process of peer review of assessment results among faculty, staff, and administrators serving on CAStLE has built trust in the process because it is entirely separate from faculty evaluations. A faculty-approved assessment rubric is used to conduct peer evaluations of the annual reports and to facilitate the sharing of best practices in assessment. The Assistant Vice President for Assessment serves on the committee and is responsible for coordinating this peer review each year through CAPA. In addition, CAPA provides programmatic self-study support and establishes the internal guidelines for academic program reviews for faculty in accordance with USM expectations.

Part Two: IMPLEMENTATION

Three primary structures exist at Bowie State in order to support and sustain academic program assessment. At the national level, academic standards are established by the respective accrediting agencies and must be satisfactorily met by the academic program in order to be given reaccreditation status. All accredited programs at Bowie State have been reaffirmed since the last SLOAR report, and a complete listing of accreditations are available on the university website.

At the system-level, the University System of Maryland (USM) requires academic program reviews every seven years in accordance with USM program review policies. Preparation for USM Academic Program Review begins with the Assistant Vice President for Assessment meeting with department chairs and faculty members to examine the expectations that include guiding principles, outcomes, timelines and responsibilities, external review standards, and a reporting template. These Q&A sessions typically occur two years in advance of the academic review due date in order to allow for a sufficient amount of time to conduct a quality internal and external academic review. A complete listing of all USM academic program reviews conducted is provided on the CAPA website.

And finally, each Bowie State academic program submits an annual assessment report to the Assistant Vice President for Assessment, which details program goals, student learning outcomes, data collection, assessment results, post-assessment strategies for intervention, and

action plans that guide practice based on assessment findings. Direct assessment of student learning occurs within the academic departments and is reported annually by CAStLE members using the Bowie State assessment report template. The annual assessment reports are reviewed by CAStLE members and the AVP for Assessment using a common assessment rubric. To underscore the importance of academic assessment, each FAC is granted a one-course release per semester. This coordinator is charged with bringing together all assessment planning and reporting for his or her department and is responsible for writing and submitting the annual assessment report and composing and revising the five-year assessment plans on behalf of the department.

All in all, the pillars for the assessment of student learning outcomes in academic programs and in the general education program are actively guiding practice at the course, program, departmental, and institutional level along with program accreditations and the University System of Maryland seven-year program reviews. This structure ensures a multi-pronged approach for systematic and sustainable assessment practices.

Part Three: META-ASSESSMENT of ASSESSMENT TOOLS

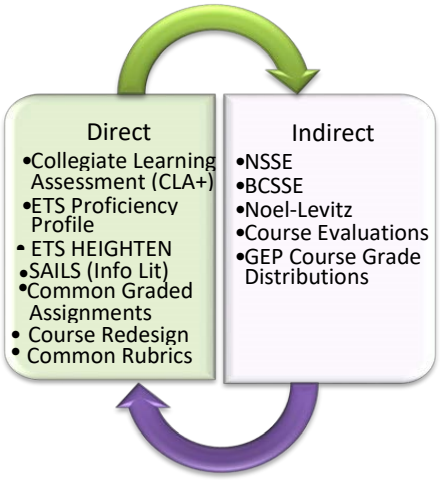
Both direct and indirect measures have been leveraged to improve teaching and learning at the institution. These assessment activities include national standardized assessments that measure core competencies and core values, grade distributions, internal and external surveys, annual assessment reports, and required programmatic reviews. The quality and relevance of the measurement tools are reviewed annually by the committee members on the GEC and CAStLE.

After the assessment results are analyzed and distributed through shared governance structures, decisions are made to determine the best course of action for improving teaching and learning at the course and program levels. The following are highlights of the actions taken over the last five years:

- Academic Transformation Grants - awards to faculty for new course innovation and existing course redesigns
- Pilot Study Participation – institutional participation in US Department of Education/Educational Testing Services critical writing research pilot study
- Innovative Technologies – intervention (ALEKS) designed to improve student performance in general education math courses; LibGuides and Blackboard Learning Modules to improve student performance in information literacy and technological competency
- College-level specialized accreditation support structures for assessment.

During the last four years, Bowie State engaged in two external reviews that examined the assessment structures, practices, and tools employed at the institution. In 2018, BSU was given an Excellence in Assessment (EIA) designation by the National Institute for Learning Outcomes Assessment (NILOA), the first HBCU in the nation to receive the recognition (See Appendix 2). Furthermore, CAPA, which is funded through Title III, participated in an external review in 2020 and received a rating of 4.8 out of 5.0 for achieving the established goals for academic programs assessment. In conclusion, Bowie State's assessment structure is robust, systematic, and sustainable and has been acknowledged as a role model for other institutions.

Appendix 1
Bowie State University General Education Assessment Structures



General Education Assessment Model

FY 2022 – FY 2026 National Assessments Mapped to General Education Outcomes

	Written & Oral Communication	Critical Thinking	Quantitative & Scientific Reasoning	Technological Competency	Information Literacy	Civic Values	Intercultural Values
SAILS							
HEIghten Quantitative Literacy							
HEIghten Civic Competency & Engagement (CCE)							
HEIghten Written Communication							
HEIghten Critical Thinking							
HEIghten Intercultural Competency & Diversity (ICD)							

FY 2022 – FY 2026 General Education Assessment Schedule

Assessment Instrument	Testing Schedule (Fall Freshmen / Spring Seniors)				
SAILS	Fall 2021 Spring 2022	Fall 2022 Spring 2023	Fall 2023 Spring 2024	Fall 2024 Spring 2025	Fall 2025 Spring 2026
HEIghten Quantitative Literacy		Fall 2022 Spring 2023			
HEIghten Civic Competency & Engagement (CCE)	Fall 2021 Spring 2022				Fall 2025 Spring 2026
HEIghten Written Communication			Fall 2023 Spring 2024		
HEIghten Critical Thinking				Fall 2024 Spring 2025	
HEIghten Intercultural Competency & Diversity (ICD)	Fall 2021 Spring 2022				Fall 2025 Spring 2026

Appendix 2
NILOA Excellence in Assessment Letter – Page 1 only

August 1, 2018

Dr. Guy-Alain Amoussou
Bowie State University
Office of the Provost
14000 Jericho Park Road
Henry Administrative Building
Bowie, MD 20715

Dear Dr. Amoussou:

Congratulations! We are pleased to award Bowie State University the **2018 Excellence in Assessment Designation**!

While we are alerting you to this honor now, this information is EMBARGOED until August 16, 2018. You may share this information with key personnel on your campus, but please do NOT share it broadly on campus or publicly until August 16, 2018.

The Excellence in Assessment (EIA) program recognizes exemplary colleges and universities that successfully integrate assessment practices across campuses, provide evidence of student learning outcomes to stakeholders, and utilize assessment results to guide institutional decision-making and improve student performance. Five institutions working to implement and sustain comprehensive use of assessment of student learning outcomes have been selected to receive the designation in our third year and we are happy to count Bowie State University among their number. We now have a total of 20 designees!

Like the Carnegie Community Engagement Classification, the EIA Designation provides a systematic and nationally recognized evaluation of colleges and universities intended to reveal best practices in campus-wide assessment. EIA recognizes institutions for their efforts to intentionally integrate campus-level student learning outcomes assessment that lead to improving student performance, from classroom assessment to institution-level assessment reported for transparency and accountability. The designation is directly built from the NILOA Transparency Framework, and is the first national program designed to recognize institutions engaging in intentional campus-wide assessment. Evaluation for the designation included a rigorous and systematic self-study completed by your campus and led by Dr. Becky Verzinski followed by peer review by a panel of higher education assessment experts throughout the country. The EIA designations are sponsored by the Voluntary System of Accountability (VSA), a joint initiative of the American Association of State Colleges & Universities (AASCU) and the Association of Public and Land-grant Universities (APLU), the National Institute for Learning Outcomes Assessment (NILOA), and the Association of American Colleges and Universities (AAC&U).

Institutional Student Learning Outcomes
Bowie State University

1. **Written and oral communication:**

Competency in written and oral communication includes the ability to communicate effectively in verbal and written language, the ability to use a variety of modern information resources and supporting technologies, the ability to differentiate content from style of presentation, and the ability to suit content and style to the purpose of communication.

A. Analyze and discuss critical issues and recurring themes in the discipline.
B. Make personal judgments and respond to literature by drawing conclusions and stating opinions.
C. Make interpretations and present those ideas in writing.
D. Employ appropriate word choices and diction in oral and written communication.
E. Use suitable current technologies to demonstrate knowledge of concepts.
F. Conduct research and evaluate information using the appropriate methods of the discipline.
G. Critically evaluate his or her own work and conduct peer reviews of other classmate's written work.

2. **Scientific and quantitative reasoning:**

Competency in scientific and quantitative reasoning includes the ability to locate, identify, collect, organize, analyze and interpret data, and the ability to use mathematics and the scientific method of inquiry to make decisions, where appropriate.

A. Analyze and understand the physical and biological world.
B. Solve scientific problems and synthesize scientific information.
C. Apply scientific methods of inquiry during investigations.

3. **Critical analysis and reasoning:**

Competency in critical analysis and reasoning includes the ability to arrive at reasoned and supportable conclusions using sound research techniques, including inference, analysis and interpretation.

A. Systematically evaluate facts, opinions, assumptions and theories from the discipline.
B. Apply skills in analysis, synthesis and problem solving.
C. Apply logical reasoning in the examination and resolution of tasks.

4. Technological competency:

Technological competency includes the ability to use computer technology and appropriate software applications to produce documentation, quantitative data presentations, and functional graphical presentations appropriate to various academic and professional settings.

A. Create a document using word processing software.
B. Produce a quantitative visual representation of data using mathematical computation software.
C. Construct a presentation using presentation software
D. Manipulate large amounts of data using a database management system

5. Information literacy:

Information literacy includes the ability to identify, locate and effectively use information from various print and electronic sources.

A. Identification of key concepts and terms that describe the information needed.
B. Selection of the most appropriate investigative methods for accessing needed information.
C. Recognition of the cultural, physical, or other context within which the information was created and understanding the impact of context on interpreting the information.
D. Understanding of the ethical, legal and socio-economic issues surrounding information and information technology.

2021 Student Learning Outcomes Assessment Report

August 9, 2021

Presented to the Maryland Higher Education Commission

Office of the Provost & Vice President for Academic Affairs

PROCESS

The goal of the University's assessment process is to encourage institutional self-awareness, self-understanding, and self-improvement. Coppin has an institutional assessment process that incorporates assessing student learning outcomes at the institution, program, and course levels. Overall, assessment is mapped to the mission, strategic goals, and the institutional SLOs. Assessment is also inclusive of student success measures, comprehensive survey research, fiscal data, student perception of teaching quality, institutional learning outcomes, technical learning support, program level data (for example, enrollment, retention, graduation), and division and program outcomes. Regular review of these measures and outcomes ensure that the University continues to meet the goals stated within strategic plan.

The six divisions of Academic Affairs, Administration and Finance, Enrollment Management and Student Affairs, Information Technology, Institutional Advancement, and Athletics have established measurable goals, objectives, and benchmarked key performance indicators (KPIs). Each year, the divisional vice presidents review progress towards achieving outcomes within each division as part of the strategic planning process. The reviews provide opportunities for any adjustments to the stated goals and objectives. Annually, usually in the month of March, each vice president reports progress towards divisional goals to the Office of the President. The vice presidents then report any feedback from the president and cabinet members to their respective divisions in an effort to improve operations and effectiveness across the institution. Results from strategic planning and assessment are incorporated into Institutional Effectiveness, which is supported by the following key entities:

- **Academic Affairs Assessment Committee.** Membership of the Committee includes representatives from all academic areas. The charge of the Committee is to provide oversight, identify needs, and develop data-driven recommendations, policies, and procedures regarding institution-wide assessment of student learning in order to strengthen the University and enhance its accountability. The Committee ensures that the University maintains assessment of the student academic experience and that academic programs are aligned with the institution's SLOs *(see Attachment 1).* The Committee recommends changes to the academic assessment processes. Reviews of academic assessment processes, such as reporting strategies and feedback, ensure that assessment data are used to inform decision-making at all levels. Additionally, the Committee supports faculty initiatives related to the improvement of academic program assessments. In fall 2020, a revised assessment cycle was developed by the committee to be shared with the University Assessment Committee *(see Attachment 2).*
- **University Assessment Committee.** The committee has representation from the six divisions responsible for assessment of administrative functions of the university. The committee's role is to continue to build and promote an integrated culture of assessment consistent with the Coppin State University's mission. Its charge is to foster communication within and among all administrative divisions to facilitate and assess student success; provide feedback and technical assistance to administrative units to support their assessment; and work in partnership with all respective campus units to facilitate assessment activities and ensure that CSU is compliant with the Middle States Standards of Accreditation and Requirements of Affiliation.
- **Assessment Office.** The Assessment Office has primary responsibility for supporting the units in their assessment efforts. The office staffs and supports the Academic Affairs Assessment and University Assessment Committees. The work of the office directly impacts national accreditation as well as specialized accreditation among respective

programs. In AY 2019, a new director was hired to direct major assessment-related functions of the campus. Additionally, in AY 2021, an assessment coordinator was hired to provide direct assistance to the director. Collectively, the office collaborates with the Office of Institutional Research, the Assistant Vice President for Planning and Assessment, and the Office of the Provost and Vice President for Academic Affairs to ensure the campus retains and enhances its assessment practices to impact student success.

- **Retention Committee.** During the beginning of the fall 2020 semester, the university convened a diverse group of faculty and staff to establish the CSU Retention Committee. The committee was charged with creating a comprehensive plan to improve student retention. After receiving the official charge from the president, the committee was divided into the following subgroups: Academic Advising, Student Success Programs, Communication and Marketing, and Student Resources. Over the course of six months, the committee identified short and long-term goals, priorities, and strategies to increase student retention. As a standing committee, the work on improving retention spans over the next 4 years. The current strategies identified will focus on vital improvements that will have the greatest impact on student success.

IMPLEMENTATION

Informing Faculty of Specific Learning Outcomes and Tools

At CSU, department- and school-level faculty are responsible for coordinating assessment within their units. Assessment data are then shared among faculty colleagues, communicated to department chairpersons, and ultimately to the college dean, who approves the incorporation of outcomes into curricular enhancements. At all levels of academic assessment, faculty members are central to fostering student success.

An example of this process was shared during the last Middle States team visit to the campus in 2018. It was noted that faculty within the College of Business meet on a cyclical basis each semester to discuss the results of assessment of learning within its courses using a logic framework faculty developed. The College of Business holds specialized accreditation from the Accreditation Council for Business Schools and Programs (ACBSP). Since 2013, the college has assessed all of its courses with a predominant emphasis on capstone assignments. Results are shared during faculty meetings and measures such as grades are used as indicators of the level of mastery of certain competencies linked to the institution's learning outcomes. The college uses Blackboard Outcomes and SharePoint, which are platforms administrators and faculty use to collect, analyze, and communicate assessment results. Faculty members within the College and across other units on campus are responsible for assessment based on the use of rubrics, which they created. While some rubrics are used for core measurement, others are modified for specialized accrediting bodies to evaluate performance and effectiveness.

As the fall 2021 semester progresses, faculty will be informed by cyclical assessment reports from both administrative and academic units on campus, professional development opportunities, and feedback on program reviews received from the Academic Affairs Assessment Committee and the University Assessment Committee.

META-ASSESSMENT OF ASSESSMENT TOOLS

There are many assessment tools used to measure the impact of certain programs, strategies, and activities on campus. They include, but are not limited to course evaluations, graduating senior

surveys, exit surveys, university- and college-level student needs assessment surveys, which CSU's stakeholders provide feedback. One selected tool of assessment includes the Faculty Course Evaluation (FCE), which is provided to individual faculty members teaching the courses and department chairpersons. At the end of each academic year, chairpersons meet with faculty members to review the course evaluations and discuss overall faculty performance. Additionally, faculty meet to discuss the revision or addition of new survey questions, especially due to the impact of the recent pandemic, which abruptly led to a remote teaching environment.

The evaluations are also used to improve course content and delivery and inform tenure and promotion. For example, for Psychology 201, evaluation results showed students needed additional support, which was added to the course. In response to a data review, the position of Undergraduate Learning Assistant (ULA) was created to provide peer support in the classroom and a vendor change (publishing company) was made to facilitate a format that supported student-centered online course content. The course delivery was also adjusted to accommodate both lecture and experiential learning. In response to student feedback, the University also launched science support centers available for all students. Students who have mastered the material serve as peer tutors to students who need additional support.

Assessment of student learning extends to online and distance education courses. To support the work of online courses, preparation for faculty includes certification from the Online Consortium (OLC). Faculty members teaching within the distance education sector require OLC certification. These certifications assist the faculty members in networking, collaborating, and managing the challenges associated with the emerging trends and issues related to online education. Each learning module within the course provides a level of assessment. There are also formative and summative assessments throughout the course. Course design is essential in facilitating the appropriate level of learning required to achieve the desired outcomes.

Throughout the institution, links between multiple measures of assessment and assessment strategies - such as program-related exit exams, final exams, capstone assignments, portfolios, and program capstones - all provide objective data that represent how the learner is meeting the institutional student learning outcomes and program outcomes. An example of a balanced use of direct and indirect measures is noted within the School of Education. Each semester, initial and advanced students enrolled in capstone experiences must demonstrate educational effectiveness through a collaborative assessment process that involves partnership school principals, P-12 teachers who serve as mentor teachers during internship, and university faculty who served as supervisors. The evaluation team reviews students' portfolio and research presentations and measures students' mastery of professional organization standards, Maryland state priorities, and university mission against an approved rubric.

As part of the University's efforts for sustained and continuous improvement, a comprehensive model of institutional effectiveness allows academic and administrative units to demonstrate best practices and address areas of improvement. Driven by feedback at events such as a proposed annual University Assessment Day celebration and end-of-the-semester closing activities, all members of the University community are fully aware on how Coppin State University is fulfilling its mission.

ATTACHMENT 1: Institutional Learning Outcomes

COPPIN STATE UNIVERSITY
Description of Institutional Student Learning Outcomes

1. Written and Oral Communication

- Writing clear expository and persuasive prose
- Use of valid research-based arguments to support written or oral positions
- Expression of ideas in language appropriate to the topic and audience
- Writing and speaking proficiently for various audiences

2. Analytical Reasoning

- Thinking critically and analytically to respond to various issues and problems/concerns
- Applying applications of classical and/or current theories and principles from specific content areas
- Using critical judgments from a combination of evidences and assumptions to reach viable conclusions
- Collecting, analyzing, and interpreting data via computational literacy and scientific reasoning

3. Information Literacy

- Proficiency in the use of technology and its appropriate applicability
- Use of multiple information sources such as online databases, videotapes, government documents, and journals in conducting research and/or in problem solving (e.g., electronic and print periodicals, chapters in books, government documents, archival material, and microfilm)

4. Social and Self Awareness

- Understanding of self and responsibilities as an engaged citizen and leader of service in the community
- Awareness/understanding of economic, political, and organizational systems
- Appreciation of diverse cultural heritages and global societies.

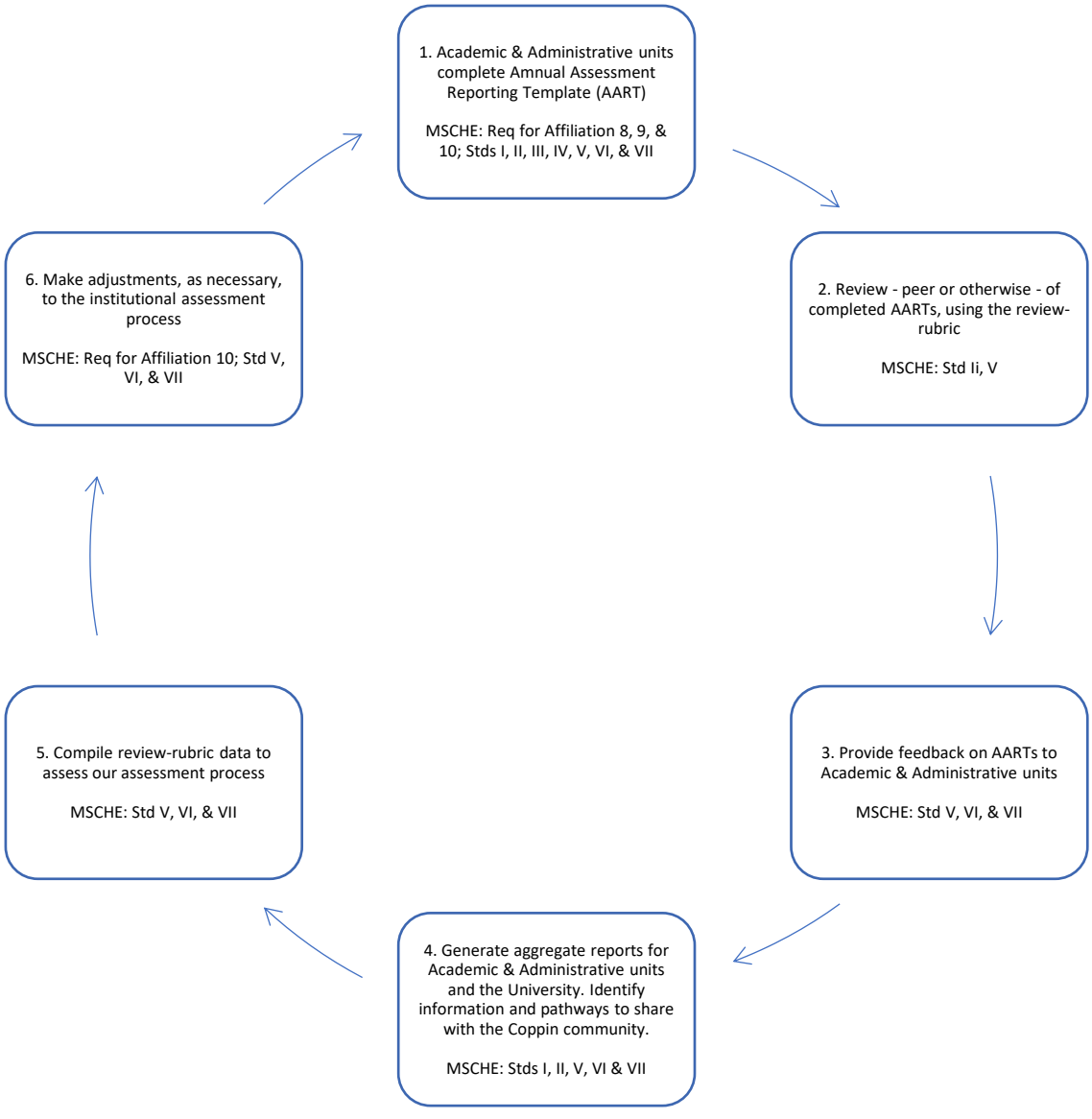
5. Reflective Practice

- Personal responsibility for intellectual growth through reflective practice in order to engage in continuous personal and academic development
- Use of professional organizations to develop a comprehensive understanding of the expectations of the chosen profession
- Development of professional competence through continuous learning experiences.

6. Responsive Citizenship

- Participation with broader communities
- Understanding of society and commitment to political and civic engagement
- Understand and respect diversity of people, ideas, communities and cultures
- Appreciation and awareness of environmental issues and initiatives

ATTACHMENT 2: Cycle of Assessment



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FROSTBURG STATE UNIVERSITY

One University. A World of Experiences.

OFFICE OF THE PROVOST
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2021 Student Learning Outcomes Assessment Report (SLOAR)
Frostburg State University

1. ***PROCESS: A description of the institution's general process for operationalizing (i.e., measuring or assessing) student learning outcomes. This should include who is typically engaged in these processes (i.e., dean, department chair, faculty, students), a general timeline of how often specific measurement tools for student learning outcomes are revised, and if the measurement tool is standard for all applicable students (e.g., the same final exam for all sections of the same course).***

   With the support of the Office of Assessment and Institutional Research, the Office of the Provost directs Frostburg State University's (FSU's) student learning assessment at the institutional level. The President and Executive Council provide leadership via the Institutional Effectiveness Plan (IEP) and other assessment activities.

   Frostburg's IEP outlines an institutionalized process for assessing student learning outcomes in majors that have disciplinary accrediting bodies within the College of Business and the College of Education. Additionally, it includes a college-defined assessment unit: the College of Liberal Arts and Sciences' Assessment Council. The Student Learning Assessment Advisory Group (SLAAG) and Graduate Learning Assessment Advisory Group (GLAAG) operate at the institutional level, focusing on student learning outcomes following the timelines of the Institutional Effectiveness Cycle.

   The Student Learning Assessment Advisory Group monitors student learning assessment practices at the undergraduate level and makes recommendations to the Provost, deans, faculty, and the Assessment and Institutional Effectiveness Council (AIEC) regarding issues affecting the assessment of student learning for undergraduate programs and the General Education Program. Committee membership includes faculty appointed by the Provost, the Director of Assessment and Institutional Research, and an Academic Affairs administrator appointed by the Provost.

   The Graduate Learning Assessment Advisory Group is the complement to SLAAG for student learning assessment practices at the graduate level. It advises the Provost, appropriate dean, program faculty, and the AIEC on issues affecting the assessment of student learning for individual graduate programs. Committee membership includes representatives from the three colleges, one Academic Affairs administrator appointed by the Provost, the Director of Graduate Services, and the Director of Assessment and Institutional Research.

   On an annual basis, academic programs update their assessment plans and provide assessment results via a common and systematic template housed within the university's online assessment platform (*Compliance Assist*). Additionally, some accredited programs utilize other assessment platforms (e.g., *TaskStream*). Program-level student learning assessment data is facilitated and reported by the respective program coordinator or department chair. Each college also has an assessment coordinator, who is responsible for data collection and analysis of assessment reports submitted at the program level. Programs are given the option to assess their own instruments and tools, and General Education Program learning objectives utilize a common rubric.

2. ***IMPLEMENTATION: A description of how faculty are generally informed of specific learning outcomes and applicable measurement tools. This should also include a description of how faculty are expected to incorporate specific measurement tools in their teaching/supervision.***

The respective college assessment coordinator or related group keeps the program coordinator apprised of annual student learning outcomes assessment reviews, and suggestions are made to improve the assessment process and tools. Information housed in *Compliance Assist* can be accessed easily by department chairs and program coordinators. College assessment committees review student learning assessment data and formalize a report that is submitted to SLAAG for undergraduate programs or respective deans for graduate programs, who share information with GLAAG.

In the College of Education, common assessments are listed in bold on the cover page of each course where data is captured. Faculty then engage in interrater reliability and validity exercises to evaluate and improve upon assessments. Orientations and trainings are also held for mentors and supervisors to improve reliability of assessments and data collection.

For the College of Business, assessment outcomes were previously shared with faculty through presentations at a face-to-face faculty meeting. However, since COVID-19 disrupted this communication process, outcomes are currently communicated to faculty by posting the annual Assurance of Learning (AoL) report in a learning management system (*Canvas*) "course," which is accessible to all college faculty. Current rubrics and AoL components for syllabi shells are also posted digitally at this site. Learning goals flow from college strategic goals, are mission driven, and are reviewed by a faculty strategic planning committee that oversees strategic planning. These goals are incorporated specifically at multiple levels in coursework that is required of all students to earn a degree, are represented in syllabi for transparency and follow through, and are the product of faculty involved in creating and implementing assessment rubrics. Results are provided back to faculty and departments as feedback loops and, where required, some closing of the loop activities are generated for continuous improvement and any adjustment to curriculum and teaching.

3. ***META-ASSESSMENT OF ASSESSMENT TOOLS: A description of how an institution's assessment activities have been leveraged to improve teaching and learning. This should include specific examples of (a) how an institution, department, or program evaluates the quality of a specific measurement tool of a student learning outcome and (b) how results of any measurement tool can be used for improvement in teaching and learning (e.g., a cohorts performance on a standardized licensure exam to inform what specific course material is or is not being covered adequately).***

College of Liberal Arts and Sciences

Each program within the College of Liberal Arts and Sciences (CLAS) has developed and implemented different processes and tools to measure student learning outcomes assessment. With feedback from the CLAS Assessment Council, programs revise their assessment tools and processes based on best practices of their disciplines and knowledge of assessment. All programs and departments have committees that review the student learning outcomes assessment data and results as well as revise plans and tools on an as-needed basis.

College of Education

Data analysis and stakeholder feedback include the following:

(1) Inclusion of Universal Design for Learning and Differentiated Instruction micro-credentials along with a classroom management micro-credential to strengthen candidate performance due to data indicated candidates need to improve in InTASC 2 – Learning Differences
(2) Full implementation of EdTPA to improve candidates' ability to use assessment data to inform instructional decisions which enhance student learning, including reflecting on the quality of feedback and support provided to students within whole group, small group, and individual instruction because data indicated room for improvement in InTASC 6- Assessment

(3) Educator Preparation Program faculty (Health and Physical Education and Early Childhood, Elementary, Middle School) led workshops within the public schools to share technology resources when data revealed that candidates were not using multiple technology tools to teach in their internships (InTASC 5 - Application of Content)
(4) Seminar instructors ensuring that candidates use the information gained in the Context for Learning component of EdTPA to differentiate their instruction for specific student needs identified based on data that revealed improvements can be made in the area of differentiating instruction for diverse learners
(5) Development, and implementation of three grants based on workforce needs in Computer Science, STEM, and Childcare teacher licensure. These grants were Maryland Center for Computing Education grant, Maryland Accelerates: Teacher Leader Residency for Inclusive Education grant, and Child Care Career and Professional Development Fund grant

The February 2020 P-20 Executive Council meeting included a presentation by a Health Education Specialist from MSDE, who encouraged FSU to maintain the Health and Physical Education program because there were only a few universities in the state of Maryland providing health education as a certification track. The Health and Physical Education program is currently working towards implementing a certification track in Health Education as a separate credential area. The specialist stated that school districts will not be able to reach the state mandate for health education without Health and Physical Education programs like the Educator Preparation Program (EPP) is offering. Focus group feedback from alumni and employer surveys and focus groups and advisory council feedback from Professional Development Schools (PDS) led to several recent improvements. A few examples of continuous improvement include: (1) Schoology training provided by the Allegany County Public Schools Coordinator of Professional Development, for all interns as the schools transitioned to online learning due to Covid-19 based on PDS Council discussions; (2) ensuring interns engage in collaborative opportunities within the schools and communication of this expectation from site coordinators to mentor teachers utilizing the PDS Activities Form as a result of focus group feedback; (3) opportunities for family interaction and engagement across all programs at the initial certification level with documentation using the PDS Activities Form as a result of focus group feedback; (4) improvement of the Common Handbook including a calendar for the semester posted on the Educational Professions department website, per requests from Clinical Educators and Clinical Faculty as a result of focus group feedback; (5) attendance of the early childhood and education club members from Allegany College of Maryland in the EPP club meeting the semester prior to their transfer to the EPP per the P-20 Executive Council's discussions; and (6) support from education majors with school field trips held within the Compton Natural History Museum, including STEM activities held within the College of Liberal Arts and Sciences per the P-20 Executive Council meeting.

As the data review moves forward to the university level, data is examined for trends across the institution. Institutional data review has informed the following continuous improvement at Frostburg State University, (1) the proposal of a Challenger Center for Space Science Education (P-20); (2) re-envisioning of the General Education Program (AIEC); (3) continued work in integrating assessment into the culture of the institution (AIEC); (4) continuing opportunities for professional development and training related to student learning outcomes assessment (SLAAG); and (5) the investigation of the integration of FSU's learning management system (Canvas) and an assessment management system like *TaskStream* across the institution to provide data reports aligned to university undergraduate learning goals and graduate learning goals across all colleges, departments, and programs.

College of Business

Assessment feedback potentially creates opportunities for change in curriculum or pedagogy. This could be at the level of more emphasis on a point of knowledge where students evidenced less learning. That is a frequent occurrence. It could be reflected in adding a learning goal (such as technology) and positioning its measurement in specific courses. It could be in constructing another course (analytics) to build knowledge bases in employment needs. Measurement tools are sometimes validated by comparing results to outside tests such as recently comparing our internally created general knowledge test to a stand industry test. The use of the tool results above show that faculty are apprised of results and change pedagogy or curriculum for improvement. Student performance toward learning goals, such as percent of students getting the correct answer for a multiple-choice

question on the exam of general business knowledge, is tracked year-over-year in an Excel spreadsheet. Intervention occurs when performance on a question drops to an unusually low level. Faculty teaching the material are asked to describe, in writing, how they will change instruction to result in an improved outcome.

4. ***Any additional information that highlights how your institution measures specific student learning outcomes and how those measures are evaluated to support student learning and success through improved teaching practices.***

College of Business

The results of the College of Business' multiple choice AoL Exam of general business knowledge may pinpoint specific concepts or knowledge deficiencies in the capstone course student test group. Percent correct scores for questions that are more than two standard deviations below the average are flagged for intervention, the department chair representing the discipline where students scored poorly is contacted, and faculty teaching the core course introducing the concept or knowledge are consulted and asked to detail how pedagogy will be changed to improve instruction. A remediation plan is signed by the department chair and forwarded to the AoL Coordinator. Remediation often takes the form of a new assignment, more discussion in class, or simply more emphasis on the topic by the instructor. Since the AoL Exam is administered annually, results on the flagged questions are monitored over time following the intervention and typically there is improvement over time. However, since the test group is capstone students and course modifications are made in sophomore or junior level classes, the improvement may take two years to be fully demonstrable.

In some cases, closing the loop goes beyond course modification. In the past, the College of Business asked the Mathematics Department to design an Applied Mathematics for Business course that specifically prepares students for core courses in Finance and Operations Management. This course was tailored to the needs of business majors and is generally only taken by business majors. The request was based on the experience of finance faculty who felt students needed more exposure to certain concepts to succeed in the core finance course taken by all business majors.

College of Education

College Education candidates' knowledge, skills, and dispositions are measured through Common Assessments across all programs, which are aligned to show evidence of meeting InTASC Standards at the undergraduate level, CAEP Advanced Proficiencies at the graduate level, and specialized professional association program specific standards. These specialized professional association standards are also evaluated using Program Key Assessments. Assessments and data are analyzed by members of program committees, leadership committees, and external stakeholders in the Professional Development School (PDS) Network and M.Ed. Advisory Committee, which result in changes for continuous improvement. Continuous improvement includes curriculum revision (for example, adding a writing intensive course to improve professional writing and synthesis of empirical research when data revealed this was a weakness among graduate candidates), embedding microcredentials focused on cultural diversity and classroom management to enhance content within courses when data revealed that candidates were not meeting learning objectives in these areas, and scaffolding the EdTPA process throughout seminar courses when data revealed that candidates were struggling with analysis of student data and subsequent changes to teaching based on this data.

College of Liberal Arts and Sciences

In the College of Liberal Arts and Sciences, the expectation is that academic units are assessing the achievement of program goals relating to their major sequences. Rubrics, processes, and measurement venues are developed by each department's faculty who collect, analyze, and report data in Compliance Assist. The entire process is initiated and completed by the end of the spring term. Ideally, the results are interpreted, summarized, and shared with faculty in the unit before the beginning of the next relevant semester. This feedback loop affords time for modifying assignments,

measures, or locales to improve learning and provide accurate measurement of behaviors or knowledge. It also enables faculty to make adjustments to instruction to make manifest that which is to be observed.

Undergraduate Institutional Learning Goals

Frostburg State University's Institutional Learning Goals reflect the mission of the University through a focus on five specific areas of student learning. Individual departments, programs, and services will provide opportunities, where appropriate, for you to attain the skills and dispositions identified by the University as essential to education.

1. Liberal knowledge and skills of inquiry, critical thinking and synthesis

You will acquire knowledge in the humanities, the natural sciences, the social sciences, and the arts, which collectively embody the human cultural heritage. You will develop your abilities to practice higher-level critical thinking.

You will

a. apply different methods of inquiry from various perspectives and disciplines to gather information;

b. comprehend and apply various research methods to evaluate information critically;

c. analyze complex issues and construct logical conclusions;

d. use problem-defining and problem-solving skills by synthesizing ideas within and across disciplines;

e. demonstrate sustained intellectual curiosity.

2. Core skills

You will become proficient in reading, writing, speaking and listening. You will also develop quantitative literacy and technological fluency.

You will

a. comprehend and critically interpret information in written and oral forms;

b. communicate information and ideas effectively;

c. understand and apply mathematical reasoning to solve quantitative problems and to evaluate quantitative information and arguments;

d. use technological resources to access and communicate relevant information.

3. Acquisition and application of specialized knowledge

You will gain knowledge and skills appropriate both for your field of study and to enter into the professional sector and/or graduate school.

You will

a. demonstrate technical and analytic skills that are appropriate to your field of study and applicable to future careers;

b. acquire research skills and specialized vocabulary for critical discourse;

c. demonstrate competencies and achievements appropriate to your field of study;

d. apply classroom learning in a combination of reflective practice and experiential education.

4. Values & social responsibility

You will critically explore, evaluate, and define your values and become a responsible citizen in a complex and changing society.

You will

a. demonstrate respect and tolerance for other cultures and societies;

b. make professional and personal judgments based on ethical considerations and societal values;

c. exhibit civic responsibility and leadership;

d. understand the purpose and value of community service in advancing society;

e. demonstrate an awareness of and appreciation for the natural environment.

5. Appreciation of cultural identities

You will gain insight into the ways cultural identities and experiences shape individual perspectives of the world and influence interactions with people from different backgrounds.

You will

a. demonstrate the knowledge, skills, and attitudes essential for communicating and cooperating effectively with people of diverse backgrounds;

b. understand the cultural and social exercise of power;

c. recognize and appreciate arguments supporting perspectives different from your own.

Source: https://www.frostburg.edu/academics/academic-catalogs.php

Maryland Higher Education Commission
Student Learning Outcomes Assessment Report (SLOAR) 2021

Prepared by Dr. Solomon Alao, Assistant Vice President for Outcome Assessment and Program Review

Part One: Process

A description of the institution's general process for operationalizing (i.e., measuring or assessing) student learning outcomes. This should include who is typically engaged in these processes (i.e., dean, department chair, faculty, students), a general timeline of how often specific measurement tools for student learning outcomes are revised, and if the measurement tool is standard for all applicable students (e.g., the same final exam for all sections of the same course).

Evaluation

The Office of Assessment collaborate with the Student Learning Assessment Committee, the Vice Presidents, the Deans, Faculty, Students, and Staff to examine the student experience at Morgan University, to identify areas of excellence and to focus on opportunities for improvement. This work is accomplished through multiple assessment methods including standardized testing, an annual cycle of undergraduate and graduate program assessment, program review, surveys, course evaluations, accreditation requirements, and special assessment projects.

Interpretation

The focus is on understanding and analyzing the results of our campus wide assessment. Working with members of the campus community, The Office of Assessment facilitates analysis and interpretation of data and supports the work of the campus in understanding the student experience at Morgan. Assessment Office staff are available to provide guidance in developing, implementing, collecting, and understanding the results from assessment projects. Serving as a clearinghouse for campus assessment tools and data, the Office incorporates external benchmarks and internal norms to ensure timely, accurate, and data supported interpretation of assessment results.

Application

Closing the loop on assessment means utilizing the results and findings to further improve the student experience at Morgan. Assessment results are only as good as the extent to which they are useful and utilized. The Office of Assessment works with members of the campus community to maximize the utilization of assessment data within the context that the data were originally collected to address. The time and resources required to collect useful assessment information are justified by the application of these data to continually improve the student experience at Morgan. Assessment results are collected, analyzed, and then utilized. The Office of Assessment serves to guide and support the implementation of assessment plans and programs and to facilitate the application of data for improvement within these programs, driven by the objectives and outcomes for institution-wide assessment at Morgan. In summary, the Office of Assessment in collaboration with academic and non-academic units promotes excellence of the student experience through a campus culture of self-evaluation and improvement across the institution by:

- Developing a systematic and sustainable process of institution-wide assessment.
- Using national, state, and locally developed assessment measures and benchmarks.
- Ensuring compliance with Middle States, MHEC and professional accreditation standards for excellence.
- Implementing academic assessment, program review, and assessment of the student experience.
- Supporting data-based decision making and improvement.
- Modeling best practice research methods and analyses.
- Conducting assessment training and workshops; and
- Serving as a general resource across campus for assessment activities and training and as an internal evaluator for sponsored and non-sponsored research.

General Timeline for Measurement Tools

The General Education Committee is working with the different units on campus to develop a timeline on how often specific measurement tools for student learning outcomes are to be revised. The goal is to complete the timeline for measurement tools by spring 2022. The Department of English and Language Arts, Department of Philosophy and Religious Studies, Department of Chemistry, and Department of Physics all use a common assessment tool for all applicable students (same final exam for all sections of the same course). A variety of direct and indirect methods of assessment are utilized to assess general education competencies. These methods include national standardized tests and surveys, and department level and course-based assessment strategies.

Part Two: Implementation

A description of how faculty are generally informed of specific learning outcomes and applicable measurement tools. This should also include a description of how faculty are expected to incorporate specific measurement tools in their teaching/supervision.

Faculty members at Morgan State University learn about the importance of the General Education Program from deans during the college or school-wide meetings at the beginning of the fall and spring semesters. All members of the faculty responsible for teaching the general education courses are directed to review the catalog information on the mission, goals, outcomes, and guidelines of the General Education Program. In addition, they collaborate with their chairperson to obtain answers to any question(s) about the general education process. Members of the faculty are informed about specific learning outcomes and applicable measurement tools during meeting(s) with chairs of departments and/or programs that offer general education courses. Instructors responsible for general education courses at Morgan State University:

1. Cannot teach an online course without meeting the Quality Matters guidelines for teaching online courses,
2. Implement discipline specific learning outcomes, assessment methods, and pedagogical strategies identified by their department and/or programs,
3. Use Canvas the Learning Management System to report and archive information on student performance on the general education outcomes and performance tasks,
4. Implement action and strategic plans generated at the university, college, department. program, and course levels to improve different aspects of the general education program (i.e., student learning),
5. Participate in meetings and professional development opportunities strategically designed to improve different aspects of the general education program, and
6. Participate in program reviews and accreditation process on the general education program, learning outcomes, and student learning.

Part Three: Meta-Assessment Assessment Tools

A description of how an institution's assessment activities have been leveraged to improve teaching and learning. This should include specific examples of (a) how an institution, department, or program evaluates the quality of a specific measurement tool of a student learning outcome and (b) how results of any measurement tool can be used for improvement in teaching and learning (e.g., a cohorts performance on a standardized licensure exam to inform what specific course material is or is not being covered adequately).

Two recent studies on course success rates and course evaluation of the general education courses during COVID-19 are examples of assessment activities utilized to generate action plans to improve student experience and the teaching and learning process. Other studies on the Heighten Assessments and use of signature assignments are in process to inform programs and departments on specific areas of the curriculum that is, or not been covered adequately. See the Table below for results of recent studies on the general education programs at Morgan State University.

Course Success Rates for AY 2018-2020 Benchmark is 75%		**Q. As a result of taking this course, I improved my knowledge & Motivation for the subject matter**	
Distribution Areas and Number of Courses	**Course Success Rates**	**Distribution Areas**	**Course Evaluation for AY 2020 (N = 1141)**
Arts and Hum. (N=1486)	83%	Arts and Humanities	47%
Biol. & Phys. Sciences (N=9090)	68%	Biological & Physical Science	56%
Contemp. & Global Issues (N=5975)	87%	Contemp. & Global Issues	62%
Critical Thinking (N=5910)	88%	Critical Thinking	63%
English Composition (10038)	71%	English Composition	64%
Health & Healthful Living (N=466)	86%	Health & Healthful Living	68%
Information Literacy (N=3539)	77%	Information Literacy	68%
Mathematics (2550)	84%	Mathematics	70%
Soc & Behav Sciences (N=8160)	75%	Social & Behav Sciences	76%
Total	**80%**	**Total**	**64%**

Success Rate in this report refers to the number of students earning a grade of C or better. The purpose of the analysis it to discern the course success rates of general education courses under the nine distribution areas. The second purpose is to compare success rates with the national benchmark of 75% to determine the effectiveness of our general education courses and programs. For instance, programs with courses performing below standard can develop an action plan to improve their performance, if an action plan is not already in place. Programs with courses who meet and/or exceed standard can share best practices and be recognized for their efforts. The overall success rate of the general education program is 80%. Data was shared with chairs of the general education programs. Departments of Biology, Chemistry, Physics, English and Language Arts were required to develop an action plan to improve the success rates of their general education courses. The AVP for Outcomes Assessment will monitor implementation strategies along with deans and chairs.

To understand student perception of the general education during COVID-19, the Provost and AVP for Outcome Assessment analyzed the results of course evaluations. Perceived competence and motivation for subject matters was one area of focus. During COVID-19, did students in general education courses agree with the statement "As a result of taking this course, I improved my knowledge & motivation for the subject-matter?" In summary, 64% of the students who enrolled in the general education courses in spring 2020 agreed that the general education courses improved their knowledge and motivation for the subject-matter. Courses in the Arts and Humanities and the Biological and Physical Sciences that tend to require more face-face interaction and demonstration of skills in a laboratory setting received the lowest ratings. The Provost and AVP for Outcome Assessment shared the data with members of the faculty during the Faculty Institute in August 2020. Professional development workshops were created to improve the remote instruction ability of members of the faculty. In sum, assessment of student learning outcomes at Morgan State University is systematic, comprehensive and sustained, meeting Middle States, MHEC, and accrediting agency requirements for assessment and improvement of student learning and motivation.

COMMON SET OF GENERAL EDUCATION OUTCOMES

The General Education Program establishes a number of significant goals and high expectations for students at Morgan State University. The expectations or outcomes are listed below.

- Read and listen with understanding and express themselves effectively in written and spoken standard English.
- Think critically and analytically.
- Gather information through research and use of the library and report that information responsibly.
- Solve mathematical and computational problems.
- Demonstrate knowledge of problem-solving methods and of the historical development, present-day applications and cross-disciplinary connections of mathematics and information structures.
- Demonstrate integrated knowledge of the major contributors, masterpieces, history, criticism and theories of literature, philosophy (including religion), art and music from the ancient to the modern world, as they developed in Western Civilization.
- Demonstrate integrated knowledge of the heritage, culture, social structures and accomplishments of autochthonous African cultures and African American Civilization.
- Demonstrate a global perspective and integrated knowledge of the heritage, culture, social structures, and accomplishments of one Non-Western Civilization.
- Demonstrate integrated knowledge of problem-solving techniques in the basic concepts and principles of the biological and physical sciences, of the history and philosophy of science, and of ecological, personal, and social issues related to the sciences.
- Demonstrate integrated knowledge of the political, social, and economic development of American society in relation to the world, of the history and geography of America and the world, of civic affairs and responsibilities, of personal, interpersonal, intergroup, and intra-group relations, and of learning, work habits and career choices.
- Demonstrate integrated knowledge of health as a personal, group and social issue, of healthful living, of physical fitness and of optimal body functioning, general wellness, stress reduction and recreation.
- Demonstrate habits of courtesy, friendliness, honesty, integrity, civility, and orderly conduct.
- Demonstrate a sense of discipline that lends itself to good study habits and a sense of purpose that leads to beneficial and maximal use of university resources

Student Learning Outcomes Assessment Report (SLOAR) 2021
St. Mary's College of Maryland

For the SLOAR 2021 report, SMCM will discuss its institutional assessment practices and principles, specifically as it relates to the four core liberal arts skills in our curriculum: Critical Information Literacy, Critical Thinking, Oral Communication, and Written Communication.

The mission of St. Mary's College informs the institutional learning outcomes (ILOs) at the College. The ILOs articulate the expectations of what all graduates should know and be able to do upon earning a bachelor's degree from the College. In addition to ILOs, every academic program (majors, minors, and concentrations) has articulated program learning outcomes (PLOs), and all regularly offered courses have standing course learning outcomes (CLOs). The ILOs, PLOs and CLOs are organized around six Liberal Arts Literacies (Disciplinary, Interpretive & Expressive, Information Literacy, Cultural, Community, and Professional), and each ILO, PLO and CLO is tagged with an expected level of learning (Foundational, Developing, or Capstone) that allows for variations in expectations across student experiences. SMCM expects at least 80% of its students to meet the ILOs at the Capstone level upon graduation from the college. The ILOs relevant to this report, which are aligned with the four liberal arts skills mentioned above, are:

- Graduates of SMCM will demonstrate proficiency in a variety of interpretive & expressive literacies:
    - They will communicate effectively in writing and in speech. (Capstone; Oral Communication and Written Communication)
    - They will engage effectively in critical thinking and/or deploy effective and/or creative problem-solving skills. (Capstone; Critical Thinking)
- Graduates of SMCM will effectively integrate the processes that support the locating, valuing, and ethical application of information. (Capstone; Information Literacy)

Process

The ILOs targeted in this report are supported through the LEAD Curriculum (our general education program) and our majors. The LEAD curriculum offers some early breadth experiences as well as foundational components for majors/minors to develop further; more information about the program and its outcomes can be found at this page of the SMCM catalog. As part of the LEAD curriculum, all new SMCM students (whether traditional first year students or transfers) must take a seminar course, designed to introduce students to the four liberal arts skills that anchor the SMCM curriculum: Information Literacy, Critical Thinking, Oral Communication, and Written communication.

There are about 25 sections of the seminar course offered each fall and about 5 sections every spring, to align to the typical enrollment patterns of our students. SMCM has established a focus skill (or skills) for each academic year, but instructors are welcome to

assess any or all four skills each year for their own use. Assessment is entirely course-based and by the instructor only. Instructors retain discretion over course materials and assignment choices, but they all must assess their students' early competencies with one or two of these skills at some point in the semester by scoring an assignment of their choosing via an SMCM adaptation of the relevant AAC&U VALUE rubric(s) in these areas. Assessment data from the seminar courses are submitted at the end of the semester to the Coordinator of Transparent Teaching and Assessment (CTTA)[1]. The collected data include students' individual rubric ratings, the assignment details, and implementation timetable of the assignment. The CTTA works closely with the Associate Dean of Curriculum around the implementation of assessment in the Core Seminars.

The four liberal arts skills are also assessed via the required senior capstone experience in all majors; we assess the same skill in the capstone experience as we do in the seminar course in any given year. Depending on the program and its capstone structure, the projects are evaluated by the course instructor, the project mentor, the mentor and an additional rater, or the entire department; everyone is using the SMCM adaptations of the relevant AAC&U rubrics. Individual rubric scores are again submitted to the CTTA and Institutional Research, who then organize it as needed to respond to institutional assessment questions and/or program assessment questions; this requires collaboration with the Department Chairs.

Tweaks to the rubric tools have been guided by the campus Assessment Implementation Team (AIT), which is an ad-hoc committee reporting to the Provost's Office. The rubrics are generally reviewed each semester, adjusting/clarifying language as needed based on feedback from users. A more thorough assessment of the rubrics and their relevance/effectiveness is planned. Training on the rubrics and guidance about how to use them are offered every semester or as needed.

Currently, the institution engages in a 3-year assessment cycle, and 2021-2022 marks the last year of the current cycle. Each of the four skills noted above is assessed once (in both core seminars and capstone experiences) in the 3-year cycle. Within a 3-year period, all remaining ILOs are also assessed once, and all programs are expected to assess their program learning outcomes (PLOs) at least once. We are exploring whether to revise our process to officially introduce a year of review/conversation about the assessment results at the end of a cycle, as we have had some challenges in brokering larger campus conversations when rolling from one cycle into another.

Implementation

An internal website, plus the commercial platform AEFIS, are used together to manage the assessment system at SMCM, document policies and procedures, and keep faculty aware of the assessment foci of a given year. We currently use modules within the AEFIS platform to

[1] This position is held by a member of the faculty who works closely with Institutional Research to implement the campus assessment system.

map our various program curricula and collect assessment data every academic term. All faculty at SMCM are expected to participate in some form of institutional and/or program assessment as determined by the assessment cycle. Faculty largely retain control over the course learning outcomes, assignments and scoring tools that are used to assess student learning in the classroom, outside of the previously mentioned adaptations of the AAC&U VALUE rubrics to assess students' skills with Oral Communication, Written Communication, Information Literacy, and Critical Thinking. However, consultation, advice or collaboration with the CTTA on any of the above is offered and encouraged.

Over the summer, the results from the previous year are consolidated into a report that is shared with the Provost's Office and via Chairs (to faculty) for review. Additional feedback/conversations typically happen throughout the fall semester, and we continue to work on regularizing those sessions.

Meta-Assessment

SMCM's campus-wide assessment system is still somewhat young, and we are just now entering a point where a more structured approach to meta-assessment can begin. We have made some changes to our system's structure based on feedback through a variety of channels in our early cycles, as well as because of a change to our general education curriculum. It has also taken us some time to move into a software platform that enables us to more easily link the curricular maps of our campus to the actual assessment activity.

To this point, the bulk of our meta-assessment has related to the rubrics we use to assess the aforementioned core liberal arts skills. We've made some adaptations to the VALUE Rubrics to make them more usable for our campus through reformatting; relabeling the categories; explaining each of the criteria; and suggesting where/how to find evidence for certain criteria. We have also used the data from the entering (core seminar) and exit (capstone experience) assessments to explore whether/how students are developing between the first and fourth year on campus, whether the rubrics are serving our intended purposes, and the extent to which any rubric assessments align with student grades in certain course experiences.

St. Mary's College of Maryland Institutional Learning Outcomes (ILOs)

St. Mary's College of Maryland has identified institutional learning outcomes informed by its institutional mission and core values. These outcomes are the foundational structure that defines and organizes the learning opportunities for all undergraduate students at the college. The institutional learning outcomes articulate what all graduates are expected to be able to do upon earning a baccalaureate degree from the College.

These ILOs are organized by Liberal Arts Literacies, which are the content framework under which all undergraduate student learning outcomes are aligned.

Disciplinary Literacy: Graduates of SMCM will demonstrate both breadth and depth of disciplinary knowledge.

- Graduates of SMCM will demonstrate understanding of varying perspectives in a breadth of disciplines in the liberal arts.
- Graduates of SMCM will demonstrate sophisticated expertise in at least one discipline in the liberal arts.

Interpretive & Expressive Literacies: Graduates of SMCM will demonstrate proficiency in a variety of interpretive & expressive literacies.

- Graduates of SMCM will communicate effectively in writing.
- Graduates of SMCM will communicate effectively in speech.
- Graduates of SMCM will engage effectively in critical thinking and/or deploy effective and/or creative problem-solving skills.

Information Literacy: Graduates of SMCM will effectively integrate the processes that support the locating, valuing, and ethical application of information.

Cultural Literacy: Graduates of SMCM will effectively examine the changing nature of social and cultural experiences, and the way we shape and are shaped by culture.

Community Literacy: Graduates of SMCM will effectively engage as citizens in local, regional, global, learning, or professional communities.

Professional Literacy: Graduates of SMCM will develop skills and knowledge to facilitate an informed and professional transition into multiple contexts beyond the college classroom.

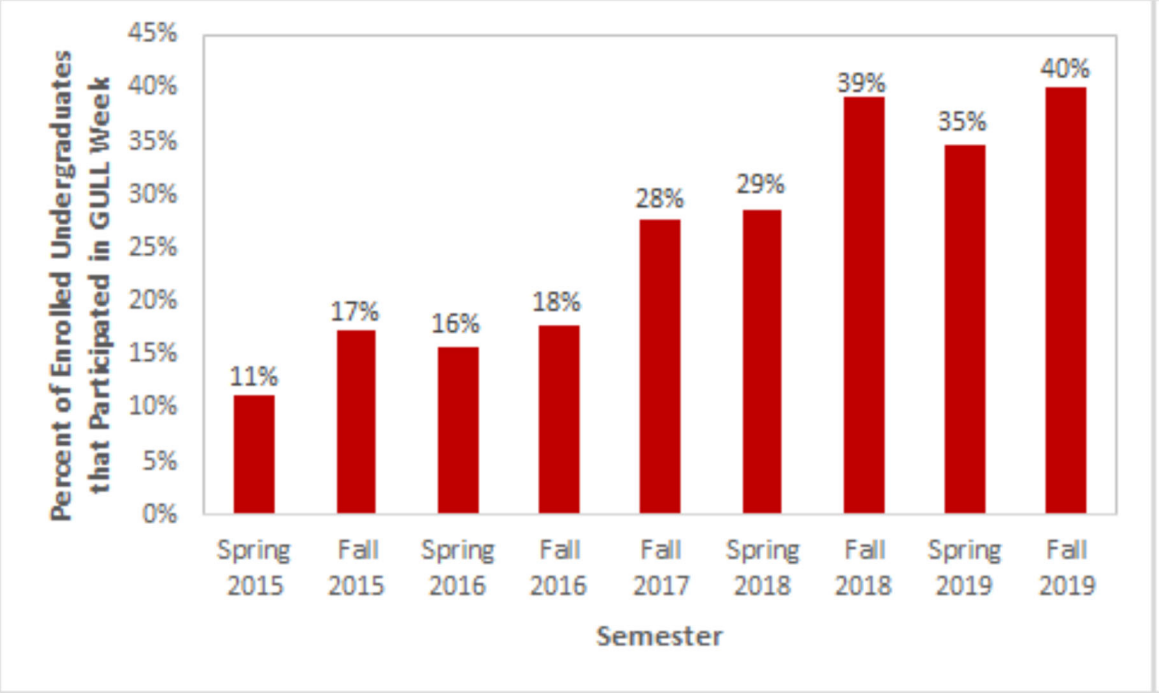
SALISBURY UNIVERSITY

Student Learning Outcomes Assessment Report
2021 Report

Assessment Process as Salisbury University

In spring 2015, SU began the General Education assessment process that it continues to use each academic year. Gaining Understanding of Lifelong Learning (GULL) Week is a week-long assessment model which has evolved over the years since its implementation (See Appendices A and B for a timeline and assessments). Currently, GULL Week occurs during the third week of the fall semester (previously GULL Week occurred each fall and spring). While participation is not mandatory, all undergraduate students are encouraged to contribute as a way to show the University what they know and demonstrate their proficiency in various General Education areas. To take part in GULL Week, students voluntarily register to participate in a one-hour proctored GULL Week assessment session. During their session, students typically complete two to three computer-based standardized assessments which are aligned with SU's General Education student learning outcomes (SLOs) (See Appendices A and B). The assessments are the same for all students in a given testing session, but vary across sessions to ensure that all of SU's SLOs are assessed over a five-year period. Typically, three to five different assessments are administered during each GULL Week. During SU's last GULL Week, in fall 2019, over 3,000 undergraduate students participated. Figure 1 shows the percentage of SU's undergraduate student population who have participated each semester.

Figure 1. Undergraduate Participation Rates in GULL Week



Each fall, UARA staff meet with numerous student and faculty groups to encourage student participation. The UARA office garners faculty and student interest through promotion, communication, and competition. The communication strategy emphasizes participation as a way to demonstrate school spirit and give back to the campus. In addition, the results are used to enhance SU's General Education program. Faculty involvement is integral to the success of GULL Week. Along with the Provost, Deans, and staff in the Office of University Analysis, Reporting, and Assessment (UARA), faculty are the best advocates for student participation in GULL Week. Many faculty supporters offer students extra credit for their participation in GULL Week as well as promote the importance of the event in their classrooms. In addition to extra credit, students receive a GULL Week t-shirt, newly designed by an SU student each year, after completing their assessment session. To further increase school spirit and create a healthy

sense of competition, the School/College (i.e., Fulton, Health and Human Services, Henson, Perdue, or Seidel) that has the highest percentage of its majors participating is recognized as the GULL Week Champion. The Champions are awarded a banner and trophy as well as a school photo with Sammy the Sea Gull.

Implementation

The foundation of SU's General Education assessment methods are the SLOs. In 2015, SU began a review its entire General Education program, including the curriculum and SLOs. A General Education Steering Committee (GESC) was create and evolved during a six-year reimagining of the curriculum. While the composition of the GESC evolved over time, the most recent iteration was an ad hoc committee of the Faculty Senate. The faculty-led committee studied various General Education models, wrote and received approval of new General Education SLOs, surveyed faculty to determine model preferences, led campus-wide meetings about the SLOs, proposed changes to the General Education model, and conducted an all faculty vote which led to the approval of a new General Education model. Knowing the importance of the SLOs to the success of the entire General Education model, faculty led the effort to revise the SLOs. Multiple faculty committees wrote and revised the SLOs over more than year. The final version was presented to the Faculty Senate where it received approval. This revised SLOs are available in Appendix C and on SU's website (https://www.salisbury.edu/administration/academic-affairs/general-education.aspx) and were used to create the new General Education model. The new model is SLOs based with each course requirement linked to specific SLOs. The new model is tentatively scheduled for implementation in Fall 2024. Faculty seeking approval for a course to be included within one or more of the new General Education model categories will have to demonstrate how the course will meet the aligned SLOs.

In addition to assisting with the development of new SLOs and a revised General Education model, faculty review and aid in the selection of the assessment instruments used to evaluate student achievement of the SLOs. Each year, assessment instruments are reviewed to determine their alignment with SU's SLOs. SU utilizes a mixture of commercially available standardized instruments (e.g., ETS HEIghten) and free instruments. In addition, we also create assessments aligned with our SLOs by combining questions from multiple assessments previously researched, published, and made available for public use. All assessments utilized for GULL Week are evaluated by UARA staff and faculty experts for reliability, validity, and alignment with SU's General Education SLOs. While UARA staff seek out faculty experts within various departments with expertise in the areas being assessed, there is also a standing Faculty Senate committee which routinely helps with the review of assessments. The University Academic Assessment Committee (UAAC) serves as both an advisory and an assessment coordinating body on all matters related to academic assessment at the University. The UAAC makes recommendations to the Faculty Senate and UARA concerning the development and implementation of assessment methods and use of assessment results. As GULL Week is an institution-wide assessment event for General Education, faculty are not required to administer the assessments within their courses. However, faculty may utilize the same assessments for their course or program-level assessment. Additionally, UARA staff will provide program-level data and results on the assessments administered during GULL Week if an academic program had enough of its majors participate.

Meta-Assessment of Assessment Tools

As described previously, great care is taken to review the relevant assessment literature when selecting assessment instruments used during GULL Week. Multiple instruments are reviewed with UARA staff and the UAAC to determine which are best aligned with SU's SLOs. When the new General Education SLOs were endorsed in 2018, all previous assessments were reviewed to determine if they still aligned with the revised SLOs. Additionally, new assessments are being evaluated and created to align with new SLOs (e.g., environmental sustainability, ethical reasoning, civic and community engagement, etc.). A

part of this review includes the evaluation of validity and reliability data, as well as examining specific test questions.

Once GULL Week assessment data is collected and analyzed, work begins on communicating the results to faculty. GULL Week assessment results are disseminated in a variety of venues for use by campus. One great example of how the results have been used was to improve the General Education model. The GESC used the results, including where students are experiencing weaknesses on the SLOs, to inform the development of a new model to address areas identified for improvement. As a result, the new model provides multiple opportunities for students to be exposed to learning opportunities to bolster skills in these areas. Additionally, the UAAC recommended a more user-friendly version of the lengthy assessment reports that the UARA office typically creates. Accordingly, UARA staff created a template for reporting the assessment results by SLO in a one-page format. These assessment one-sheets, allow faculty to get a quick understanding of the assessment and the results and how they can be used to improve teaching and learning. These publications are available on the UARA website.

Additionally, the results from previous GULL Weeks are annually summarized and presented to the five College/School faculty meetings as part of annual fall Faculty Development Day and more detailed presentations are developed as needed. During the 2017 Faculty Development Day, UARA staff collaborated with faculty experts to share GULL Week assessment results, while faculty experts shared how they used the results to improve teaching strategies in their classes. Since the transition to one GULL Week per year (2019-20), UARA and UAAC began planning additional opportunities to communicate assessment results to faculty. Since then, multiple presentations, all collaborations with UARA staff and faculty, have been made during the annual Teaching & Learning Conference, as well as through online webinars.

Moreover, the Scholarship of Teaching and Learning (SoTL) faculty learning community (FLC) has helped to provide professional development for faculty and staff. The SoTL FLC is a group of faculty and staff who gather to learn more about best practices in evidence-based techniques, innovations, and assessment processes designed to continuously improve student outcomes at SU. The FLC brings together varied knowledge, experiences, and expertise from not only faculty from all five schools/colleges, but also from the staff from both Academic and Student Affairs. One especially promising outcome of the SoTL FLC has been its Assessment Fellows program. Each year since 2019, faculty and staff are invited to apply to become a SoTL Assessment Fellow. The fellowship provides a stipend for assessment related research projects which build and support a culture of assessment across campus. As a part of the fellowship, selected faculty and staff present their research projects to further promote the use of assessment results to improve teaching and learning across campus.

In conclusion, SU is very proud of the culture of assessment it has created among its faculty, staff, and students. In fact, during the 2016 Middle States Self-Study, the visiting team noted that, “Salisbury University is to be commended for establishing a culture where regular assessments are perceived to be instrumental in improving student learning outcomes.” Assessment expertise and collaborations have continued to grow across campus since the 2016 Self-Study. SU’s assessment practices and results are refined regularly, utilized to improve the General Education programs, and involve campus wide collaboration.

Appendix A
GULL Week Assessment and SLO Alignment Spring 2015-Spring 2021

SLG	SLO	SP15	FA15	SP16	FA16	FA17	SP18	FA18	SP19	FA19	SP21
Essential Competencies	a) Critical Thinking & Reasoning			CCTST		H-CT		H-CT		H-CT H-CT	H-CT
	b) Effective Reading				H-WC				H-WC		
	c) Information Literacy		Project SAILS			ILT				ILT	
	d) Oral Communication			CSRS					CSRS		
	e) Quantitative Reasoning	CBASE-Math NW-9					H-QL TOSLS				H-QL TOSLS
	f) Scientific Reasoning	NW-9					TOSLS				TOSLS
	g) Understanding the Human World*										
	h) Written Communication				H-WC				H-WC		
Foundational Knowledge	a) Knowledge of the Human Experience*	CBASE-SocStud CBASE-English AHQ2	GPI					AHQ3-SU	GPI+GC		AHQ3-SU
	b) Knowledge of the Physical World*	CBASE-Science									
Personal, Social, and Cultural Responsibility	a) Civic & Community Engagement					H-CCE		H-CCE	GPI+GC		H-CCE
	b) Emerging & Enduring Global Issues		GPI						GPI+GC		
	c) Environmental Sustainability										
	d) Ethical Reasoning		DIT2						DIT2		
	e) Inclusion & Diversity					H-ICD				H-ICD	
	f) Intellectual Curiosity		CCTDI							ICAv1	
	g) Intercultural Competence					H-ICD				H-ICD	
	g) Personal Health & Wellness	NCHA								PHWAv1	

Appendix B
GULL Week Assessment and SLO Alignment Fall 2021-Fall 2024

SLG	SLO	FA21	FA22	FA23	FA24
Essential Competencies	a) Critical Thinking & Reasoning		H-CT		
	b) Effective Reading	H-WC			H-WC
	c) Information Literacy		ILT		
	d) Oral Communication	CSRS			CSRS
	e) Quantitative Reasoning			H-QL	
				TOSLS	
	f) Scientific Reasoning			TOSLS	
	g) Understanding the Human World*				
	h) Written Communication	H-WC			H-WC
Foundational Knowledge	a) Knowledge of the Human Experience*	GPI+GC		AHQ3-SU	GPI+GC
	b) Knowledge of the Physical World*				
Personal, Social, and Cultural Responsibility	a) Civic & Community Engagement	GPI+GC		H-CCE	GPI+GC
	b) Emerging & Enduring Global Issues	GPI+GC			GPI+GC
	c) Environmental Sustainability			To be determined	
	d) Ethical Reasoning	DIT2			DIT2
	e) Inclusion & Diversity		H-ICD		
	f) Intellectual Curiosity		ICAv2		
	g) Intercultural Competence		H-ICD		
	g) Personal Health & Wellness		PHWAv2		

Appendix C

General Education Student Learning Goals and Outcomes

The General Education program is designed to foster the personal, intellectual, and social development of the Salisbury University student. Salisbury University provides an institutional environment and academic curriculum that supports interconnected learning and experiences, which signify an ability to analyze and make connections between ideas, concepts, and experiences - both on and off campus. The following broad categories organize the student learning goals and outcomes that align with the purpose of General Education. Previously acknowledged Student Learning Goals are aligned with the proposed Student Learning Outcomes listed below.

Essential Competencies

Essential Competencies are the intellectual habits and skills that students progressively develop in order to succeed as undergraduates and as members of a rapidly changing and globally interconnected society. Upon completion of their studies at SU, students will demonstrate effective reading and communication, critical thinking and reasoning, quantitative reasoning, scientific reasoning, information literacy as the means by which to solve problems.

- Critical Thinking & Reasoning: Students will be able to comprehensively analyze evidence before they create, critique, or accept an opinion, conclusion, or determine a need for further investigation.
- Effective Reading: Students will be able to extract and construct meaning by interacting with written language.
- Information Literacy: Students will be able to determine the extent of information needed; access information effectively and efficiently; evaluate information and its sources critically; use information effectively to accomplish a specific purpose; and use information ethically.
- Oral Communication: Students will be able to prepare, deliver, and reflect upon purposeful oral communication appropriate to the audience, purpose, and context.
- Quantitative Reasoning: Students will be able to interpret models and solve quantitative problems from different contexts with real-world relevance; understand and create reasonable arguments supported by quantitative evidence; and clearly communicate those arguments in effective formats (e.g., using words, tables, graphs, and mathematical equations).
- Scientific Reasoning: Students will be able to identify and use empirical evidence to describe, explain, and predict natural phenomena through application of the scientific method; and use scientific principles to design, evaluate, and implement strategies to answer open-ended questions.
- Understanding the Human World: Students will explore methods that will enable them to recognize and interpret evidence of human thought, action, expression, and experience, using contexts and narratives to understand humanity’s change over time.
- Written Communication: Students will be able to develop and clearly express ideas through writing, in appropriate styles, by incorporating evidence when warranted.

Foundational Knowledge

Foundational Knowledge describes the breadth of information and experiences needed to succeed in a globally interconnected world, and is achieved through the study of the arts, humanities, mathematics, natural sciences, and social sciences. Upon completion of their studies at SU, students will demonstrate knowledge of the human experience, the physical world, and ways of knowing.

- Knowledge of the Human Experience: Students will be able to describe and compare the development and impact of various artistic, cultural, economic, historical, intellectual, linguistic, political, social, or spiritual systems; and recognize common questions and concerns humans confront and the diverse strategies for resolving those concerns.

- Knowledge of the Physical World: Students will be able to describe some of the major concepts in science to explain natural phenomena; and evaluate the quality of scientific information on the basis of methods used to generate it.

Personal, Social, and Cultural Responsibility

Personal, Social, and Cultural Responsibility integrates the knowledge, skills, and core values that allow students to learn, live, and lead effectively as scholars, employees, and active citizens. Upon completion of their studies at SU, students will show evidence of civic and community engagement, knowledge of emerging and global issues, a commitment to and knowledge of environmental sustainability, ethical reasoning, respect for inclusion and diversity, intellectual curiosity, intercultural competence, as well as be aware of issues of personal health and wellness.

- Civic & Community Engagement: Students will demonstrate knowledge and skills necessary to participate actively in civic and community life and identify issues underlying public policy.
- Emerging & Enduring Global Issues: Students will be informed, responsible, and able to consider and discuss emerging and enduring global issues, attentive to diversity across the spectrum of differences; understand how their actions affect both local and global communities; and address the world's most pressing and enduring issues collaboratively and equitably.
- Environmental Sustainability: Students will be able to trace the ways in which individual actions are linked to interconnected natural and social systems and the sustainability thereof.
- Ethical Reasoning: Students will be able to reason about right and wrong human conduct; assess their own ethical values and the social context of problems; recognize ethical issues in a variety of settings; think about how different ethical perspectives might be applied; and consider the ramifications of alternate actions.
- Inclusion & Diversity: Students will demonstrate an openness to the pluralistic nature of local, national, and global institutions, societies, and cultures as well as develop characteristics of respect, connection, and involvement among people with different experiences and perspectives.
- Intellectual Curiosity: Students will explore a range of topics; be open minded to new ideas and ways of thinking; and be able to ask relevant questions or develop original thoughts.
- Intercultural Competence: Students will be able to demonstrate the necessary knowledge, self-awareness, and behaviors to support effective and appropriate interactions in a variety of cultural and linguistic contexts that build and enhance relationships.
- Personal Health & Wellness: Students will be able to demonstrate knowledge of skills and habits to promote personal lifelong health and wellness, including, but not limited to, emotional, financial, and physical.

General Education
Student Learning Goals & Outcomes
Approved by the Faculty Senate (11-20-2018)

The General Education program is designed to foster the personal, intellectual, and social development of the Salisbury University student. Salisbury University provides an institutional environment and academic curriculum that supports interconnected learning and experiences, which signify an ability to analyze and make connections between ideas, concepts, and experiences - both on and off campus. The following broad categories organize the student learning goals and outcomes that align with the purpose of General Education. Previously acknowledged Student Learning Goals are aligned with the proposed Student Learning Outcomes listed below.

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a) **Critical Thinking & Reasoning:** Students will be able to comprehensively analyze evidence before they create, critique, or accept an opinion, conclusion, or determine a need for further investigation.
b) **Effective Reading:** Students will be able to extract and construct meaning by interacting with written language.
c) **Information Literacy:** Students will be able to determine the extent of information needed; access information effectively and efficiently; evaluate information and its sources critically; use information effectively to accomplish a specific purpose; and use information ethically.
d) **Oral Communication:** Students will be able to prepare, deliver, and reflect upon purposeful oral communication appropriate to the audience, purpose, and context.
e) **Quantitative Reasoning:** Students will be able to interpret models and solve quantitative problems from different contexts with real-world relevance; understand and create reasonable arguments supported by quantitative evidence; and clearly communicate those arguments in effective formats (e.g., using words, tables, graphs, and mathematical equations).
f) **Scientific Reasoning:** Students will be able to identify and use empirical evidence to describe, explain, and predict natural phenomena through application of the scientific method; and use scientific principles to design, evaluate, and implement strategies to answer open-ended questions.
g) **Understanding the Human World:** Students will explore methods that will enable them to recognize and interpret evidence of human thought, action, expression, and experience, using contexts and narratives to understand humanity's change over time.
h) **Written Communication:** Students will be able to develop and clearly express ideas through writing, in appropriate styles, by incorporating evidence when warranted.

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h) **Personal Health & Wellness:** Students will be able to demonstrate knowledge of skills and habits to promote personal lifelong health and wellness, including, but not limited to, emotional, financial, and physical.

2021 Student Learning Outcomes Assessment Report (SLOAR): Towson University

PROCESS

At Towson University, the University Assessment Council is the Academic Senate sub-committee tasked with serving as a consultant to the university on assessment matters. Supporting this endeavor is the Sub-committee on Student Learning Assessment (SSLA). The University Curriculum Committee (UCC), an Academic Senate sub-committee, includes among its responsibilities the study of the university's curriculum to identify areas that would benefit from improvement and, if necessary, to commission studies to consider curriculum change. Supporting this role with respect to the Core Curriculum is the Core Curriculum Reporting Committee (CCRC), also a UCC sub-committee. Since June 2015, the colleges are each responsible for the maintenance of college specific means of development and approval of programs' and courses' assessment plans.

Supporting the entire process is the Office of Academic Assessment, led by a Director and Assistant Director, reporting to the Vice Provost, and staffed by an Assessment Coordinator. The Director and Associate Director are ex-officio members of the SSLA and the Director is an ex-officio member of the UAC. This office provides administrative support for organizing the peer review assessment days and the maintenance of the Campus Labs' Planning Module. This Planning Module is the university's student learning outcomes assessment software that hosts and allows the development of assessment plans and reports, and analyses and dissemination of learning outcomes assessment.

The aforementioned assessment days include participation by each academic program that includes an assessment coordinator for each program, who is usually both a program director and leading faculty member delivering the program, or the department chair.

IMPLEMENTATION

Every program must have student learning outcomes, an assessment plan, and report annually on the plan's prosecution and use of results and dependent upon the department or program an assessment committee oversees the development and/or revision of learning outcomes, development, dissemination, and application of assessment tools. An assessment coordinator is usually responsible for this activity, but varying from department, works in partnership with other faculty, chair, and others. The university's catalogs include the learning outcomes for each program as do the programs' website.

When developing a new program, or engaging in significant changes to existing programs, the department and/or program director must develop an assessment plan with concomitant student learning outcomes that demonstrate how and where they support institutional outcomes. Additionally, the plan includes a curriculum map demonstrating what courses and/or learning opportunities support achievement of the program's learning outcomes A new program will not receive consideration from the university's internal governance without the presence of an assessment plan.

Additionally, the state coordinating board, the Maryland Higher Education Commission (MHEC), requires evidence of an assessment plan before a program proposal receives its consideration. Upon MHEC approval, the Office of Assessment adds the program's assessment

plan to Campus Labs-Planning Module, and the program reports annually on its fulfillment of the assessment plan, receiving peer review each January at Programs Assessment Day.

META-ASSESSMENT OF ASSESSMENT TOOLS

Every November, each academic program submits a report on its assessment activities for the previous academic year. Core courses, subject to review in that year, also submit a report in November. In January, a day long peer review of these programs and core courses occurs on consecutive days. Faculty review teams apply an approved rubric to facilitate review, inform, and compose any recommendations regarding changes to assessment plans and/or practice.

For each of the rubric's characteristics, the peer reviewers assign a rating of "Best Practice," "Meets Expectations," "Beginning," or "Not Able to Rate." These ratings, along with qualitative feedback, ensure that programs and Core courses receive an evaluation that provides guidance for improvements in student learning and/or planning.

The university assesses the Core on a seven-year cycle. Annually, all courses associated with two of the fourteen core areas (Core Curriculum encompasses fourteen areas in which students must complete forty-three credits in fourteen categories of course) are assessed. Sponsoring departments receive peer review of their assessment reports using a rubric similar to that applied to program assessment.

The annual activity aids good practice dissemination. It also allows faculty to discuss practices that they have deployed, informed by assessment results, to augment student achievement. The College of Business and Economics provides one example of how assessment has informed changes. In response to assessments of technological agility and critical thinking skills, the College of Business and Economics developed two new required courses in Business

Analytics: EBTM 250 *Problem Solving for Business I* and EBTM 251 *Problem Solving for Business II* to incorporate experiential learning and emphasize decision-making. Guided by a set of assessments in students' ability to use technology, the program made it a requirement to earn a Microsoft Office Specialist Excel certification. Since its introduction in fall 2016, course pass rates have improved dramatically. This improvement is due to the development of an introductory lecture by alumni and faculty providing motivational messaging and advice for the courses' successful completion. Faculty worked with the publisher of the custom textbook to improve the content of course material, and met together to share instructional best practices. Faculty also staffed open lab hours with day and evening sessions to increase contact with students. As a result, pass rates went from 65% in 2016 to 76% in 2017, 86% in 2018, 83% in 2019, and 98% in 2020.

Accrediting Body	Program(s)
Association to Advance Collegiate Schools of Business	✓ BA/BS Accounting ✓ MS in Accounting & Business Advisory Services (joint program with the University of Baltimore)
Association to Advance Collegiate Schools of Business	✓ BA/BS in Business Administration ✓ BA/BS in e-Business ✓ MBA (joint program w/ University of Baltimore, online) ✓ MS in Supply Chain Management
Accrediting Board for Engineering and Technology	✓ BS Computer Science
Accreditation Council for Occupational Therapy Education (ACOTE)	✓ combined baccalaureate/master's Occupational Therapy program ✓ professional entry-level master's Occupational Therapy program
Accreditation Review Commission on Education for the Physician Assistant	✓ Towson University CCBC Essex Physician Assistant Program (ATB)
American Society for Biochemistry and Molecular Biology	✓ BS in molecular biology, biochemistry, and bioinformatics
Council on Academic Accreditation in Audiology and Speech-Language Pathology of the American Speech-Language-Hearing Association,	✓ Doctorate in Audiology (AuD)
Council on Academic Accreditation in Audiology and Speech-Language Pathology of the American Speech-Language-Hearing Association	✓ Master's program in speech-language pathology, residential
Commission on Accreditation of Athletic Training Education	✓ Athletic Training Education program
Council for the Accreditation of Educator Preparation	✓ initial teacher preparation ✓ advanced teacher preparation

Accrediting Body	Program(s)
Commission on Collegiate Nursing Education	✓ baccalaureate degree in nursing ✓ master's degree in nursing
Forensic Science Education Programs Accrediting Commission	✓ BS in Forensic Chemistry ✓ MS in Forensic Science
Masters in Psychology and Counseling Accreditation Council	✓ MA in Psychology with a Counseling Concentration
National Association of Schools of Dance, Commission on Accreditation	✓ BFA Dance (Performance and Choreography) ✓ BFA Education (Performance and Choreography) ✓ Towson University Community Dance
National Association of Schools of Music, Commission on Accreditation	✓ BS in Music ✓ BS in Music Education ✓ BM in Music ✓ MM in Music ✓ MM in Music Pedagogy ✓ MS in Music Education ✓ PBC in Music
National Association of Schools of Theatre, Commission on Accreditation	✓ BA Theatre Arts (Acting, Design Production, Theatre Studies) ✓ BS Theatre Arts (Acting, Design Production, Theatre Studies) ✓ MFA Theatre ✓ BFA Acting

The University of Baltimore Student Learning Outcomes Assessment Report Summer 2021

PROCESS:

The University of Baltimore (UBalt) conducts assessment of student learning at the institutional, program, unit, and course levels. Indirect and direct measures are used to assess student preparation, learning, and learning gaps across the student journey at the University in order to plan improvements to the student experience. External, institution-wide surveys provide benchmarking data to identify institutional strengths and areas of opportunity. Student learning outcomes (SLOs) are required for all courses and academic programs at the University and are approved through shared governance curriculum processes. Faculty propose course student learning outcomes through a course definition document (CDD) that includes a course content outline and typical course-based assessment measures. Program SLOs also appear in proposals. Programs are required to assess each program SLO at least once within three years and may do so more often depending upon specialized accreditation needs and faculty preferences. Program reviews are to provide evidence of improvement based on assessment of student learning and provide the main occasion for identifying if program SLOs need revision. Deans are responsible for ensuring assessment of student learning and that results are used to improve teaching and learning.

Undergraduate General Education (GE) and Graduation Requirements (GR) have SLOs approved through shared governance. GEs are aligned with COMAR (arts & humanities, writing, mathematics, social & behavioral sciences, physical & biological sciences), and GRs align with Middle States requirements, AAC&U recommendations, and the UBalt mission and are designed to reflect skills to be used in the major and related careers (technological fluency, information literacy, global & diverse perspectives, oral communication, capstone experience). A subcommittee of the University Faculty Senate, the General Education Council (GEC), oversees GE and GE assessment. Courses that meet GR requirements are assessed by the program unless the program prefers the Council to do so, but programs assess capstones. GEC is also staffed by the associate provost, the associate registrar overseeing transfer, and a staff member from the Bank of America Center for Excellence in Learning, Teaching, and Technology (CELTT). Program outcomes combined with GE and GR requirements, plus work done with the Career and Internship Center tied to courses, address all Undergraduate Learning Goals. As the five-year general education assessment cycle ends and a new assessment plan is developed, the university-wide learning goals will also be reviewed. Based on its assessment of the assessment process, GEC is also recommending edits to some GE and GR SLOs, while supporting the current GE-GR structure.

Assessment Area	Person(s) Responsible	Measurement Tools	Timeline
New student placement (Writing and Math—note that exemptions from placement have been piloted & approved)	Academic Coordinator, Student Support and Success Services, working with Mathematics and Writing Program directors	ALEKS (mathematics; identifies specific skill gaps) ACT/SAT for 1st-yr (piloting optional testing; not required now) Writing placement essays (with rubric)	Summer prior to first fall enrollment Term before enrollment for transfers (all online; numerous dates)
International student readiness	Enrollment Management Law Admissions and the Director of Diversity & International Services	TOEFL or IELTS or (temporarily in pandemic) Duolingo *LLM Laws of the US – performance in partnership with Towson U English Language Institute	Must have sufficient score to be admitted; piloting Duolingo in pandemic *Language institute in the year prior to LLM start
Course SLOs	Faculty	Students assessed via examinations, projects, essays, presentations, lab reports, etc.	SLOs themselves are assessed in program review

Program review with program SLOs	Program director leading faculty	Rubrics tied to the measurement tools; benchmarks for performance External reviews	All SLOs assessed at least once every 3 years and programs every 5 or 6 years
General Education	General Education Council	Rubrics developed by faculty; several based on AAC&U value rubrics	Entire cycle for GE and GR has been 5 years; to be proposed in Fall 21 to move to 4 years
Graduation Requirements	Programs or General Education Council if there is one program does not assess	Rubrics developed by faculty; several based on AAC&U value rubrics	Entire cycle for GE and GR has been 5 years; to be proposed in Fall 21 to move to 4 years
Strategic Plan – goal 2 student success	AVP Student Success & Support Services and Director of Academic and Faculty Support	Disaggregated retention and completion rates Analysis of transfer credit Multi-section course analysis Individual course analysis (student performance; barriers; modality)	Grad & retention rates – ea. semester Annual high D-C/F/W rate review Biennial GE performance annual Math pass rates
Career placement	Director, Center for Career and Internship Services Asst. Dean, Law Career Center Institutional Advancement	Destination survey Employer surveys Alumni surveys	Annual Periodic Annual (& some programs distribute for program review)
Student Engagement	AVP Student Success and Support Services Associate Dean, Law	NSSE local surveys LSSSE	Every other year (freshmen & seniors) At least twice/ABA cycle

This chart does not capture regularly distributed surveys aimed at assessing institutional performance against peers (NSSE, FSSE, USNWR et al.) or non-routine assessment activities, e.g., the 2019 Freshmen Task Force, the 2020-21 Board of Regents Task Force Implementation teams, and surveying of student needs during the pandemic (HEDS surveys). Institutional Research and CELTT partner with faculty and schools to develop strategies for assessing learning directed at improvement efforts impacting more than one course or program (e.g., the CELTT initiative with a Faculty Fellow on quantitative reasoning; review of courses with high (UG) D/F/W or (GR) C/F/W rates). Undergraduates also receive midterm grades, and an early alert system for undergraduates helps connect faculty to advisors to reach out to students.

IMPLEMENTATION:

Faculty beyond those who developed the course student learning outcomes (SLOs) learn about them and their applicable assessment measures through the course definition document (CDD), which also includes an outline of topics that facilitates the alignment of syllabi across sections and semesters. Multi-section courses share a basic syllabus and at least one major signature assignment. Course learning outcomes and any relevant GE and GR learning outcomes must appear on syllabi, and a syllabus repository maintained by deans' staff facilities review of compliance.

Approved program SLOs are posted on program web pages, and programs are required to have a curriculum map showing where program SLOs that implement the program mission are taught and assessed in a program. The ABA-accredited and AALS member School of Law has an assessment committee of faculty who drive program improvement based on findings. In the AACSB-accredited Merrick School of Business, data collection occurs every other fall with faculty presenting findings the ensuing spring at UG and GR retreats to identify improvements. Chairs work with the associate dean to ensure results are archived. In the College of Public Affairs (CPA), the three executive directors of the schools work with the program directors, faculty, and the associate dean to ensure assessment occurs and is leveraged for improvement. Each of the three CPA schools has a specialized accreditation driving learning outcomes and

faculty use of assessment measures (NASPAA, AUPHA, ACJS). In the Yale Gordon College of Arts and Sciences, program directors are responsible for leading faculty in assessment, while the dean is responsible for ensuring it is completed. Counseling is in the process of gaining specialized accreditation. For all units, the associate provost manages State program review, and the Assessment and Administrative Coordinator tracks the assessment archived and works to keep deans' teams apprised of documentation gaps. CELTT also meets with individual faculty on courses (use of high-impact practices, instructional design and assessment, improving the articulation of SLOs etc.).

META-ASSESSMENT: using assessment to improve teaching and learning & evaluating measurement tools

1. UBalt data showed the majority of students who placed into developmental mathematics did not successfully complete college-level mathematics in a year, even after it moved to a modular curriculum in which students only needed to repeat areas where they performed below standards. UBalt partnered with CCBC to pilot its accelerated math program (AMP), recognized nationally for its success with using a co-requisite model for the developmental course and the for-credit course. The UBalt faculty member directing the Mathematics then studied pass rates of the UBalt module-based developmental mathematics and credit-bearing intro math as compared to the UBalt implementation of the AMP program. Data were compelling: the AMP model in 2019-2020 was over 2.5 times more successful than the predecessor, improving students' successful completion by 34.3%. The AMP will continue.

2. The School of Law necessarily uses first-time bar passage rates as a key indicator of student success and has also used LSSSE feedback. Two courses were developed for students who demonstrated need: Introduction to Advocacy (1L) and Rules and Reasoning, which is a section attached to a doctrinal course. After a pilot, bar passage data were analyzed, and the changes retained. This spring, course evaluations and grade analysis data has led to changing grading for the 3L Essential Skills for the Bar course. The course was P/F and is now being moved to letter grading with an upper-level curve to better prepare students at the outset for the high expectations of the course but not putting maximal pressure on GPAs.

3. The Merrick School of Business MBA offers early in the curriculum a course on entrepreneurship in which students are to create and evaluate an original product or service; working prototypes and evidence of innovation and/or scalability are needed to receive an exemplary rating in the pitch portion of the assessment. In the first year of the course, when a 3-minute pitch was required, 0% exceeded expectations and 68% did not meet expectations. The assignment was daunting at that early stage. The course was redesigned as part of overall curriculum redesign; a course on product development was added and a higher-level course on leading innovation. The introductory pitch was modified to a minute, which is more aligned with practices of startup companies. After two years, over 55% exceeded expectations (50% for the online MBA) and 17% did not meet expectations (19% for the online MBA).

4. In the College of Public Affairs, the Master of Public Administration program was reviewed for NASPAA accreditation. Writing skills in a core public policy course were found to be an issue for many students. Writing Fellows were then embedded in two core courses that students take early in the program (PUAD 622, 623). Further assessment shows writing skills improving. Students also demonstrated weakness in citation skills, which was addressed not only by the Writing Fellows in 622 and 623 but also by the addition of relevant exercises in 621. Two other courses were redesigned through a CELTT initiative aimed at decreasing C, F, and withdrawal rates in graduate courses. Faculty identified barriers to success and designed different scaffolding of learning to diminish the barriers.

A**ppendices:**

1. Summary of relevant items from the last Middle States self-study and visit

At the time of the University's last Middle States visit in 2017, the visiting team commended the University "for its efforts to create, design, implement, and improve its general education program since its decision to reestablish four-year undergraduate programs in 2007." There were no Middle States requirements upon the University related to assessment development, but the University's own self-study recommended two actions, which the visiting team supported in its recommendations. These were (1) to identify ways to disseminate more broadly and in more timely ways and in more useable formats institutional data that can be used to improve student learning and the student experience; and (2) to make the reporting of information on learning outcomes assessment simpler and more broadly understood to improve courses, programs, and institutional programming. Both recommendations have been acted upon, with some improvements and some work still to do in order to build a strong culture of institutional assessment and improvement. Some of the steps taken to make assessment results easier to identify and use are described in the report.

In 2018, the University developed a PowerBi dashboard for undergraduate education to help programs synthesize data from the student information system to look at student performance and enrollment through a variety of variable-specific lenses. A graduate dashboard is planned as soon as technology resources can be devoted to it. Program directors and deans' staff can use the dashboard to focus on one or more student characteristic at a time to identify areas of program strength and opportunity.

A faculty hub has been developed by CELTT which faculty access through the learning management system. There faculty can access information on how to use authentic assessment of learning in courses, whether in person or online, and provides guidance on using tools like VoiceThread for improved instruction.

One way the University is endeavoring to make assessment results more accessible—and to demystify assessment of learning at the program level—is to move assessment to a simpler archiving system. The University has been using Watermark's TaskStream assessment software for both academic and academic support units. In approaching the end of the last contract, which was due to end in April 2021, input was sought from the Chairs Council, the University Faculty Senate, deans' staff, CELTT, and other stakeholders about whether to remain with the product or to move assessment materials into a SharePoint site or sites. Already, in 2019, the Merrick School of Business had been required to post its assessment materials in SharePoint for the purpose of the AACSB team visit. UBalt decided to make SharePoint its assessment archive as part of the effort to make assessment simpler and more transparent. TaskStream has a relatively inflexible structure, requires frequent use and training to use with any facility, and is not well structured to put the focus on documenting "closing the loop"—showing where results have led to improvements. On the other hand, SharePoint can have a relatively simple file hierarchy structure that any faculty member can understand. TaskStream is a more effective product in a top-down environment than in an institution where assessment practices may need to follow different timelines. Assessment templates are posted online on an assessment web page and within the SharePoint site for easy access.

Any of our specialized program accreditation or program review reports are available upon request. They are viewable to the UBalt community on ShaerPoint sites behind a login.

The Undergraduate learning goals are achieved through a program of General Education, Graduation Requirements and the major. Area definitions and student learning outcomes for General Education and Graduation Requirements may be found on the web:

General Education http://www.ubalt.edu/policies/academic/vii-5.6.pdf

Graduation Requirements: http://www.ubalt.edu/policies/academic/vii-5.6.pdf

Undergraduate Learning Goals:

Students at the University of Baltimore will ...

1. **Apply strategies that enhance professional and personal competence.**
   Outcomes: This set of skills is demonstrated by the ability to:
   a. Recognize the implications of their financial and economic decisions.
   b. Work in teams while filling different roles.
   c. Use digital technology to communicate and investigate.
   d. Find and judge the credibility of different sources of information.

2. **Connect knowledge with choices and actions that engage others in diverse local and global communities.**
   Outcomes: This set of skills is demonstrated by the ability to:
   a. Make informed choices regarding conflicting situations in their personal and public lives and to foresee the consequences of these choices.
   b. Recognize the importance of civic engagement in their personal lives and society.
   c. Reflect on how one's own attitudes and beliefs are different from those of other cultures and communities.
   d. Articulate the interconnectedness of global, regional, local and personal interests.

3. **Acquire knowledge about models of ethical behavior and understand its implications in the development of personal and professional relationships.**
   Outcomes: This set of skills is demonstrated by the ability to:
   a. Make well-reasoned choices regarding conflicting situations in their personal and public lives and to foresee the consequences of these choices.
   b. Give well supported reasons for deciding on right moral conduct in an interdependent group.
   c. Apply an ethical decision-making process to social, workplace, and personal dilemmas.

4. **Communicate effectively in various media.**

Outcomes: This set of skills is demonstrated by the ability to:

a. Express ideas and facts to others effectively in a variety of written, oral, and visual formats.

b. Communicate in one-on-one and group settings.

c. Make efficient use of information resources and technology for personal and professional communication

d. Comprehend, interpret and analyze texts.

5. **Think critically and creatively to solve problems and adapt to new environments.**

Outcomes: This skill is demonstrated by the ability of students to:

a. Generate and explore new questions.

b. Analyze complex issues and make informed decisions

c. Synthesize information to arrive at reasoned conclusions d. Evaluate the logic, validity and relevance of data

6. **Gather and evaluate information using scientific, quantitative, humanistic and aesthetic methods.**

Outcomes: This set of skills is demonstrated by the ability to:

a. Apply the scientific method to solve relevant problems

b. Use mathematical concepts and techniques that can be applied to other disciplines.

c. Use knowledge of humanities in various personal and professional situations.

d. Engage with and appreciate aesthetic perspectives

7. **Develop an integrated and specialized knowledge and skills base.**

Outcomes: This set of skills is demonstrated by the ability to:

a. Acquire substantial knowledge and understanding of at least one field of study (intellectual depth)

b. Compare and contrast approaches to knowledge in different disciplines (intellectual breadth)

c. Modify one's approach to an issue or problem based on the contexts and requirements of particular situations (adaptability)

University of Maryland, Baltimore
2021 Student Learning Outcomes Assessment Report
August 2021

Introduction
The University of Maryland, Baltimore (UMB) is Maryland's public health, law, and human services university. UMB is a leading U.S institution for graduate and professional education and a thriving academic health center combining cutting-edge biomedical research and exceptional clinical care. The University enrolls 7,137 students in six nationally ranked professional schools and an interdisciplinary Graduate School. UMB offers three bachelor's programs and forty-six doctoral and master's programs, as well as thirty-two certificates.

Approximately 13% of UMB's enrollment consists of undergraduate students, and all are upper division. There is no general education coursework or common courses for the three undergraduate programs at UMB. The University's undergraduate degree programs, along with their corresponding accrediting agencies, are depicted in the table below.

Undergraduate Programs and Accrediting Agencies

Program	School	Accrediting Agency	Status	Next Review
BS, Dental Hygiene	Dentistry	Commission on Dental Accreditation	Accredited	2025
BS, Medical and Research Technology	Medicine	National Accrediting Agency for Clinical Laboratory Sciences	Accredited	2026
BSN ***RN to BSN***	Nursing	Commission on Collegiate Nursing Education	Accredited	2024

In April of 2016 UMB was visited by an evaluation team representing the Middle States Commission on Higher Education (MSCHE) for the purpose of conducting a regularly scheduled accreditation review. Based on the team's report, in June 2016 the commission reaffirmed accreditation and commended UMB for the quality of the self-study process and report. There were no follow-up actions or recommendations. However, there were two suggestions related to Standard 7 and Standard 14 as shown below.

Middle States Standard	2016 Site Visit Team Suggestion
Standard 7 – Institutional Assessment	The team suggests that UMB periodically evaluate the effectiveness and comprehensiveness of its institutional assessment processes
Standard 14 – Assessment of Student Learning	The team suggests that UMB have the Associate Deans for Academic Affairs regularly address assessment during their monthly meetings or through the development of an assessment subcommittee to address and share assessment best practices and tools

To address the suggestions of the MSCHE evaluation team the Office of Institutional Effectiveness, Strategic Planning, and Assessment (IESPA) has convened regular meetings of assessment personnel from each of the schools to discuss best practices regarding faculty and course evaluations, student surveys, and student learning outcomes assessment. In 2020 the Academic Program Assessment and Improvement Report (APAIR) was implemented as a mechanism to periodically collect and assess evidence demonstrating compliance with MSCHE standards of accreditation and establish an institutional continuous improvement process for academic programming. The remainder of this report details the student learning assessment activities within each of the three individual undergraduate programs.

Bachelor of Science in Nursing

Process: The School of Nursing has a master evaluation plan that provides the overarching process for program evaluation, and collects data from students and faculty using course evaluations, faculty evaluations, clinical instructor evaluations, preceptor evaluations, and program assessment questionnaires. Students complete online end of semester course evaluation and faculty evaluation questionnaires for each course taken. These data are reviewed by course faculty and under the direction of the course director, course revisions are made as needed. Course and faculty evaluations are monitored each semester by the chair of the department responsible for the particular course. Course evaluations, but not faculty evaluations are shared with the Assistant Dean of the BSN program, and communication between the respective department chairs and the assistant dean regarding course and teaching quality assure timely detection and correction of course or teaching problems. To evaluate courses, the course directors complete annual reports and submit to the Entry-Level Curriculum Committee for review.

Implementation: Each course in the BSN and RN-to-BSN programs is evaluated by the Entry-Level Curriculum Committee every 18 months as coordinated by the course director. Outcomes of these reviews impact course delivery and content. For example, content in NURS 454: Pathophysiologic Implications to Patient Assessment in the RN-to-BSN program was revised in 2018 to emphasize new data on the top 10 CDC-identified diseases versus every disease. This more focused approach allowed for deeper analysis and application and connects to relevant student clinical practice experiences. The course also implemented interactive vSim® exercises in fall 2019, which allowed students to practice making decisions in a safe, structured environment.

Meta-Assessment of Assessment Tools: The School of Nursing uses program outcome data to promote ongoing program improvement. Course and faculty evaluation data and overall program assessment data are critical to program improvement. To close the loop and ensure discrepancies between actual and expected outcomes are addressed, the school established a Policy on Course and Faculty Evaluations in 2017 and strengthened its process. The faculty experience questionnaire benchmark was also elevated in 2019 with a goal of increasing program satisfaction. Faculty are highly engaged in the program improvement process.

Annual program assessment questionnaire results are regularly reviewed by the program associate deans and compared with previous years in the Academic and Student Affairs Council meetings. Students in each program made recommendations for changes in either curriculum or their academic program and learning resources. For example, between 2013 and 2015 students suggested that the school provide outlets in each of the major classrooms, as students were using laptops during the class. In 2017, the school designed new classrooms on the 2nd and 6th floors to include electrical power outlets specially designed for recharging laptops. More recent survey results suggested a need for continued faculty development in teaching and learning practice. To achieve this, additional positions were created in the Institute for Educators to support faculty development.

Bachelor of Science in Dental Hygiene

Process: The process for measuring student learning outcomes for the dental hygiene program is accomplished in a cyclical process involving reviewing student feedback on semester course evaluations conducted by the Office of Evaluation in the Dean's Office. These reviews are sent to each course director, the Dental Hygiene (DH) Program Director, Department Chair and other administrators in the School of Dentistry (SOD). Additionally, the DH Curriculum Committee led by the DH Program Director and comprised of DH faculty, course directors, student members, administrators, and the Senior Associate Dean of Academic Affairs of the SOD reviews curriculum proposals and provides oversight of curricular changes often initiated by course directors seeking to improve teaching and learning outcomes in their

courses. Students with deficiencies are sent academic progression letters and counseled by the course director and DH Program Director with ongoing monitoring of progress. For each clinical course, there is a mid-term and final semester clinical assessment meeting with Division of DH faculty to review the students' attainment and progress in meeting clinical competencies and experiences.

Implementation: The DH Program director shares outcomes of external examinations annually at the end of spring semester Division of DH Faculty Retreat. Division faculty meet at least monthly with input on agenda topics requested and then at mid-term and final time each semester to specifically review the clinical progress of students and provide assessment of students' competence as advisory guidance to the DH Student Progression Committee. The DH Program Director, who is also Director of the Progression Committee, provides semester reports to the SOD Faculty Assembly (comprised of all faculty in the SOD) for recommendation and vote to advance the student unconditionally or conditionally to their next semester or graduation as applicable.

Meta-Assessment of Assessment Tools: When the CDCA indicated a change to the patient-based clinical exam, the DH program mobilized to purchase Acadental typodont trainers to enable the students to practice skills and gain comfort and familiarity with this typodont used on the manikin exam. A skills assessment was created and implemented in spring 2021 in DHYG 421 and a clinical competency developed for the Fall 2021 in DHYG 411 to further enhance teaching and calibration of calculus detection and removal on Acadental typodonts to continue to enhance preparation for the CDCA Examination. A mock clinical examination using typodonts was implemented in February 2021 in advance of the April 2021 CDCA examination. The DH Class of 2021 achieved 100% first time passing on the manikin exam.

Bachelor of Science in Medical and Research Technology

Process: Coursework is designed around a combination of lecture, small group, seminar discussion, laboratory exercise, and where indicated, clinical and practical experience. In addition to didactic instruction, the Medical and Research Technology program emphasizes clinical skill acquisition. Students have robust opportunities for research. Assessment of course-level student learning outcomes is managed by pertinent faculty committees. Performance of current students, in both UMB coursework and national examinations is compared to that of prior cohorts of students.

Implementation: There is extensive effort to solicit, analyze, and utilize student feedback for program and course improvement. Formal assessment is supplemented with focus groups of students from individual sections and courses, meetings of class officers with the dean, and active student representation on all education committees. Aside from changes within the curricula and courses being initiated by direct student feedback, faculty and national educational groups also drive student learning outcomes improvement.

Meta-Assessment of Assessment Tools: In the Medical Research and Technology degree program, the department annually reviews American Society for Clinical Pathology (ASCP) Board of Certification (BOC) scores which includes the students' scores in each of the seven areas that are tested on the examination. The overall pass rate and the mean of the seven areas of ASCP-BOC content are evaluated by the Department Chair, Program Director, faculty and Advisory Board members. Many changes have been made to the majority of DMRT courses in the past two years. The pandemic caused DMRT to provide all lectures in an online format and face to face laboratory sessions were limited to 25% of what they had been in previous years. Even with the pandemic the pass rate for the Class of 2020 that had their fourth clinical rotation in a 100% virtual format was 100%. More importantly, the pass rate for the Class of 2021 is also 100% reflecting the departments' efforts to provide a quality education in clinical laboratory science.

Appendix – Student Learning Outcomes

Bachelor of Science in Nursing

- Combine theoretical knowledge from the sciences, humanities, and nursing as a foundation to professional nursing practice that focuses on health promotion and prevention of disease for individuals, families, communities, and populations.
- Use the nursing process to manage care for individuals, families, communities, and populations integrating physical, psychological, social, cultural, spiritual, and environmental considerations. Integrate competencies in leadership, quality improvement, and patient safety to improve health and promote interdisciplinary care.
- Use the research process through translation of evidence-based findings to advance professional nursing and the delivery of health care.
- Incorporate information management and patient care technology in the delivery of quality patient-centered care.
- Integrate knowledge of health care policy from social, economic, political, legislative, and professional perspectives to influence the delivery of care to individuals, families, communities, and populations.
- Employ inter-professional communication and collaboration to ensure safe, quality care across the lifespan.
- Use principles of ethics, legal responsibility, and accountability to guide professional nursing practices across the lifespan and across the health care continuum.
- Accept personal accountability for lifelong learning, professional growth, and commitment to the advancement of the profession.

Bachelor of Science in Dental Hygiene

- Provide education in a broader perspective
- Develop future leaders and educators in dental hygiene and the dental profession in general
- Provide quality comprehensive and ethical dental hygiene care to individuals of all means and backgrounds
- Possess the capabilities to provide ethical, evidence-based, state-of-the-art care in a dynamic health care environment
- Contribute to the growth, development, and professionalism of dental hygiene as espoused in the American Dental Hygienists' Association Code of Ethics through personal professional development and lifelong learning
- Promote optimal oral health and its relationship to general health among diverse population groups
- Utilize a pragmatic process of care protocol when offering health care programs or services to individual and diverse population groups while facilitating access to care and services
- Develop high-level technological skills for use in professional, clinical, and didactic environments

Bachelor of Science in Medical and Research Technology

- Produce high-quality and timely work to support value-added laboratory services
- Develop technical skills to organize time, materials, and equipment to perform procedures efficiently
- Apply knowledge of testing principles and limitations to basic troubleshooting
- Apply adequate knowledge of technology involved in the clinical laboratory
- Evaluate published literature as it applies to the profession
- Analyze procedures using sound judgment before attempting to undertake them, requesting assistance when necessary
- Actively participate in performing assigned duties with attention to accuracy and cost efficiency

Prepared by Office of Institutional Effectiveness, Strategic Planning and Assessment

August 9, 2021

UMBC's SLOAR Narrative

Since the last SLOAR report in 2016, UMBC faculty, staff, and leaders continue to streamline assessment processes and make it easier to use learning data, ask focused questions about student learning, and develop and measure answers that work. As UMBC educators collaborate to close the loop at each level of assessment delineated in the UMBC Assessment Plan, they create direct measures to ascertain how well students are demonstrating the student learning outcomes alongside queries into learning analytics data. UMBC efforts to improve student learning illuminate a core goal of the university's assessment culture—to engage educators' curiosity about student learning and inspire them to address challenges and foster proficiencies by deliberating on student-centered learning data.

In recognition that closing-the-loop is vital to educators' capacities to cultivate student learning effectively, UMBC leaders have also devoted time, expertise, and learning assessment tactics to analyze, collaborate to improve, and re-assess UMBC's learning assessment processes. Since the UMBC Assessment Plan authorizes subject matter experts in each program to identify and align student learning outcomes, create measures, and interpret the data, the university has experienced an emergence of diverse disciplinary and interdisciplinary direct measures and other learning tools. However, the rich authenticity of this approach, recommended by assessment experts like Walvoord (2010), can create challenges in aggregating learning data at the institutional level. To create meaningful synthesis, UMBC educators rely on narrative aggregation to synthesize learning results and collaborate to make meaning of learning challenges and triumphs. These efforts are evidenced in Academic Program Review (APR), Biennial Assessment Reporting, and General Education course approval and review processes. Additionally, UMBC's Faculty Development Center (FDC) provides professional development opportunities to guide this work; cultivates cross-campus dialogues about effective teaching, learning, and assessment processes; and consults with faculty as they develop useful assessment approaches and apply the data. In addition, since the last SLOAR report, UMBC has made a major investment in data and analytics tools focused on student success and initiated numerous pilot projects to deploy our learning analytics infrastructure broadly.

UMBC's Assessment Process

UMBC's learning assessment process is articulated in the UMBC Assessment Plan and operationalized through vertical alignment from the mission and institutional-level learning outcomes to general education and degree programs to courses and the direct measures that yield learning data and inform next steps. Reporting processes are designed to ensure that learning data are synthesized, analyzed, reviewed, and discussed.

- Biennial Reporting: The biennial reporting process requires departments to submit learning data to deans; deans synthesize the results and report to the Provost's Office; and the Assessment Committee meets to discuss learning across the university. In one college, the deans have implemented multi-year planning and reporting cycles, guiding programs to articulate annual assessment goals and report on the results in a three-year cycle.
- Academic Program Review: Efforts to improve the APR process and make it more useful for educators continued. In 2015-16, the Provost's Office and FDC strengthened and revised the educational outcomes requirements, heightening earlier recommendations for curriculum mapping, refining an appendix to guide assessment analysis and reporting, and clarifying general education reporting elements. Additionally, to help programs benefit from the metacognitive analysis of the process, the Provost's Office offers orientation and online resources, including guidance from assessment experts from the FDC. These efforts to fine tune the APR process have continued, relying on feedback from programs, and with a focused examination of ways to connect, streamline, and more effectively make meaning from student learning data. In 2020-21, the Provost's Office introduced and piloted a revised process with volunteer programs already slated to begin the APR process. In this revised approach, the seven-year APR process gains the nuance of yearly attention to data and seven-year trends. At the same time, department faculty analyze direct measure data (extracted from UMBC's Reports Exchange [REX], Blackboard, or a department-implemented assessment tool) and bridge it to REX data

to develop more nuanced understanding of student learning, success, and progress to degree. Departmental faculty synthesize these data and identify and document next steps (i.e., by closing the loop and/or using double-loop analysis) for improving student learning and success. The analytical self-study report then synthesizes seven years of these efforts, and the three-year interim report follows up on the outcomes.

- Assessment Tools: UMBC staff continued to explore tools and processes to make it easier for faculty and staff to measure learning and use the data easily and effectively. In addition to ongoing templates and tools to map outcomes and courses and align outcomes, the institution has explored data aggregation, test mapping, and alignment tools. While the learning management system offers rubric and testing tools, staff have explored more robust tools to provide faculty with access to both classroom direct measure data in aggregate and analytics data to deeply question and improve student learning.

Implementation

UMBC faculty align course-level learning outcomes to program-level and institutional-level learning outcomes that are shared on UMBC's website via the Provost's Office and the FDC. Specific measurement tools are shared in FDC programs, the Provost's Teaching and Learning Symposium, and through consultations with FDC staff.

Faculty embed assessment tools in their courses, as guided by the UMBC Assessment Plan, general education, biennial, and APR reporting requirements. Additionally, a number of programs hold disciplinary accreditation (from Accreditation Board for Engineering & Technology, American Chemical Society, American Psychological Association, Association for Behavior Analysis International, Commission on Accreditation of Allied Health Education Programs, Council for the Accreditation of Educator Preparation, Council on Social Work Education, Maryland Institute for Emergency Medical Services Systems, National Association of Schools of Dance, Commission on Accreditation, National Association of Schools of Music, Commission on Accreditation), which requires complex coordination of outcomes, measures, and data. (For example, the education department sustains a crosswalk table of horizontally aligned outcomes to ascertain student learning in hundreds of required outcomes, many of which overlap or intersect. These data are reported to faculty for discussion, analysis, and application—students, who are developing educators, can work with their own results as they prepare portfolios of competencies for their future careers.)

Other educators work together to identify common ground in student learning outcomes and share struggles to help students engage, develop growth mindset, and achieve success. In some instances, for example the Undergraduate Academic Affairs division, educators have used curriculum mapping at the course, program, and division level to identify shared learning outcomes, create connection across those learning opportunities when warranted, and develop a shared rubric to assess student writing skills using shared language and flexible values. The Honors College, the Academic Success Center, and the Individualized Study Program, for example used the division-wide rubric to share and discuss students' writing and communications growth.

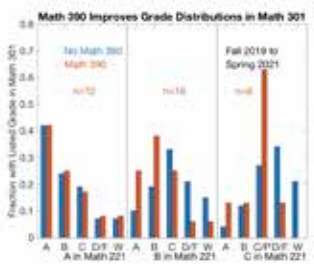
At UMBC, flexible approaches to assessment have led to creativity and recognition that nuance and disciplinary flexibility are vital in crafting tools that help students to trace effective pathways to proficiency. Since all programs are required to align program-level outcomes to the UMBC Functional Competencies and use direct and indirect measures, vertical alignment allows for connection across individuality and subject matter expertise.

Meta-Assessment of Assessment Tools

UMBC leaders review assessment data and tools through Biennial Reporting, APR, and the Three-Year Review. General Education assessment data and tools are synthesized in this work, which is scheduled for discussion at the Assessment Committee meeting and a Council of Deans meeting. Periodically, data on direct measures and other tools are synthesized and analyzed, allowing leaders to support programs struggling to implement authentic assessment tools.

Overall data on direct measures indicate that all of UMBC's undergraduate degree programs have articulated student learning outcomes in assessment plans and follow-up reports. Most of the programs have aligned outcomes to the institutional outcomes and mission; all programs have aligned their general education offerings and have created direct measures to measure the learning results. UMBC's assessment infrastructure and operations was a selected topic of UMBC's last Middle States Accreditation exercise, resulting in no recommendations from either the site visit team or MSCHE.

- Math 390: This Hrabowski Innovation Grant led to a revision in the Math/Stats curriculum. Math 390 was created to solve a data-identified challenge in Math 301. The project used quizzes mapped to outcomes, rubric-analyzed assignments, and student self-assessments to help students gain specific skills needed to succeed in the next class. The chart demonstrates the impact from course to course, helping faculty to demonstrate how the new course improves student learning during the course AND after the course, as students transfer their knowledge to Math 301, a course that previously had high failure rates. As a result, Math 390 was renumbered and integrated into the department's learning pathways; these discussions led to an intensive curriculum mapping collaboration involving the majority of the department.



- UMBC's English Master of Arts in Texts, Technology, and Literature cultivated an authentic assessment approach involving direct and indirect measures, social events to discuss outcomes and opportunities with students, and easy-to-score rubrics to capture milestone and class assessments.
- The Philosophy department used direct measures to explore their prerequisite policy: they integrated grade, enrollment, and rubric data to examine critical analysis and reasoning across the program. In addition to ascertaining if students demonstrated this learning (at the 400 level and when completing program), they analyzed to determine if students needed additional prerequisites to support this learning at a higher level. Department faculty shared this example at an FDC session in 2019, creating curiosity and interest about the potential approaches elsewhere.
- The Women's Center continues to analyze co-curricular learning using curriculum mapping and training staff to implement (and stay focused on) core learning outcomes.
- The Applied Learning Group and the Shriver Center analyzed affective learning opportunities in courses with effective direct measures and shared those examples with the UMBC community. Multiple Shriver Center programs now rely on curriculum maps to trace affective (and other) learning across learning opportunities and help students to integrate and reflect on their learning. For example, hundreds of students engaged in service learning projects gained guidance towards core affective learning outcomes via reflections and rubrics designed to help students synthesize and retain their learning. This vibrant collection of student essays and the resulting aggregated data exemplifies core affective learning for UMBC's future accreditation work.
- Chemistry faculty bridged learning analytics and direct measure data to illustrate successful evidence-based decision making and guide student advising about timing of key courses in a four-course sequence.
- Psychology faculty mapped research and writing competencies across multiple courses, created interventions, and analyzed the results. An extensive double-loop analysis presentation traces the many steps to improve the curriculum.
- The Post-Masters Certificate in College Teaching and Learning Science faculty mapped the courses and program to demonstrate effective alignment and data practices.

UMBC GENERAL EDUCATION FUNCTIONAL COMPETENCIES

UMBC's General Education program prepares undergraduate students for success in their academic majors and professional pursuits and for life as informed, responsible citizens of the 21st century. It provides a solid academic foundation in four broad areas (Arts and Humanities, Mathematics and Sciences, Social Sciences, and Language and Culture), addressed through the distribution requirements, and includes two required writing courses. In addition, to ensure that students develop and master certain fundamental skills and intellectual habits of mind, it also requires that all courses address one or more of the following functional competencies: Oral and Written Communication, Scientific and Quantitative Reasoning, Critical Analysis and Reasoning, Technological Competency, and Information Literacy. These competencies have been developed as recommended standards for General Education programs and have been adopted by the Maryland Higher Education Commission for colleges and universities in Maryland.

All UMBC General Education courses should address one or more of the following competencies:

I. ORAL AND WRITTEN COMMUNICATION

- Understand and apply both the verbal and nonverbal aspects of communication, by utilizing fundamental rhetorical strategies and conventions, such as purpose, audience, genre, tone, format, and structure.
- Understand writing as a process that involves multiple drafts, incorporating feedback, revising, editing, and proofreading.
- Identify, select, and evaluate appropriate sources, including print and electronic texts, cultural artifacts, or artistic creations.
- Acknowledge and document sources used to support an argument or presentation.
- Develop a foundation for cross-cultural communication.

II. SCIENTIFIC AND QUANTITATIVE REASONING

- Understand and use mathematical and scientific methods of inquiry, reasoning, processes, and strategies to investigate and solve problems.
- Organize, interpret, draw inferences, and make predictions about natural or behavioral phenomena using mathematical and scientific models and theories.
- Recognize the ethical and social implications of scientific inquiry and technological change and distinguish science from non-science and pseudoscience.

- Recognize that mathematical, statistical, and scientific evidence requires evaluation.

III. CRITICAL ANALYSIS AND REASONING

- Identify and formulate questions and problems and evaluate various methods of reasoning and verification.
- Identify and evaluate stated and unstated assumptions, supporting evidence and data, alternative points of view, and assess implications and consequences of particular courses of action.
- Construct cogent arguments, provide supporting evidence, articulate reasoned judgments, and draw appropriate conclusions.
- Apply fundamental critical thinking skills to the analysis and interpretation of a variety of subjects, including ideas and issues, cultural artifacts, or aesthetic works.

IV. TECHNOLOGICAL COMPETENCY

- Use information technology as one tool for solving problems, identifying and evaluating information sources, analyzing reports and presentations.
- Use a variety of online or technology-assisted means to present work, such as web pages, email, online forums, word processing, and presentation and spreadsheet software.
- Understand the essentials of technology, including hardware and software, networks, and systems.

V. INFORMATION LITERACY

- Identify and access a variety of documentary sources of information effectively and efficiently via traditional and electronic-based retrieval systems.
- Evaluate information sources and content in terms of accuracy, authority, bias, and relevance.
- Use information effectively to support a particular argument or to produce a result.
- Respect and observe appropriate laws and institutional policies regarding the legal and ethical retrieval and use of information.

UMBC ASSESSMENT PLAN
April 27, 2009

I. Principles for UMBC Assessment Plan
   A. UMBC uses assessment results to improve student learning and to advance the institution.
   B. Student learning outcomes are an essential component of the assessment of institutional effectiveness.
   C. The UMBC Assessment Plan applies to all academic and administrative units and divisions to ensure institutional improvement.
   D. The UMBC Assessment Plan applies to all academic degree programs, both undergraduate and graduate.
   E. Departments' Academic Program assessments are to be coordinated with their Academic Program Review schedule whenever practical and appropriate.
   F. The UMBC Assessment Plan is an evolving document that will change with time.
   G. Department chairs, faculty, and others who are involved with student learning will be offered professional development opportunities to develop expertise in assessment.
   H. UMBC is committed to building its assessment capacity, and will provide sufficient financial and staffing resources to carry out its assessment responsibilities.

II. Responsibilities and Process for Developing and Implementing UMBC Assessment Plan and Student Learning Outcomes goals
   A. UMBC's Assessment Plan will consist of plans from each college and school, the general education assessment plan, and the assessment plans of academic support units and administrative divisions.
   B. The Provost, with the support of the deans and vice presidents, is responsible for monitoring and ensuring implementation of UMBC's Assessment Plan, including use of the assessment results to ensure institutional improvement.
   C. The Assessment Committee, composed of faculty and staff and chaired by the Provost, will provide advice to the Provost and campus. It will serve as a forum for discussion and review of the plans' implementation and continuing development and institutional progress in assessment.
   D. The General Education Committee will be responsible for monitoring general education assessment and the use of assessment data to help direct the improvement of the general education program.
   E. The university's undergraduate student learning outcomes goals will be its general education competencies as approved by the Faculty Senate.
   F. Each general education course must be reviewed and approved by General Education Committee which will ensure that each course contains explicit student learning outcome goals.
   G. Assessment of general education student learning outcomes will be the assessment of key general education courses. First Year Seminar assessment

activity for seminars with a general education designation, and one general education course per department, biennially, beginning fall 2008.

Program Level

H. Department Chairs and Graduate Program Directors are responsible for developing appropriate assessment plans for their respective academic degree programs.

I. Student learning outcome goals at the course level shall support program-level student learning outcome goals which shall be consistent with the university's student learning outcome goals.

J. Assessment plans of departments and graduate programs are submitted to their respective deans who review and forward the plans to the Provost's office for approval.

K. Plans developed within each college and school will be the College and School Assessment Plans. Deans will be responsible for monitoring and ensuring implementation of their College and School Assessment Plans as part of the Academic Program Review process. They will also monitor the use of assessment results to ensure academic program improvement.

L. The Graduate Dean and Graduate Council will be responsible for monitoring graduate program assessments and the use of assessment data to improve graduate programs.

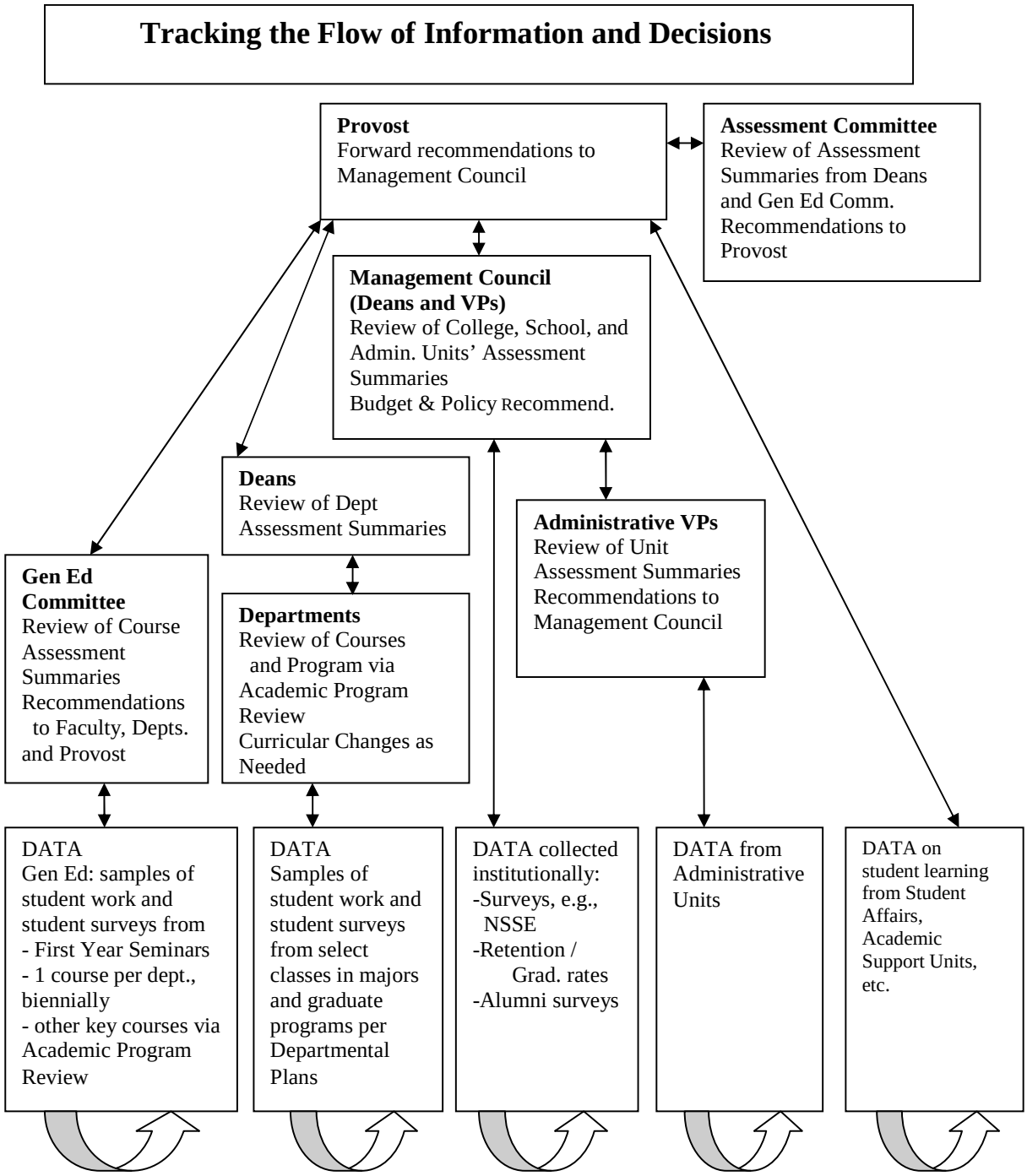
Administrative Divisions and Academic Support Units

M. Academic support units will submit plans, addressing student learning outcome goals where appropriate, to the Provost for approval

N. Administrative Vice Presidents will submit plans to Deans and Vice Presidents Council for review and discussion

O. Academic support units directors and administrative vice presidents will seek to identify a common set of goals and shared priorities (to improve effectiveness, efficiency, and student learning) which academic support units and administrative divisions can help achieve.

Figure 1


Tracking the Flow of Information and Decisions
Provost
Forward recommendations to Management Council
Assessment Committee
Review of Assessment Summaries from Deans and Gen Ed Comm.
Recommendations to Provost
Management Council (Deans and VPs)
Review of College, School, and Admin. Units' Assessment Summaries
Budget & Policy Recommend.
Deans
Review of Dept Assessment Summaries
Administrative VPs
Review of Unit Assessment Summaries
Recommendations to Management Council
Gen Ed Committee
Review of Course Assessment Summaries
Recommendations to Faculty, Depts. and Provost
Departments
Review of Courses and Program via Academic Program Review
Curricular Changes as Needed
DATA
Gen Ed: samples of student work and student surveys from
- First Year Seminars
- 1 course per dept., biennially
- other key courses via Academic Program Review
DATA
Samples of student work and student surveys from select classes in majors and graduate programs per Departmental Plans
DATA collected institutionally:
-Surveys, e.g., NSSE
-Retention / Grad. rates
-Alumni surveys
DATA from Administrative Units
DATA on student learning from Student Affairs, Academic Support Units, etc.

University of Maryland, College Park
Student Learning Outcomes Assessment Report (SLOAR) 2021

PROCESS

The University of Maryland, College Park (UMCP) has clearly stated educational goals for undergraduates that are interrelated with one another, with relevant educational experiences, and with the institution's mission. Institution-level goals include those related to critical reasoning and research, written and oral communication, science and quantitative reasoning, information literacy skills, and technology fluency, which are interrelated with those for the academic programs, the libraries, general education, living and learning programs, and the courses in campus-wide initiatives such as the First-Year Innovation and Research Experience and course redesign efforts. The chart in the Appendix provides an overview clarifying the assessment reporting structure and process.

Undergraduate Programs

All undergraduate academic degree programs articulate and regularly assess learning outcomes, which are required as part of curriculum approval. The program learning outcomes are available on the campus assessment website and, in some cases, on program websites as well. The Provost's Commission on Learning Outcomes Assessment leads the assessment process, directed by the Associate Provost and Dean for Undergraduate Studies, working with representatives of each college, known as the College Coordinators. A planning team--composed of leadership from the Office of Undergraduate Studies, the Teaching and Learning Transformation Center, and Institutional Research, Planning and Assessment--establishes the agenda for and oversees the work of the Commission.

Undergraduate programs complete annual assessments, with each learning outcome evaluated at least once in a four-year cycle. Programs use the Commission's template to report a summary of their findings. As a resource, the university provides a Guide for Learning Outcomes Assessment, along with a supplement about how to write learning outcomes and a rubric that sets the criteria for the review of program assessments. Assessment summary reports from each program within a college are collected by the College Coordinator, who works to promote high standards through support of programs with continuous improvement practices.

General Education

The General Education program is grounded in learning outcomes that were developed by faculty and are interrelated with institutional goals. General Education assessment is implemented with guidance from the General Education Assessment Planning Team. The Dean for Undergraduate Studies leads this team, working closely with the General Education Faculty Boards. Faculty Boards critically and collaboratively review course applications and syllabi to ensure that category outcomes are addressed and can be assessed. The university's curriculum management system provides an online application that facilitates the work of Faculty Boards, including requiring information about how learning outcomes will be addressed; this process ensures the involvement of department chairs and deans, and records the course review.

Living-Learning Programs and Other Special Programs

Many first- and second-year students participate in living--learning programs (LLPs), all of which state the value of the program for students by articulating a mission, goals, and learning outcomes. The majority of courses in the LLP curricula satisfy General Education requirements. In so doing, the programs embrace the General Education outcomes and serve to promote these outcomes among participating students. The assessment of LLPs is reviewed by the Provost's Committee on Living Learning and Other Special Programs. Programs are reviewed in-depth every four years on the basis of cumulative evidence pertaining to how well program goals and learning outcomes are achieved.

Co-Curricular Programs

Co--curricular programs within the Division of Student Affairs are designed to meet educational goals. Learning outcomes within the division are specific to goals of the various departments but collectively relate to the division's mission to prepare students for the realities of living and thriving in an increasingly diverse, global society. Student Affairs adapted its learning outcomes from Learning Reconsidered II, a framework of learning domains that has been adopted across the student affairs profession. The Division has four full-time assessment staff who help assess department and division educational programs and learning outcomes through both annual and ad hoc assessments. The division's Student Affairs Assessment and Learning Outcomes Group (SAALOG), a cross-department committee, provides training and guidance around assessment and designing and evaluating learning outcomes. Units may report on their learning outcomes and/or assessment initiatives in the division's annual report.

IMPLEMENTATION

Undergraduate Programs

The norm for undergraduate program assessment is criterion-based, meaning that faculty review student work according to defined criteria so as to reveal specific areas in need of improvement. Rubrics articulate criteria and standards for the direct review of student work. Some programs use student performance on exams for program assessment, linking exam questions to specific learning outcomes. Program assessment often involves embedded assessments where student work is collected from key courses (e.g., capstone courses) and the work is reviewed independently from the course grading process by faculty using criteria and rubrics established at the program level. Each year the Provost's Commission on Learning Outcomes Assessment reviews ongoing program assessments of student learning outcomes.

General Education

General Education assessment is implemented at the institution level with guidance from the General Education Assessment Planning Team. The Dean for Undergraduate Studies leads this team and works closely with the General Education faculty boards. Findings are reported in the Annual Report of the Provost's Commission on Learning Outcomes Assessment. General Education assessment engages faculty in learning outcomes assessment at the course

level. Faculty teaching General Education courses review student work using the General Education rubrics (designed by the faculty), collect data using the UMD learning management system (ELMS), and then review the data and report on its use to inform course reform through reflection surveys. The Office of Undergraduate Studies hosts faculty workshops for discussion of the assessment process and findings, including the use of rubrics and the development of shared norms to assess the General Education learning outcomes.

The oral communication, professional writing, and academic writing components within the General Education program sponsor activities for faculty to normalize their use of rubrics to review student work. Other General Education categories include a diversity of courses, disciplines, and student activities. In these categories, norming is not possible, so faculty interpret rubrics in the context most relevant to their course. Faculty report their findings and curriculum reform efforts in end-of-surveys. The Office of Undergraduate Studies collects data from the learning management system and surveys for reports to faculty boards and to the General Education Assessment Planning team.

META-ASSESSMENT OF ASSESSMENT TOOLS

Undergraduate Programs

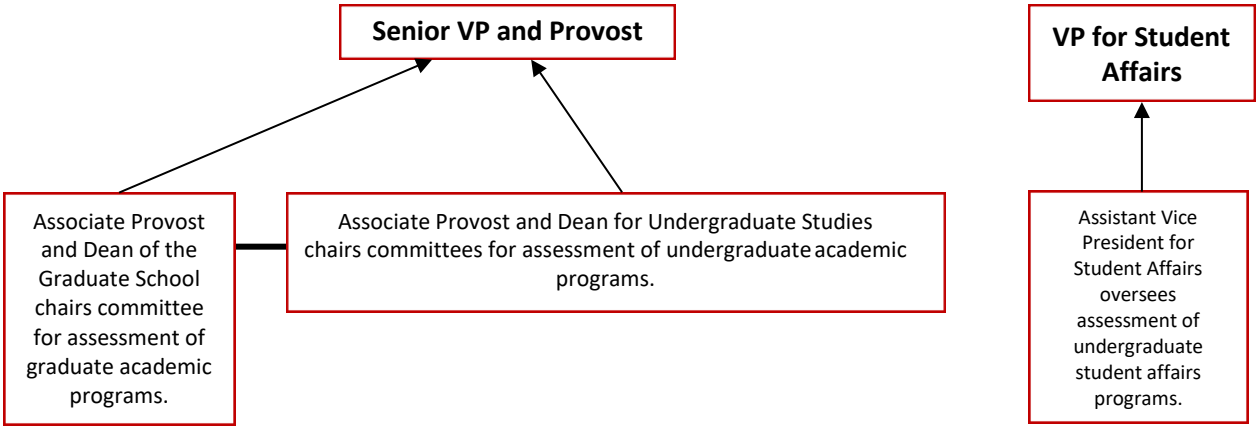
Student learning outcomes assessments for undergraduate programs are reviewed by the College Coordinators group chaired by the Dean for Undergraduate Studies. Working in subgroups, the coordinators use a rubric to rate each aspect of assessments as presented in summary reports. Feedback to programs has resulted in consistently improving program assessments and more sophisticated reports, which include curriculum maps, rubrics, sample assessment prompts, tests, and essay questions. College Coordinators also review program reform of curricula and assessment processes motivated by prior findings. Some programs use statistical analyses to evaluate their measurements. For example, one department found inconsistency in data collected across various evaluators and, as a result, instituted norming, modified their rubric criteria, and changed their analyses to better fit the smaller number of samples. Each year the College Coordinators increase the rigor of the review and refine the report template and rubric. In all programs, faculty contribute significantly to program assessment and are responsible for course reform and implementation.

General Education

An assessment of the former General Education program led to the development of the current General Education requirements. Examples of findings included lack of highly effective oral communication skills among students and lack of exposure to applied disciplines like business and engineering. These findings led to the development of new General Education categories in Oral Communication and Scholarship in Practice. Overall evaluation of the General Education assessment process occurs through the Faculty Boards and the General Education assessment planning team.

APPENDICES

Organization of Outcomes Assessment Process



Assessment of other undergraduate academic programs is completed by Faculty committees with the Office of Undergraduate Studies and the Office of Institutional Research, Planning and Assessment.

Assessment of undergraduate programs
Undergraduate departments complete *Undergraduate Program Learning Outcomes Assessment Summary Reports*. Assessment coordinators from colleges collect and review reports. A summary is provided in *Annual Report of the Provost's Commission on Learning Outcomes Assessment: Undergraduate Committee,* which is sent to Deans and the Provost. More information is available at the undergraduate learning outcomes assessment website.

Assessment of General Education
Faculty assess student work using General Education Rubrics then submit findings via learning management system and a reflection survey. Faculty boards and the General Education Assessment Planning Team review faculty submissions. A summary is provided in the *Annual Report of the Provost's Commission on Learning Outcomes Assessment: Undergraduate Committee,* which is sent to Deans and the Provost. More information is available at the general education website.

Assessment of living-learning and other special programs
Directors of living-learning programs complete assessments and generate reports. The Provost's Committee on Living-Learning and Other Special Programs reviews assessment reports. A summary is provided in *Letters to Program Directors,* which is copied to relevant Deans and the Provost.

Assessment of student affairs programs
Departments review learning outcomes and generate *Annual Assessment Summary Reports.* The Student Affairs Assessment and Learning Outcomes Group reviews assessment reports and provides feedback. A summary is provided in *Department Annual Assessment Reports* and highlights are included in department *End of the Year Report* for Office of VP for Student Affairs.

Overview of Learning Outcomes

Outcomes at Maryland

Assessing undergraduate student learning outcomes is the national standard for improving teaching and learning in higher education. It is also prominent in the procedures used by all higher education accrediting agencies. At the University of Maryland, the Provost's Commission on Learning Outcomes Assessment provides the leadership and organizational procedures for our engagement in such assessment.

Student learning outcomes focus on what a student knows or can do after completing a course or program. Assessing undergraduate student learning outcomes provides information that puts student learning at the forefront of academic planning processes.

This webpage contains UMD's plans for establishing and maintaining a culture of learning outcomes assessment on our campus and exists primarily for the use of UMD faculty, students, and administrators.

Fast Facts

- All current undergraduate programs have established goals for student learning, and that these goals are available on a public site: Program Goals.
- A diverse group of UM faculty wrote learning goals that span multiple common expectations for all UM undergraduates, including critical thinking and research skills, written and oral communication, science and quantitative reasoning, Information Literacy, and Technological Fluency.
- Representatives from every college at UM have met as a group to establish best practices for undergraduate program learning outcomes assessment, and to give feedback to all UM undergraduate programs on their plans to assess student learning.
- More than 20 workshops have been held across campus, including some given by national leaders in student learning, to educate the community about University expectations for learning outcomes assessment.
- All assessment activities protect the anonymity of students who participate, ensuring that our focus is on overall learning rather than the work of individual students.

− Undergraduate Learning Outcomes Assessment at the University Level

To date, the Provost's Commission on Learning Outcomes Assessment has researched and formulated the following University-wide learning goals for UM undergraduate students which correspond to the essential elements of an undergraduate education as stated by Middle States Standard 12. These goals articulate the educational outcomes to which we as a University aspire for our graduates. The goals for these elements are not exhaustive, and not every student will necessarily master each goal. Finally, these goals must be understood as articulating with the goals and objectives of our General Education program and those of academic disciplines.

Critical Reasoning and Research Skills

Goal

University of Maryland undergraduates should learn and develop critical reasoning and research skills that they can apply successfully within a wide range and intersection of disciplines inside and outside of academia. Objectives - University of Maryland undergraduates should have the ability to:

1. Identify and analyze the issue(s), the position of the source, key assumptions, and contextual relevance.
2. Recognize and state pertinent perspectives, propositions, and positions, including the student's own, and formulate hypotheses and persuasive arguments.
3. Assess the quality of supporting information and provide additional evidence.
4. Appraise conclusions, implications, and consequences.
5. Frame significant research problems and assess strategies for investigation.
6. Apply various research methods to solve research problems.
7. Communicate research findings in appropriate written, oral and/or graphical formats.

Written and Oral Communication

Goal

Using standard English, University of Maryland undergraduates will communicate clearly and effectively in writing and orally for different audiences and purposes. Objectives - University of Maryland undergraduates should have the ability to:

1. Incorporate critical inquiry in their written and oral communication.

2. Demonstrate written and oral communication as processes involving invention, organization, drafting, revision, editing, and presentation.
3. Demonstrate proficiency in conventions of genre, format, documentation, grammar, spelling, syntax, and punctuation to produce a stylistically appropriate text for written and oral communication.
4. Demonstrate awareness of the audience, circumstance and purpose.

Science and Quantitative Reasoning

Goal

University of Maryland undergraduates should understand and be able to apply basic scientific and mathematical reasoning to their research efforts and critical analyses. Objectives - University of Maryland undergraduates should be able to:

1. Use the scientific method to develop and test hypotheses. This process should include analyzing existing data to formulate a hypothesis, defining criteria for testing the hypothesis, identifying criteria for data validation, and reformulating the hypothesis.
2. Compile and interpret mathematical information in a variety of formats including formulas, graphs, and tables.
3. Apply the methodology of scientific inquiry to other fields of study.
4. Assess the reliability of mathematical information using logic and arithmetical and statistical methods.

Information Literacy Skills

Goal

University of Maryland undergraduates will learn and develop information literacy skills that they can successfully apply within a wide range and intersection of disciplines inside and outside academia. Objectives - University of Maryland undergraduates should have the ability to:

1. Determine the extent of the information needed, and identify appropriate sources for information.
2. Access and manage needed information effectively and efficiently including, but not limited to: Using appropriate investigative methods and information retrieval systems; designing an effective search strategy, i.e. using keywords, Boolean operators, finding aids, etc.; retrieving information regardless of format; refining the search strategy if necessary; and, extracting, recording, and managing information and its sources.
3. Evaluate information and its sources critically, and assess the value added by new information in relation to prior knowledge.
4. Use information effectively to accomplish research goals.
5. Understand and respect legal and ethical issues that govern the use of information, and acknowledge information sources in a discipline-appropriate format.

Technology Fluency

Goal

University of Maryland undergraduates will be able to understand basic technologies and how these relate to their specific disciplines, and will be able to apply these technologies to their research and academic efforts. Objectives - University of Maryland Undergraduates will have the ability to:

1. Demonstrate an understanding of the fundamental principles, concepts, and knowledge of technology.
2. Demonstrate knowledge of the operation, application, and limitations of technologies important to the student's discipline.
3. Demonstrate the capacity to make reasoned and ethical judgments about the impact of technology on the individual, community and society.
4. Use technology (email, Internet, etc.) to: Locate information; communicate; use word-processing programs, spreadsheets, databases, and graphics as they are used in their disciplines; and, search databases to support written and oral presentations in their field.

Articulated University-wide Learning Goals have had an impact not anticipated when they were developed. Because these University-wide Goals guided early work in stating learning outcomes for individual degree programs across campus, they are apparent in these separate lists of outcomes as well as in rubrics used for assessing various courses and programs. For example, nearly every degree program has posted stated outcomes dealing with effective oral and written communication (see program goals below), as well as assessment instruments for those outcomes.

+ Undergraduate Learning Outcomes Assessment at the Program Level
+ Provost's Commission on Learning Outcomes Assessment
+ General Education Learning Outcomes
+ Responsibilities for UMD Undergraduate Student Learning

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2021 Institutional Student Learning Outcome Assessment Report (SLOAR) Narrative

Process

Since the Middle States Commission Reaffirmation of Accreditation Visit of 1996, the University of Maryland Eastern Shore (UMES) has made significant progress at strengthening its process of assessing student learning. In 2001, UMES required each Department to develop its *Student Learning Outcomes Assessment Plans (SLOAP)* that included four components—goal, competencies, assessment method, and relevant courses. A review of the process implementation in the late fall of 2003 revealed that departments were at different performance levels, ranging from minimal to high levels of the evaluation of results used to improve student learning.

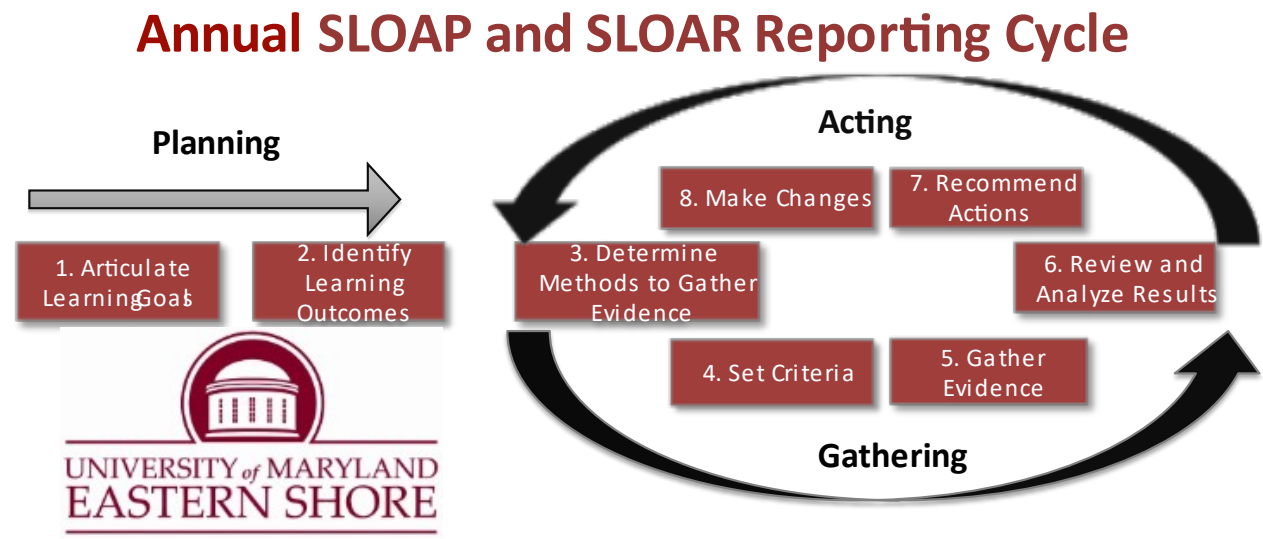
Toward the end of fall of 2003, the Assessment Council, responsible for University Level evaluation of assessment, was revitalized. Based on best practices, the Council included representatives across the entire University community. The Assessment Council is a standing committee. Each of the academic departments/units, including the Gen Ed curriculum, is represented on the Council. The Provost and Vice President for Academic Affairs is an ex-officio member of the Council, and the Vice Provost for Institutional Planning and Quality is the Co-Chair. The Council's charge is (1) maintaining a comprehensive and integrated process for assessing student learning, (2) monitoring the implementation of program assessment plans, and (3) reviewing and recommending policies and procedures for the assessment of student learning for the University.

The strengthened comprehensive and integrated assessment process, also known as the UMES Student Learning Outcomes Assessment Plan (SLOAP) presented in this document, results from the Council's sustained effort since February 2004 (Figure 1). Updates to the assessment plans by academic departments have occurred from time to time based on lessons learned from implementation and to include plans for new programs. The coordination of the assessment process occurs at four levels--the Department, school, division, and University. The department chair or head of the academic unit is responsible for monitoring the process at this level. They work to ensure that we implement assessment processes that are meaningful for critical program outcomes. The chair or program coordinator is also the first to ensure that assessment data are systematically analyzed, and appropriate recommendations are communicated through established communication channels, as presented in Appendix 1 of this document. At the school level, deans have oversight responsibilities for all assessment plans and their implementation by their respective department chairs/unit directors. In addition, deans are responsible for ensuring that their chairs/directors prepare annual reports on assessment using the University format. The deans submit their reports to the Provost & Vice President for Academic Affairs with a copy to the Vice Provost for Institutional Planning and Quality. Finally, the Planning and Assessment Review Committee evaluates the completed Assessment Reports at the end of the reporting cycle. They are ultimately responsible for providing feedback to all University stakeholders (see UMES Assessment of Student Learning Outcomes Communication Model, Figure 2).

Implementation

The strengthened program outcomes-based, faculty-driven Student Learning Outcomes Assessment Process for the University of Maryland Eastern Shore builds on an earlier assessment process developed in 2001 and enhanced in 2004. It provided a framework for the University to systematically collect, analyze, summarize and use assessment data for all its programs to support the continuous improvement of student learning. Our current assessment process consists of eight components and three internal reporting deadlines for both a planning document (SLOAP) and a reporting document (SLOAR) (see Figure 1): (1) mission and program goals, (2) expected student learning outcomes, (3) determine methods to gather evidence, (4) criteria, (5) gather the evidence, (6) review and analyze results, (7) recommend action to program faculty or stakeholders, (8) gain necessary approval and make changes based on data collected, and (8) Close the loop on recommendations made and actions taken from previous years. SLOAP and SLOAR are also applicable to our General Education curriculum, which we assess like an academic program.

Figure 1: UMES Student Learning Outcomes Assessment Plan/Report (SLOAP/SLOAR)



Sept 30 Assessment Plan Due to Provost Office	Fall and Spring Semesters	Jun 30 Assessment Report/Data Dissemination Profiles Due to Provost Office	Aug 31 Plans of Action Due to Provost Office
1. Articulate Learning Goals 2. Identify Objectives and Learning Outcomes 3. Determine Methods to Gather Evidence 4. Set Criteria	5. Gather Evidence	6. Review and Analyze Results 7. Recommend Action	8. Make changes based on data collected and document in final SLOAR. Close the loop on previous actions.
PLANNING PHASE (SLOAP)	**GATHERING EVIDENCE AND ANALYZING PHASE**		**ACTION PHASE (SLOAR)**

Meta-Assessment of Assessment Tools

The UMES Student Learning Outcomes Assessment Plan and Reports (SLOAP/SLOAR) are evolving documents. Like the process they serve, the assessment of student learning is subject to continuous review and improvement. Any program plan may change in light of data and feedback from ongoing learning activities. The Office of Provost coordinates the continuous planning and refinement of documents for the Council and the University Community.

Conclusively, monthly meetings with Department Chairs and program faculty responsible for assessment allow sharing findings and reinforcement of best practices. In addition, the restructuring of the assessment office in 2021 allows for more continuous feedback to various programs and their documentation of the tools and activities used for continuous program improvement. The Provost Office is currently developing a mega-assessment report model for chairs and cabinet-level administration that displays a longitudinal report of assessment plans, reports, usages, and evaluation of Developing, Acceptable, or Exemplary program implementation level (See Figure 2 below).

Figure 2: Mega-Assessment Report for UMES SLOAPs and SLOARs (example)

MASTER LIST OF ALL LEARNING ASSESSMENT UNITS

This report documents an audit of completed Assessment Reports for all departments/programs submitted 2012-2015 and their assessment progress. Assessment reports are submitted and evaluated annually and abnormalities are asterisked and explained below table. Also, uses of the results are categorized using the codes below.

Codes for Instructional Programs		
1. Curricular Change	4. Process Revision	7. Informed Budget
2. Course Revision	5. Assmt Methodology	8. Development/Training
3. Pedagogy	6. Assmt Criteria	9. Other

Codes for Non-Instructional Programs		
A. Revised Service	E. Informed Budget	J. Instruction Change
B. Revised Process	F. Assmt Method	K. Development/Training
C. New Policy	G. Assmt Criteria	L. Other
D. New Process	H. Consultant/Contractor	

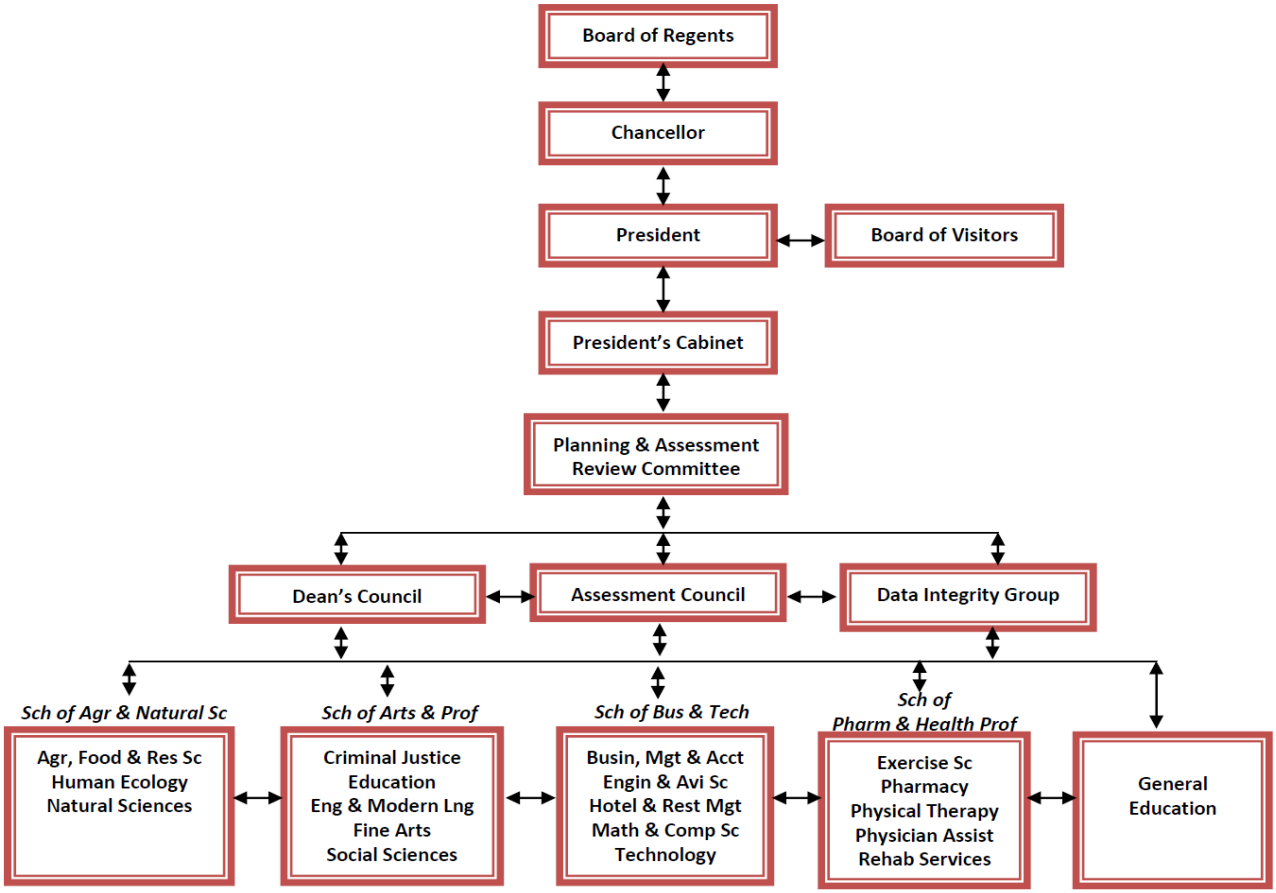
		2020-2019 Assessment Cycle				2019-2018 Assessment Cycle				2018-2017 Assessment Cycle			
Unit Name(Division)	**Unit Type**	Plan	Report	Use of Results	Evaluation	Plan	Report	Use of Results	Evaluation	Plan	Report	Use of Results	Evaluation
AgricultureTC(ASE)	Instr	Y	Y	5,6,7	Acceptable	Y	Y	5,6,7	Acceptable	Y	Y	5,6,7	Acceptable
Comp Sci (ASE)	Instr	Y	Y	3	Exemplary	Y	Y	3	Exemplary	Y	Y	3	Exemplary
Civ Eng (ASE)	Instr	Y		4,7	Acceptable	Y	Y	4,7	Acceptable	Y	Y	4,7	Acceptable
Chemistry (ASE)	Instr	Y	Y	2,3,6,7	Exemplary	Y	Y	2,3,6,7	Exemplary	Y	Y	2,3,6,7	Exemplary
Accounting (COB)	Instr	Y	Y	3,9	Exemplary	Y	Y	3,9	Exemplary	Y	Y	3,9	Exemplary
Economics (COB)	Instr	Y	Y	1	Acceptable	Y	Y	1	Acceptable	Y	Y	1	Acceptable
Gen Business (COB)	Instr	Y	Y	2,4	Exemplary	Y	Y	2,4	Exemplary	Y	Y	2,4	Exemplary
Marketing (COB)	Instr	Y	Y	2,7	Acceptable	Y	Y	2,7	Acceptable	Y	Y	2,7	Acceptable
Crim Just (ESS)	Instr	Y	Y	3,4	Developing	Y	Y	3,4	Developing	Y*	Y	3,4	Developing
Public Admin (ESS)	Instr	Y	Y	7,9	Exemplary	Y	Y	7,9	Exemplary	Y	Y	7,9	Exemplary
Psychology (ESS)	Instr	Y	Y	3,6	Acceptable	Y	Y	3,6	Acceptable	Y	Y	3,6	Acceptable
Social Work(ESS)	Instr	Y	Y	4	Acceptable	Y	Y	4	Acceptable	Y	Y	4	Acceptable
Art (FAH)	Instr	Y	Y	6,9	Acceptable	Y	Y	6,9	Acceptable	Y	Y	6,9	Acceptable
Theatre (FAH)	Instr	Y	Y	4,5	Acceptable	Y	Y	4,5	Acceptable	Y	Y	4,5	Acceptable
Comm Stud(FAH)	Instr	Y	Y	1,3	Exemplary	Y	Y	1,3	Exemplary	Y	Y	1,3	Exemplary
History (FAH)	Instr	Y	Y	7	Acceptable	Y	Y	7	Acceptable	Y	Y	7	Acceptable
Comm Dis (NHS)	Instr	Y	Y	3,4	Acceptable	Y	Y	3,4	Acceptable	Y	Y	3,4	Acceptable
Nursing (NHS)	Instr	Y	Y	5,6	Exemplary	Y	Y	5,6	Exemplary	Y	Y	5,6	Exemplary
Nurs RN-BSN(NHS)	Instr	Y**	Y	8,9	Developing	Y**	Y	8,9	Developing	Y**	Y	8,9	Developing
Ath Train (NHS)	Instr	Y	Y	3	Acceptable	Y	Y	3	Acceptable	Y	Y	3	Acceptable

**Some outcomes were not measured appropriately.

*First year implementing assessment plan for dept.

Appendix 1: UMES Assessment of Student Learning Outcomes

Communication Process



Appendix 2 – Example of UMES Program SLOAP

SCHOOL OF BUSINESS AND TECHNOLOGY

Department of Business, Management & Accounting: Bachelor's Degree in Accounting
Mission: The mission of the Accounting Program is to prepare graduates to enter the accounting profession in public accounting, industry, or the public sector. Furthermore, students are prepared for future growth and development and for advanced study in accounting and other management related fields.

Program Goals	**Expected Student Learning Outcomes**	**Instruction**	**Method & Criteria of Assessment**	**Summary of Results & Recommendations**	**Use of results**
Goal I: Graduates should demonstrate the ability to reason quantitatively, and acquire scientific knowledge and skills. **Goal II:** Graduates should demonstrate their knowledge breadth and depth in the business core functional areas.	Students will demonstrate their understanding of the process of identifying, gathering, measuring, summarizing, and analyzing financial data in business organizations.	**Capstone course:** **ACCT 407 – Auditing** Students learn through instructor facilitated projects with ACL audit software.	ACCT 407 projects: Students are assessed on specific dimensions in computerized audit projects. Each element is awarded points on a 7 point scale and letter grades are assigned based on the University percentage scale. Rubrics have been developed for evaluating the various projects	ACCT 407 Results: Students are scored with a rubric on six dimensions which are intended to identify areas of weakness. At least 80% of students must score at or above 70% in order to claim that acceptable program standards have been met by the Department.	If 80% of the students do not achieve 60% or higher, appropriate adjustments to the course content, course assessments and teaching strategies within the curriculum must be made.

Common Set of Student Learning Outcomes for all Undergraduate Majors

UMES uses the following operational definitions for the competencies of General Education based on the MHEC requirements and MSCHE Standards 12 and 14:

1. *Written and Oral Communication.* The ability to prepare essays, other written assignments and spoken presentations that demonstrate clarity, coherence, and organization.

2. *Critical Analysis and Reasoning.* The ability to demonstrate in writing and speaking how to use logic and balanced thinking; formulation of solutions to problems by objective consideration of all possible alternatives; demonstrate recognition of importance of ethics.

3. *Scientific and Quantitative Reasoning.* The ability to identify and apply basic scientific principles to enhance understanding of the universe; to assign and use numbers, read and analyze numerical data, create models, draw inferences and support conclusions.

4. *Technological Competency*. Ability to use computer hardware, software, services to manage and deliver information.

5. *Information Literacy*. The provision of a framework which enables students to identify, retrieve, evaluate, and use information effectively and efficiently (includes social, legal, and economic issues); students acquire skills necessary to succeed in academic and professional arenas.

UMGC Assessment of Student Learning Overview - 2021

CONTEXT

In October 2019, University of Maryland Global Campus (UMGC), underwent an academic restructuring. Previously the university was organized into The Undergraduate School and the Graduate School. These two schools were combined and redistributed into three schools: Arts and Science, Cybersecurity and Information Technology, and Business. As a result of this process, programs in similar areas that had been in separate schools were brought together. The restructuring required hiring of new department chairs, program directors, and collegiate (full-time) faculty throughout the university. While most of the new hires were individuals displaced by the re-structuring, others were hired from adjunct faculty roles and outside of the university. As a result, most faculty program directors were responsible for a new to them portfolio of programs.

This process created an opportunity for the launch of a new, university-wide assessment process. In summer 2020, program directors reviewed and revised program learning goals for all programs within their portfolio. They mapped the program learning goals to both institutional learning goals and the Lumina Foundation Degree Qualifications Profile. Since program directors were managing both graduate and undergraduate programs for the first time, a particular emphasis was made to ensure differentiation in program learning goals at the undergraduate and graduate levels.

Institutional learning goals were also reviewed and updated during this process by the university Assessment Committee and Academic Affairs Leadership including the school Deans, the CAO, and other academic vice presidents.

PROCESS

Program directors are full-time faculty with administrative oversight of both teaching faculty and curriculum for assigned degree programs and courses. Program directors are supported by collegiate faculty that have full-time appointments. These faculty are responsible for identifying key assignments in programs that can be used to assess student performance against the program learning goals. UMGC employs a standardized curriculum, where all teaching faculty use the same learning resources including assignments. All student work is submitted to the university learning management system.

In summer 2021, UMGC is piloting a new process for faculty assessment of student artifacts for purposes of program assessment. For each key assignment aligned to a program learning goal, a random sample of student artifacts are extracted from the learning management system and placed in the university assessment platform. Faculty identified by the program director then review the student artifacts to determine whether students meet or fail to meet the learning described in the program learning goal. This data will be aggregated to provide the program director with a report of student learning by program learning goal. During summer 2021, this process is being piloted with 7 programs. The plan is university-wide implementation starting in summer 2022.

UMGC uses exams and objective tests very rarely. Most assignments used for assessment are projects and papers. As the key assignments used for assessment are embedded within classes, revisions happen

when courses are revised. Program directors and their faculty actively review what courses need revision on an annual basis based on curricular changes, student outcomes, and feedback from students and faculty. As the new assessment process becomes operational, the assessment results will also help guide decisions on what courses need to be revised. We also anticipate that as program directors begin receiving reports on student learning that they may decide to make revisions to key assignments more frequently than during the annual review to ensure that they better reflect the program learning goal.

IMPLEMENTATION

The program directors provide overall oversight of learning outcomes and measurement tools. The program directors and collegiate faculty are the authors and maintainers of the program learning goals for their programs. These program learning goals are available to students, adjunct faculty, and other stakeholders through the university catalog and web site. Course-level student learning outcomes are contained within the course syllabus and are part of the master template for each course. All course assignments are standardized and consistently used across all sections of a course and are also contained within the course master. Program directors oversee the content of all master course templates.

META-ASSESSMENT OF ASSESSMENT TOOLS

Because of the reset of the assessment process, no examples are available for how assessment results have been used to support improvements in teaching and learning. The plan is that program directors will receive the results of direct measures of student learning after faculty reviewers have completed their assessment. This data will be combined with other program quality performance measures including retention, student surveys, and enrollment trends. Using these inputs, program directors will perform a SWOT analysis on their program on an annual basis. This analysis will include a set of recommendations for changes to be made to program and course curriculum and delivery. The impact of these changes will then be assessed in future assessment cycles. As part of this process, it is expected that program directors will evaluate the effectiveness of the specific assessment tools and potentially recommend changes as part of the SWOT and recommendation process.

UNIVERSITY OF MARYLAND GLOBAL CAMPUS

Institutional Learning Goals

Mastery: Demonstrate a mastery of the academic and professional content associated with their chosen field of study.)

Job-Seeking Skills: Develop job-seeking skills in order to take advantage of workplace opportunities and adapt to changing needs of local, national, and international economies.

Technology and information literacy: Effectively access and apply technology and information to solve problems.

Synthesis: Integrate and apply learning across general and specialized studies.

Communication: Communicate effectively in a variety of contexts.

Scientific and Quantitative Reasoning: Use quantitative reasoning and scientific principles to analyze data, support conclusions, and solve problems.

Critical Thinking and Problem Solving: Evaluate and solve complex issues or problems.

Teamwork: Collaborate toward a common purpose.

Diverse Perspectives: Demonstrate a knowledge and application of diverse perspectives in a variety of contexts.

Ethics and Civic Awareness: Articulate ethical issues and the values that inform them to be able to act with integrity within academia and in the wider world with appreciation for how decisions made by individuals and groups can have local, national, and global impacts.

Lifelong Learning: Develop skills and capacity for lifelong learning.

CASE STUDIES

Institutions were invited to submit case studies on the development of measurement tools specific to student learning outcomes. MHEC sought case studies that centered on program-level assessment of learning outcomes for students. The following case studies were submitted.

Student Learning Outcomes Assessment Report (SLOAR)
Carroll Community College, 2021
Case Study I: General Education

Carroll Community College's General Education Program underwent a comprehensive review and revision in the 2017-2018 Academic Year, resulting in updated learning goals and the means for assessing them. The General Education Committee, a cross-disciplinary faculty team chaired by the Associate Provost of Assessment and Institutional Research, developed eight new learning goals after appraising current and future workforce trends, General Education learning objectives from a myriad of other institutions of higher education, state of Maryland and MSCHE requirements and standards, and essential lifelong competencies and skills. The revised learning goals became effective in fall 2019. As stated in Carroll's Academic Catalog,

> At Carroll Community College, the goal of the General Education Program is to provide all students with skills and knowledge necessary to be informed, productive citizens in a diverse and changing world. Each course in the program requires students to integrate skills and knowledge gained from academic and life experiences in a *signature assignment*.
>
> <u>General Education Goals</u>
> Through the General Education Program at Carroll Community College, students will:
>
> 1. Communicate ideas in written, oral, and other modes as appropriate to a situation and audience.
> 2. Apply quantitative and scientific reasoning skills relevant to a field of study.
> 3. Employ various thinking strategies to develop well-reasoned judgments.
> 4. Evaluate sources of information for accuracy, relevance, and reliability.
> 5. Use technology tools to manage, integrate, and evaluate digital information.
> 6. Explore issues through creative, interdisciplinary, and innovative approaches.
> 7. Cultivate intellectual and ethical practices that promote the wellness of self, community, and environment.
> 8. Identify their roles as global citizens in a multicultural country and world.

During the 2017-2018 program revision, the General Education Committee also reviewed various means of assessing institutional or General Education learning goals, ultimately adopting signature assignments, a common task or project embedded in each General Education course; faculty adapted or created assignments that would measure at least four of the College's eight General Education learning goals. Based on national best practices put forward by the Association of American Colleges and Universities (AAC&U), signature assignments not only serve as a means to assess student learning outcomes, but are a key means by which students integrate learning and reflection across General Education courses. The General Education Committee specified that signature assignments should be course-embedded assignments requiring research and writing, with relevance beyond the classroom, and contain a reflective or metacognitive component encouraging students to make connections within and across General Education courses. This comprehensive assignment affords students an opportunity to practice

skills such as critical thinking, problem solving, writing, creativity, and research -- competencies that are of value to employers.

Signature assignments were piloted in select General Education courses in the 2018-2019 academic year. Starting in fall 2019, signature assignments were included in all General Education courses. Some examples of these assignments are:

- For the signature assignment in Carroll's General Biology course, students research a body system and associated condition, then create a fact sheet and present their research to their peers. Students wrap up their signature assignment by reflecting on the process of completing each step of the project.
- In the College's History of the U.S. to 1876 course, students construct a unique identity in American history, composing multiple journal entries about selected historical events from the perspective of their chosen identity. Students write a final concluding essay reflecting on the experience of looking at history from alternate viewpoints.
- Students in Issues in Social Justice complete a signature assignment in which they educate a target audience on an issue. The means and format of their assignment deliverable depends on the intended audience. If students aim to educate the general public, they format their product in a means accessible to many, such as a blog, infographic, or video documentary. If they aim to educate government policy makers, their product takes the form of a white paper or expert analysis.
- In the Introduction to Engineering course, teams of students design, build, and program autonomous robotic vehicles using the engineering design process. Students make a formal technical presentation of their vehicles and draft a final design report.

The General Education Committee also adapted relevant AAC&U VALUE rubrics, used by nearly 2,200 institutions of higher education across the country to assess essential learning outcomes, as the means by which to assess student proficiencies in General Education learning goals in signature assignments. At the end of each semester, Carroll faculty review a sample of artifacts from a subset of General Education courses. Signature assignments from every General Education course are reviewed once within a two-year cycle. This cycle provides a constant flow of data on every General Education learning goal:

	FALL TERM: Artifacts Reviewed	SPRING TERM: Artifacts Reviewed
YEAR 1	English Composition Arts and Humanities Block 1 (Communications, English Literature, History, World Languages)	General Education Electives Physical Sciences
YEAR 2	Social and Behavioral Sciences Mathematics	Arts and Humanities Block 2 (Art, Music, Theater) Biological Sciences

After data is collected each semester, course faculty meet to review results and complete a Data Review and Interventions report. This report summarizes key findings from signature assignment scoring specific to an individual course and documents changes or interventions faculty put in place to address any concerns with students' levels of proficiency. In Spring 2021, after signature assignment scoring data had been collected from all General Education courses over a three-year period, all Carroll faculty were invited to participate in a data review session, at which they discussed longitudinal results and brainstormed solutions to address learning goals with which students seem to struggle. The General Education Committee and SLIC review signature assignment scoring results at the end of each semester and recommend actions as well.

One such action was put in place following the 2019-2020 academic year. Based on two years of signature assignment scoring results, faculty noted that students seemed to struggle with General Education learning goal 8: *Students will identify their roles as global citizens in a multicultural country and world*:

Rubric Criteria Aligned with General Education Goal 8	Percent Proficient 2018-2019 (Pilot Year)	Percent Proficient 2019-2020 (Year 1)
Cultural self-awareness: Identifies own cultural rules, biases, and values.	61%	66%
Perspective taking: Identifies and explains multiple perspectives outside of own cultural rules, biases, and values.	68%	66%
Applying knowledge to contemporary global contexts: Analyzes the impact of one's own and others' specific local actions within a global context.	47%	47%

To address this, the General Education Committee partnered with Carroll's Diversity and Inclusion Committee to design professional development for faculty teaching the College's General Education diversity courses. Twenty-one faculty participated in a series of workshops focused on the Intercultural Development Inventory (IDI) during the 2020-2021 academic year. The intent was to build faculty's intercultural competence – the ability to adapt perspective and behavior to cultural similarities and differences -- so that they in turn could develop that competence in students. Faculty completed the IDI instrument, individually reviewed results with an expert IDI consultant, and engaged in several workshops at which they developed an individual Intercultural Development Plan that outlined further learning. A second cohort of full-time and adjunct faculty will participate in similar faculty development in 2021-2022.

Beyond serving as the principal mechanism for assessing Carroll's General Education learning goals, signature assignments enhance student engagement with key course content and make transparent the College's General Education curriculum. Each year, students who produce exemplary signature assignments are invited to participate in a Signature Assignment Showcase (https://www.carrollcc.edu/SignatureAssignmentShowcase2021/), a public forum for recognizing these assignments and celebrating student learning.

Student Learning Outcomes Assessment Report (SLOAR)
Carroll Community College, 2021
Case Study II: Physical Therapist Assistant

The Physical Therapist Assistant program at Carroll Community College develops skilled clinicians prepared to work in a variety of health care settings. The program includes both campus-based and clinical experiences leading to an Associate of Applied Science degree. Program curriculum comprises General Education and specialized coursework and culminates in a national licensure examination administered by the Federation for State Boards of Physical Therapy (FSBPT). The program is accredited by the Commission on Accreditation in Physical Therapy Education (CAPTE) and focuses on three core clinical abilities: critical thinking, integration, and problem solving, as expressed through the Program Learning Goals:

Upon successful completion of the program, students will be able to:

- Perform quality techniques (manual therapy, therapeutic exercise, balance and equilibrium, developmental techniques) utilizing interventions which have been researched, are evidence based and are founded on patient need.
- Communicate with all members of the healthcare team, patients, caregivers, families, administrators, and payers in a culturally competent manner, including defensible documentation.
- Demonstrate critical thinking and problem solving skills to provide appropriate and effective interventions for any patient population.
- Adhere to federal and state legal practice standards and institutional regulations related to patient/client care and fiscal management.
- Act in a manner consistent with the Standards of Ethical Conduct for the Physical Therapist Assistant and Guide for Conduct of the Physical Therapist Assistant.

Review of assessment results, undertaken by program faculty each summer, provides an opportunity for PTA faculty not only to survey objective data collected about the program but also offers the faculty a forum to discuss achievements and areas of concern. Recently, program faculty commenced an assessment project focused on a second-year course, PTA-231 Overview of Special Populations. One section of the course is offered annually during the spring term. The assessment project was precipitated by students' underperformance on certain sections of the January 2018 national licensure examination for Physical Therapist Assistants (NPTE). The student cohort at Carroll that graduated in December 2017 performed below the national average on questions related to the integumentary and lymphatic systems. To address these deficiencies, faculty reconfigured content delivery for the related unit of study. An additional impetus for the curricular changes arose when CAPTE revised guidelines for professional entry-level objectives in 2017. After extended discussion and review of student performance data related to the integumentary and lymphatic systems in summer 2018, faculty revised content and assessment aligned with the following objectives:

- Integumentary Integrity: Detect absent or altered sensation; normal and abnormal integumentary changes; activities, positioning and postures that aggravate or relieve pain or altered sensations or that can produce associated skin trauma.
- Wound Management: Isolation techniques, sterile techniques, application and removal of dressing or agents, identification of precautions for dressing removal.

Initially, the unit had been structured as an online module. Faculty determined that the online-only structure of the unit was not adequate to develop psychomotor skills necessary for clinical knowledge. Unit instruction was therefore adjusted to include online didactic materials, reading assignments, guest lecture by a certified wound care specialist, and in-class laboratory experiences. PTA faculty implemented these new instructional techniques, and updated means of assessing related content, in spring 2019.

The new content focused on the integumentary system and wound management was assessed through common questions on a unit quiz and cumulative final, as well as a comprehensive program examination. Students improved performance from unit quiz to course final for the revised objectives in 2019. For five out of seven related questions on the comprehensive examination, Carroll students outperformed all U.S. test takers in both 2019 and 2020:

Comprehensive Examination Question Number	% Correct CCC PTA Students October 2019	% Correct CCC PTA Students October 2020	% Correct Total Test Takers (U.S.)
Identify positions that may aggravate or relieve integumentary stress and pain, minimize contractures			
16	92	100	93.5
53	84	89.4	76.2
147	56	52.6	53.7
Identify appropriate techniques for wound care: hydrotherapy, e-stim, debridement medication, dressings, drainage, orthotics/compression, personal protective equipment			
74	96	89.5	76.5
76	64	89.5	87.7
135	56	57.9	50.6
148	76	63.1	59.5
Student Performance Higher than the National Average			

Students also performed higher than the national average on the NPTE exam on both objectives. Finally, NPTE performance improved from January 2018 to January 2020 even though the scores did not surpass the national average in either of these years.

While this case study focuses on a course offered just once annually for PTA students, it demonstrates the strong connection between efforts in course-level teaching and learning and student performance on the NPTE national licensure examination. Program leadership and faculty continuously review performance metrics for each student cohort and respond quickly to adjust content, pedagogy, and assessment to improve student learning.

Community College of Baltimore County
Case Study Report

Dental Hygiene, Associate of Applied Science Degree Program
Tonya Beatty, Glenda Breaux, and Jennifer Kilbourne

The Dental Hygiene Associate of Applied Science degree at the Community College of Baltimore County is a Health Workforce Shortage program. The program prepares graduates to successfully enter the dental profession as a dental hygienist with skills as defined by the American Dental Hygienists' Association. At the completion of this program, graduates successfully complete the Commission on Dental Competency Assessment (CDCA), as well as national, and state licensure examinations to become a registered dental hygienist. They are also trained to complete the optional Local Anesthesia and Nitrous Oxide examinations. Graduate cohorts consistently earn 100% percent board pass-rate on the National Dental Hygiene Examination, the 98% pass rate on the CDCA examination, and the 100% pass rate on the Maryland Jurisprudence exam.

The Dental Hygiene program is accredited by the Commission on Dental Accreditation (CODA) and was granted initial accreditation without reporting requirements in 2008 and full accreditation status without reporting requirements in 2010 and again in 2017. CODA is a specialized accrediting body recognized by the United States Department of Education. The Commission on Dental Accreditation serves the oral health care needs of the public through the development and administration of standards that foster continuous quality improvement of dental and dental-related educational programs.

As an accredited institution, CCBC is committed to implementing a college-wide assessment plan that produces evidence of student learning. Assessment is a purposeful, systematic, and collaborative process driven by the institution's desire to improve student learning. The dental hygiene program goals and student learning outcomes are reviewed, evaluated, and revised each semester by full-time faculty in response to institutional changes, professional emphasis on student performance, and changes in professional research data. See Appendix A for a list of specific learning objectives and the measurement tools used for these outcomes.

The following include some of the outcome measurements tools that are implemented to assess and analyze the degree to which the stated student learning objectives are being met:

Course/Program Completion Rates: Reviews of the course and program completion rates measure the proportion of students who have completed specific dental hygiene courses, as well as measure the proportion of students who successfully completed the program.

Didactic Assessment: Students must earn a passing grade of at least 75% on all exams, quizzes, papers, projects and assignments throughout the curriculum. Because the program is a selective admissions' program, the performance expectation is set above the average 70% pass rate for most college programs. (See Appendix C)

Clinical Assessment: The dental hygiene program has an onsite community clinic where students get hands on experience in patient treatment. Students experience a wide range of

patient treatment experiences from the basic oral health services to treatment of severe dental disease. Course required skillsets are evaluated by clinic faculty in the form of student competencies, clinical examinations, and accuracy in performance. Performance minimum passing requirements increase as students advance through the program and associated skillsets are honed. (See Appendix D)

Chart Audits: Charts are reviewed and audited during each clinical semester to provide feedback on the comprehensiveness of recordkeeping. Chart audits also help to evaluate the process, outcomes, and efficiency of client care.

Evaluation for Preceptor Sites: The program maintains articulation agreements with select stakeholders which allows students to complete an internship at a public health facility during the final semester of the program. This invaluable experience provides students with a real-life experience within the industry and prepares them for a seamless transition into clinical practice. Feedback and evaluations on student performance are provided to program faculty and serve as a means to help improve student training as it relates to industry expectations. (See Appendix E)

Mock Clinical Board: A mock clinical board is given to dental hygiene students during the second-year fall semester. This assessment provides useful feedback to both the student and faculty regarding the level of competency in providing routine dental hygiene services as well as the student's readiness for their Northeast Regional Board Clinical Examination. (See Appendix F)

The selection for the assessment instrument is influenced by student performance and industry expectations. All full-time and part-time faculty participate in the selection process which is based on best practices of the skillset. Moreover, responses from advisory board members play a role in the selection of the assessment tool which can often be based on industry needs. The assessment cycle is determined by the curriculum schedule of course offerings due to the cohort-based nature of the program. Evaluation of reported assessment results is completed during the semester in which the course is not offered to allow for adjustments and modifications prior to entering the next scheduled offering of that course. Assessment for all program goals and objectives is completed over a five-year span.

The current assessment process provides an overview of how learning outcomes are assessed. See Appendix B for a summative timeline of events in establishing, implementing, and assessing program goals and objectives. A reporting out period is included within the curriculum mapping process (CMP) which allows the program to evaluate the success of or modifications to every measurable goal. Program faculty and advisory board meetings provide a platform for input and modifications to this process. This continuous process of assessment and evaluation directly impacts student achievement. It allows the program to address areas of weakness in a timely manner and fully support student success. As a best practice, outcomes are continually assessed, modified, and reassessed to provide high quality learning for Dental Hygiene students.

Assessment activities drive continuous improvement efforts to support success. As part of the CODA specialized accreditation process, the Dental Hygiene program is asked to provide specific examples of how assessment of program outcomes have been used for program improvement. Assessments have been used to modify clinical training and delivery of

instruction. For example, feedback from evaluators from the internship sites suggested that student performance in the usage of power instruments was insufficient. This skillset is essential in maintaining clinical expectations of private practice and addressing clinician fatigue. Adjustments were made to the training process and additional testing and support was provided to the students. This simple modification resulted in improved student feedback and evaluation from preceptor sites.

Another example that speaks to Program Objective B in Program Goal 1 is the ability for students to recognize and manage ethical issues and problems in the practice, as well as use critical thinking and sound judgment in patient treatment. While highly practiced in the clinical setting, students struggled to successfully apply critical thinking skills on didactic coursework. Additional case studies were added to and evaluated on examinations and quizzes in entry level dental hygiene theory courses. This addition resulted in a measured improvement in the student's ability to think analytically and problem solve through case studies, a skillset that is necessary to successfully pass the national board exams.

Continuous improvement efforts are managed and orchestrated by the Dental Hygiene Program Director, Tonya Jeffries-Beatty, M.S. and Registered Dental Hygienist (RDH). Programmatic assessment is also supported by a full-time clinical coordinator, the Assistant Dean for the School of Health Professions, and the Dean for the School of Health Professions. Adjunct faculty and the Dental Hygiene Advisory Board are also involved in the assessment of and intervention strategies incorporated into the curriculum. As exemplified by three recommendations for accreditation by CODA over the program's history, this team values continuous improvement and incorporation of intervention strategies to ensure curricular efficacy and improvement.

In closing, the Dental Hygiene program's accreditation process serves as an example of how program outcomes can be successfully mapped and assessed, in support of student learning. This process is iterative, occurring on a regular cycle every five years. As such, all courses in the program are assessed to student mastery of aligned program goals and outcomes. While required by a specialized accreditation body, this process has expanded to other areas in the college with the incorporation of curriculum mapping in CCBC's internal program review process, based on best practices utilized by the Dental Hygiene program.

Appendix A:

Dental Hygiene Program Learning Outcomes Worksheet

Program Goals	**Program Objectives**	**DNHY Course#**	**Measuring Tool**
1. Preparation for Gainful Employment	a. recognize and manage ethical issues and problems in the practice, use critical thinking and sound judgment, and communicate with other individuals, groups, and professionals from diverse populations D. effectively use interpersonal and communication skills to interact with diverse population groups;	220,210,122 222,121,211, 131,221	Assessment (exam) (A) Tx Plan Clinic Professional daily grade sheets (A, D) Evaluation from preceptor sites (D) Pt Education
2. Preparation to apply the Scientific and theoretical principles relevant to DH	c. in consultation with dentist, analyze and interpret data to formulate a dental hygiene diagnosis;	110 120,121, 130,131, 211,115, 212, 221,	Assessment Exams Clinical Evaluation and comps Perio Paper ADEX CDCA Examination
3. Prepare the DH student to perform routine DH procedures	b. provide accurate, consistent, and complete dental hygiene process of care for all clients that include assessments, planning, implementation, evaluation, and documentation G. systematically collect biological, psychological, and social information needed to evaluate the medical and oral conditions for clients of all ages; I. provide specialized treatment that includes prevention and therapeutic services designed to achieve and maintain optimum oral health for the child, adolescent, adult, special needs, and geriatric client;	110,115,120,210, 130 102, 103,111,121, 131,211,221, 122, 211,221,120,123	Process of Care Tracking Sheet (B) Mock Clinical Board Examination (B, G, J) Client Chart Audits(G) Evaluation from preceptor sites (I, J) ADEX CDCA Examination (B, G, I, J) Patient Classification (I, J)

	J. provide dental hygiene care for all types of periodontal disease classifications;	121, 131,211,221, 122, 124	
4. Prepare the DH student to demonstrate a commitment to life-long learning, self-evaluation, and contribution to the changing health needs of the society		222	# of volunteer hours and diversity in various public health settings Continued participation in DH association
5. Prepare the dental hygiene student to become critical thinking health care professionals who promote health and the prevention of disease by inquiring, evaluating and applying evidence-based knowledge	E. provide dental hygiene care to promote client health and wellness utilizing critical thinking and problem solving in the provision of evidenced-based practice K evaluate the effectiveness of the clinical and educational services provided and modify as deemed necessary;	121, 122, 124,130, 131, 211, 221, 222 131, 211, 221, 124, 130	Dietary Analysis Project (E) Process of Care Tracking (Treatment Plan) (E, K)
6. Prepare the dental hygiene student to advance the profession through service activities, affiliations with professional organizations and continuing education		220, 222	Evaluation from preceptor sites Continued participation in DH association
7. Prepare the dental hygiene student to demonstrate a sound grasp	F. recognize and practice the principles of infection control and environmental safety;	110, 111, 115, 121, 123, 131, 211, 212, 221	Clinical Competencies (F) Practical Examinations (F) OSCE (F)

of basic skills and knowledge in general education, biomedical sciences, dental sciences, and dental hygiene sciences	O. critically assess the validity of new information, products, and/or techniques and their relevance to the practice of dental hygiene.	120, 121, 123, 124, 131, 211, 213, 221	Oral Health Bulletin Board (O) Development of Oral Health Pamphlet (O) Table Clinic (O)
8. Provide a high-quality learning-centered educational program in dental hygiene leading to an Associate of Arts in Applied Science degree	N. assume responsibility for actions taken and care provided based on accepted scientific theories, research, and standard of care	220, 213	Jurisprudence Exam Course Exam Exit Survey
9. Recruit quality applicants who will exhibit successful passing grades in the dental hygiene curriculum and their respective national, regional, and state examinations	L. perform regular self-evaluations and take the necessary corrective actions to address any perceived deficiencies;	Pre-requisite Coursework	Selective Admissions process
10. Promote a collaborative environment which supports professional development	H. collaborate with the client and other health professionals to formulate a comprehensive dental hygiene care plan that is client-centered and based on current scientific evidence	110, 120, 121, 130, 131, 220, 221, 222	Process of Care Tracking (Treatment Plan) Exit Survey
11. Support the community by providing educational programs, preventive and therapeutic services to meet the needs of diverse groups.	M. assess, plan, and implement programs and activities to benefit the oral health of the general population;	211, 221, 222	Student Participation in Deaf and Dental Hygiene Student Participation in Sealant Saturday Community Public Health Project

Appendix B: CCBC Dental Hygiene Program Assessment Matrix Five Year Timeline

		Assessment Year 1			Assessment Year 2			Assessment Year 3			Assessment Year 3			Assessment Year 4			Assessment Year 5	
		Fall	Spring	Summer	Fall	Spring	Summer	Fall	Spring	Summer	Fall	Spring	Summer	Fall	Spring	Summer	Fall	Spring
		2017	2018	2018	2018	2019	2019	2019	2020	2020	2020	2021	2021	2021	2022	2022	2022	2022
Course	Goal	1A, 1D, 3b			2c, 3b			4, 5E, 6			7o, 8, 9			10			11	
DNHY 102	2C																	
DNHY 103	2c																	
DNHY 110	2c	I	R															
DNHY 110	2c																	
DNHY 110	3b	I	R	P	I	R												
DNHY 110	7f																	
DNHY 110	10h												P	I	R			
DNHY 111	3g																	
DNHY 111	7f																	
DNHY 111	9l									P	I	R						
DNHY 115	2c																	
DNHY 115	3b	I	R	P	I	R												
DNHY 120	10h																	
DNHY 120	2c																	
DNHY 120	3b	P	I	R	P	I	R							P	I	R		
DNHY 120	3i																	
DNHY 120	10H													P	I	R		
DNHY 121	2c																	
DNHY 121	3g																	
DNHY 121	1d	P	I	R														
DNHY 121	5e							P	I	R								
DNHY 121	9l										P	I	R					
DNHY 121	10h	P	I	R										P	I	R		
DNHY 122	1a	I	R															
DNHY 122	3j																	
DNHY 122	5e							P	I	R								
DNHY 123	3i																	
DNHY 123	7f																	
DNHY 123	7o										P	I	R					
DNHY 124	3j																	
DNHY 124	5k																	
DNHY 130	3b					P	I	R										

DNHY 130	**5k**																	
DNHY 131	**1d**		**P**	**I**	**R**													
DNHY 131	**3g**																	
DNHY 131	**2c**																	
DNHY 131	**9l**											**P**	**I**	**R**				
DNHY 131	**10h**														**P**	**I**	**R**	
DNHY 131	**5k**																	
DNHY 210	**1a**																	
DNHY 210	**3b**	**P**	**I**	**R**														
DNHY 211	**1d**																	
DNHY 211	**2c**			**P**	**I**	**R**												
DNHY 211	**3g**																	
DNHY 211	**3i**																	
DNHY 211	**5k**																	
DNHY 211	**9l**									**P**	**I**	**R**						
DNHY 211	**10h**												**P**	**I**	**R**			
DNHY 212	**2c**			**P**	**I**	**R**												
DNHY 213	**8n**									**P**	**I**	**R**						
DNHY 213	**7o**									**P**	**I**	**R**						
DNHY 220	**1a**																	
DNHY 220	**4**																	
DNHY 220	**6**	**P**	**I**	**R**				**P**	**I**	**R**								
DNHY 220	**8n**										**P**	**I**	**R**					
DNHY 221	**1d**				**P**	**I**	**R**											
DNHY 221	**2c**																	
DNHY 221	**3g**																	
DNHY 221	**3i**																	
DNHY 221	**5k**																	
DNHY 221	**9l**										**P**	**I**	**R**					
DNHY 221	**10h**													**P**	**I**	**R**		
DNHY 222	**6**							**P**	**I**	**R**								
DNHY 222	**1d**																	
DNHY 222	**11m**																**P**	**I**
DNHY 222	**7o**										**P**	**I**	**R**					

I = The year/semester in which a particular assessment tool or area of interest is implemented
P= The year/semester in which a particular assessment tool is reviewed for future implementation
R = The year in which the results of a particular assessment tool or area of interest is Red out for potential modifications.

Appendix C: Typical Didactic Assessments

THE COMMUNITY COLLEGE OF BALTIMORE COUNTY
SCHOOL OF HEALTH PROFESSIONS
DENTAL HYGIENE PROGRAM

DNHY 212 Oral Pathology Name _____
Chapter 1 Class Assignment

A 35-year-old woman presents to your office.

1. Describe the clinical findings on the tongue.

   Answer: Single erythematous patch exhibiting denuded epithelium on the central dorsum of the tongue that is a 2 × 1.2 cm in diameter.

2. Which descriptive term best describes this lesion?

   A. Erosion
   B. Ulcer
   C. Patch
   D. Lobule

   Answer: C

3. What information should a hygienist elicit from this patient?

   Answer: "Is this area on your tongue sore or painful?"

4. Would you expect the patient to state that this condition is affecting her taste?

   Answer: Not really. The middorsum of the tongue has fewer fungiform papillae and taste buds than the anterior and lateral border of the tongue.

5. Why is the tongue discolored around the periphery of this lesion?

   Answer: The white areas represent hyperkeratosis and overgrown filiform papillae.

6. Which diagnostic test would be helpful to the dentist for providing the most definitive information in this case?

   A. A smear or culture
   B. Diascopy
   C. Laboratory blood test
   D. Radiographs

   Answer: A

7. What are some possibilities for what this lesion is most likely?

   A. Geographic tongue
   B. Lingual thyroid
   C. Erythroplakia
   D. Median rhomboid glossitis

   Definitively, it is answer: D

8. What information would you communicate to the patient about this condition?

   Answer: Discussion points for the hygienist to address with the patient include the following:

   - Show the patient the area and mention that she wants the dentist to look at it. If the area needs treatment, treatment options can be discussed with the dentist.

THE COMMUNITY COLLEGE OF BALTIMORE COUNTY
SCHOOL OF HEALTH PROFESSIONS
DENTAL HYGIENE PROGRAM

DNHY 212 Oral Pathology Name _____
Chapter 2 Class Assignment

Using the Dimensions of Dental Hygiene article *Host Modulation and the Inflammatory Response* answer the following:

1. What is/are the sign(s) of chronic periodontal disease?
Alveolar bone loss, attachment loss, apical migration of the junctional epithelium

2. Which pathway can initiate an inflammatory response?
B-cells, T-cells, macrophages

3. Which host modulation therapy targets prostaglandins?

4. Which host modulation therapy is approved to periodontal disease?

5. Lane et al found that bisphosphonates provided improvement in which measurements of periodontal health?

CAL, PD, BOP

6. What is one challenge in studying cell-signaling protein inhibitors?

Appendix D: Typical Clinical Assessment

THE COMMUNITY COLLEGE OF BALTIMORE COUNTY
DENTAL HYGIENE PROGRAM

Piezoelectric Ultrasonic Scaling
Competency Evaluation

STUDENT: _____ DATE: _____

CRITERIA *Within the dentition of a Class III or higher Calculus Classification, must complete one (1) posterior sextant and one (1) anterior sextant.*	***Pass***	***Fail***	***Comments***
1. Determines need and gathers all equipment.			
2. Provides one preprocedural rinse for 30 seconds.			
Preparation			
4. Attaches handpiece to hose (sliding straight-in and not twisting).			
5. Adjusts the power setting according to tip.			
6. Selects the correct tip, power setting, and irrigation level for deposit.			
7. Screws the tip with the torgue in clockwise direction. Tightens the tip an extra quarter turn with torque.			
Positioning			
8. Placed client in an appropriate supine position.			
Grasp			
9. Used a light pressure pen or modified pen grasp.			
Fulcrum			
10. Used a conventional, opposite arch, cross arch, or other fulcrum.			
11. Used intraoral fulcrum for standard designs and extra-oral fulcrum for precision-thin designs.			
Mirror Use			
12. Maintained effective vision – direct and indirect. Able to clear mirror.			
CRITERIA	***Pass***	***Fail***	***Comments***
Adaptation			
13. Explored or visually located deposit. Positioned side only of insert tip on deposit or at epithelial attachment.			

14. Positions the length of the tip parallel to the long axis of the tooth at slightly lower setting.*			
15. Moved in a linear pattern, forward and backward.			
Activation			
16. Kept insert in motion at all times.*			
17. Used tip with a light stroke and pressure.			
18. Used overlapping, multidirectional strokes.*			
19. Pivoted to follow contour of tooth.			
20. Used only 2 to 3 mm on the sides of the tip.*			
21. Stopped periodically to allow complete evacuation.*			
23. Evaluated progress with visual examination and/or an explorer. Retreated areas with manual instruments.			
Documentation			
24. Recorded in client's record and dated the entry.			
25. Correctly disassembles the unit. Disinfects tubing. Places tips and handpiece in metal cassette to autoclave. Do not place tips in ultrasonic cleaner.*			
26. Followed current infection control protocol.*			
27. Professionalism.*			

SIGNATURE OF EVALUATOR _____

DATE _____

GRADE _____/27 = _____

Overall Comments:

Appendix E: Preceptor Assessments

February 1, 2021

Dear Preceptor,

When the student visiting your institution has completed service hours, please take a moment to use the attached form to evaluate them. When deciding between the three categories listed-Satisfactory, Unsatisfactory or Needs Improvement, please follow these guidelines:

Satisfactory: Student performed the task/was compliant 75-100% of the time. Unsatisfactory: Student performed the task/was

compliant 65-75% of the time.

Needs Improvement: Student performed the task/was compliant less than 65% of the time.

Any comments that you can share would be greatly appreciated as the students need the feedback to improve their performance as professionals. If you need additional space, please attach another sheet of paper. Please place the evaluation in the envelope provided and seal the envelope. *Please sign your name across the flap* and hand it to the student to be returned to Margaret Hinkle. Your signature across the flap of the envelope ensures the student has not opened or tampered with the evaluation.

If you have any questions, please contact me at 443-840-3619 for assistance.

Thank you for your time and cooperation this semester.

Regards,

Margaret Hinkle RDH, MS
Assistant Professor
Community Oral Health Coordinator

COMMUNITY COLLEGE OF BALTIMORE COUNTY
SCHOOL OF HEALTH PROFESSIONS
DENTAL HYGIENE PROGRAM
COMMUNITY DENTAL HEALTH STUDENT EVALUATION
CLINICAL

Student Name_____ Name of Site _____

Name of Preceptor _____

Criteria	Satisfactory	Unsatisfactory	Needs Improvement
1. Displayed professional behavior.			
2. Was courteous and respectful to staff and clients			
3. Showed respect for the property of others and the site.			
4. Arrived on time to begin the day and returned from lunch on time.			
5. Was dressed in proper attire for site and neatly groomed.			
6. Followed infection control protocols.			
7. Student maintained HIPAA guidelines when communicating with others.			
8. Able to obtain, review, and update a complete medical, family, social, and dental history.			
9. Able to select, obtain, and interpret diagnostic information appropriately.			
10. Able to recognize predisposing and etiologic risk factors that require intervention to prevent disease			
11. Able to identify patients or clients at risk for a medical emergency, and manage the patient's care in a manner that prevents an emergency.			
12. Performs a comprehensive examination using clinical, radiographic, periodontal, dental charting, and other data collection procedures to assess the patient's needs			
13. Uses assessment findings, etiologic factors, and clinical data in determining a dental hygiene diagnosis			
14. Obtains consultations as indicated.			
15. Establishes a planned sequence of care (educational, clinical, and evaluation) based on the dental hygiene diagnosis			

16. Performs dental hygiene interventions to eliminate or control local etiologic factors to prevent and control caries, periodontal disease, and other oral conditions.			
17. Controls pain and anxiety during treatment through the use of accepted clinical and behavioral techniques.			

Comments:_____

_____

_____

Signature of Preceptor**:**_____ Date _____

Title: _____

Appendix F: Mock Board Assessment

THE COMMUNITY COLLEGE OF BALTIMORE COUNTY
DENTAL HYGIENE PROGRAM

DNHY 211 Dental Hygiene Clinical III
Practical Examination/Mock Board

The practical examination for DNHY 211 consists of two parts.

PART I – Assessments/Treatment Plan/Disease Control

This component of the performance evaluation should be scheduled shortly after the start of the semester. This component of the examination is to be completed no later than **Wednesday, October 21, 2020**

This part of the evaluation is worth fifty (50) points and consists of two areas: a) general considerations which address asepsis, professionalism and proficiency; and b) skill in obtaining and assessing the clinical findings. This portion of the exam may be done on any client provided that the client taking any medication(s) except birth control, has dental charting that includes at least three (3) restorations. A full periodontal work-up must be done.

Protocol: If you are deciding to complete on assessment/treatment plan/disease control portion of the practicum, please notify your clinical faculty member during the pre-clinic conference. If you want to consider an individual as a possible candidate for this portion of the evaluation, complete a cursory using mirror only, even before the Medical/Dental History is reviewed. If you feel this is a good choice, request an instructor to perform a cursory and approve the choice.

As you begin the faculty member will need to observe your review of the medical/dental history. Once you have completed this assessment, you will present the medical/dental history to your faculty member.

You may then proceed through the remainder of the assessments without stopping. As always, during any evaluation, no "reference-sheets" are allowed; therefore, a review would be appropriate.

After you have completed all assessments, your faculty member will check all findings and grade on what is observed. At this time, you will also complete your disease control with your client. Your faculty member will observe. This segment should not last longer than 15 additional minutes. The disease control should reflect only what is treatment planned for that session. The instructor may ask the client additional information that may or may not have been taught previously. If the client answers incorrectly or does not remember the information, you are expected to jump in and provide the instruction needed. This portion tests your ability to provide accurate information in an appropriate manner.

Feedback will be immediate, but the grade will not be issued until all Part I evaluations are completed by members of the class.

PART II – Scale/Polish Mock Board Exam

This part of the evaluation is worth fifty (50) points and consists of three parts (a) general considerations, which address asepsis, professionalism, and proficiency; (b) instrumentation which includes scaling and selective polishing. You may use the same client used for Part I or it may be a different individual. The client may be identified at any point. When identified, your faculty member will assign the quadrant and should mark it on the top left-hand side of your daily evaluation sheet.

The scale final component of this examination will occur on **Wednesday, December 16, 2020**. Just as NERB is offered on a specific date, so is this evaluation. Once assigned, the date cannot be changed. There are no exceptions. You will also need to fill out a regular appointment slip for this client.

The individual selected should present with moderate Class 2 calculus. It should consist of easily detectable nodules and spicules. The quadrant assigned should possess at least six teeth with calculus present. If the calculus is very light, an entire arch may be assigned. If the calculus is more similar to Class I calculus, fifteen
(15) points will be deducted from the top of your grade. You will have 2 hours to complete the client.

You are still expected to disclose at the beginning of the appointment to record the PFI. The time will be monitored. You will proceed from scaling directly into selective polishing. The polishing will occur only in the area scaled and following the principles of selective polishing. If this appointment is the final appointment for your client, additional selective polishing and fluoride may be performed outside the actual exam time if time allows.

Three faculty members will check scaling. Only those areas in which two faculty members agree will count as an error. This allows for calibration of faculty members and a more equitable evaluation of the task performed which is similar to the CDCA Board examination.

MHEC SLOAR Case Study: Respiratory Therapy Program at Prince George's Community College

Brief Description and Program History: The Respiratory Therapy Program prepares students to work in various healthcare settings, care for patients with acute and chronic respiratory disease, assist in the treatment of trauma patients, and provide life support to critically ill newborn, pediatric, and adult patients. Students receive a solid foundation in principles of cardiopulmonary physiology and respiratory care practices before providing hands-on care within actual clinical settings. Clinical experiences begin with basic general care and progress to extensive experience in adult medical and surgical intensive care and neonatal/pediatric intensive care units. Students rotate through renowned clinical sites, including UM Prince George's Hospital Center/Capital Region Health, MedStar Washington Hospital Center, Children's National Medical Center, University of Maryland Medical Center, and Anne Arundel Medical Center.

The program has changed since its inception in the mid-1970s. Dr. Joseph Colella, the program's Medical Director, was the driving force behind the development of the program and continues to serve as the medical director. Under the guidance of former program directors Marie York, Linda Smith, James Courtwright, and current academic coordinator Nina Lewis, the program has become the most respected in the region. As technology and medical practice have evolved, the program has successfully strived to keep up with the didactic, laboratory, and clinical components required for our students to be highly sought-after. Students are awarded an Associate of Applied Science in Respiratory Therapy after completing the 67 credits designated for this degree, including 29 credits in general education and pre-requisite courses, and 38 credits in program core courses to be completed in a 22-month timeframe.

Accreditation: The Respiratory Therapy Program is accredited by the Commission on Accreditation for Respiratory Care (CoArc). Status is reassessed every ten years, with the most recent comprehensive self-study completed in September 2019. In March 2020, the CoArc completed a very successful on-site visit and found the program in compliance with all accreditation standards, with no citations or recommendations for enhancements. In June, the accreditor awarded continuing full accreditation status.

Program Learning Outcomes and Measurement tools: Five program learning outcomes define what graduates of the Respiratory Therapy A.A.S. will be able to do: 1) Work in a variety of health care settings; 2) Assess and treat patients with acute and chronic respiratory diseases; 3) Assist in the treatment of trauma patients; 4) Provide life support to critically ill newborn, pediatric, and adult patients; and 5) Demonstrate behaviors consistent with professional practice and the ethical and moral standards consistent with the American Association for Respiratory Care. Respiratory Therapy utilizes a combination of rubric competency-based assessments for clinical and multiple-choice assessments to measure mastery of skills, knowledge, and values at the program level. For example, in RST-1741, Principles of Mechanical Ventilation and Introduction to Critical Care, program outcome four is assessed using a competency-based rubric (see appendix A). Students are evaluated on 18 different skills performed in clinical, ranging from their initial assessment of the patient to non-invasive ventilation adjustments to extubating (see appendix B). In addition to the competency-based rubric, this course also incorporates multiple-choice questions to prepare students for taking licensure and certification exams.

Timeline of events in establishing, implementing, and revising assessments: The Respiratory Therapy program follows a five-year assessment plan that indicates which program outcome(s) will be assessed each semester, along with the list of courses where those outcomes are addressed (see appendix C). For example, in Spring 2018, the program scheduled RST-1631, Clinical Practice in Respiratory Therapy I, for the assessment and data collection of three program outcomes. Following the assessment process at PGCC, faculty members submitted assessment materials for the course (description and drafts of assignments and rubrics) to the Teaching and Learning Assessment Committee (TLAC) the semester prior (see appendix D). The TLAC feedback noted that the assessment description did not provide enough information about the assessment to be appropriately evaluated. The faculty addressed the feedback and

then students were assessed on 15 different criteria across two rubrics. In Fall 2018, the data were analyzed and shared with the faculty (see appendix E). Finally, the faculty applied the rubric for reassessment, which provides concrete guidance for evaluating the assessment results and reaching valid and reliable conclusions regarding the quality of a course and its assessment. The RST-1631 assessment earned a performance rating of "Excellent" for each domain. In their evaluation, the faculty provided comments on how they came to the ratings for the assessment instrument validity and assessment data results (see appendix H). The outcome of the rubric for reassessment showed RST-1631 did not need to be reassessed this cycle. The same process for establishing, implementing, and revising assessments was applied to the remaining courses on the program's five-year assessment plan.

In addition to following the cycle at PGCC, the program also meets the demands of its accreditors. The academic coordinator and director of clinical education review the program curriculum regularly. In addition, the program underwent a curriculum revision in 2014 and 2017, which was initiated secondary to high attrition rates between 2008 and 2012 (48-60%). The 2014 Curriculum revisions included:

- Changes to selective admissions criteria
    - TEAS test requirement
    - Increase in minimum GPA from 2.0 to 2.5
    - GPA will be based on pre-requisite courses, not cumulative GPA
- Changes in course content and credit hours
- Changes in program outcomes (removed one program outcome and revised the wording of the remaining)

The 2017 Curriculum revisions included:

- Changes in pre-requisite courses, including
    - Increasing MAT requirement to MAT1250 (Applied College Algebra)
    - Adding CHEM 1010 and BIO 2060 rather than taking them concurrent with program courses.
- Total credit hours increased from 66 to 67 to allow for the additional required content for RST 1531, one of two cohort courses the students take on admission into the program in the Fall semester. This content is critical to their first clinical rotation in the Spring semester. *Note:* MHEC approves Respiratory Therapy to exceed 60 credits.
- Updated RST-1741 Ventilator competency rubric.

Since 2014, program retention rates have steadily increased to $\geq$ 70%, the standard required by the accreditor.

Best Practices: Every time an assessment occurs, the Respiratory Therapy program faculty constantly reviews and revises their measurement tools. For any question where 50% of students answer incorrectly, the faculty automatically evaluates the fairness of the question. If the question is considered fair, it stays in the assessment, and the faculty ensures the question's content is emphasized more in lecture and course activities. If the question is not considered fair, then it is removed from future assessments. For clinical courses that are assessed with rubrics, the program always has two clinical instructors evaluate student performance to ensure inter-rater reliability.

Another best practice followed in the Respiratory Therapy program is the use of team teaching. Out of the 11 courses in the program, 9 of them are taught through team teaching. In team teaching, the faculty members attend each other's lectures, discuss and develop assessment materials, and run their labs together. Utilizing this method ensures uniform and consistent delivery of course content for students and it allows for faculty to fill in for another in the event one cannot teach.

The faculty also have an open-door policy with their students, making themselves available to students at all times. The faculty keep in constant communication with their students and provide multiple supports. All interested petitioners are given the opportunity to speak with current students concerning their experiences and get advice for optimum chances for success. The faculty also organizes a “meet and greet” between first- and second-year students to share their experiences and “keys to success”.

Appendix A: RST-1741 Principles of Mechanical Ventilation and Introduction to Critical Care Program Outcome/ Course Outcome Connections and Planned Assessments

Course Outcomes		**Program Name and Program Outcomes:** Respiratory Therapy	**Planned Assessment**
1	Differentiate between the indications for non-invasive and invasive ventilation	**Program Outcome # 4:** Provide life support to critically ill newborn, pediatric and adult patients	Final exam
2	Set-up invasive and non-invasive ventilation in laboratory simulation	**Program Outcome # 4:** Provide life support to critically ill newborn, pediatric and adult patients	Laboratory Competency
3	Differentiate between volume and pressure control variables and the modes associated with each	NA	Final exam
4	Select initial ventilator settings based on data evaluation	**Program Outcome # 4:** Provide life support to critically ill newborn, pediatric and adult patients	Laboratory Competency Final exam
5	Select ventilator changes for the correction of oxygenation and ventilation abnormalities	**Program Outcome # 4:** Provide life support to critically ill newborn, pediatric and adult patients	Laboratory Competency Final exam
6	Identify pressure and flow waveform abnormalities	**Program Outcome # 4:** Provide life support to critically ill newborn, pediatric and adult patients	Final exam
7	Determine the cause and corrective action for ventilator /patient asynchrony	**Program Outcome # 4:** Provide life support to critically ill newborn, pediatric and adult patients	Final exam
8	Identify physiological complications that can occur as a result of mechanical ventilation	**Program Outcome # 4:** Provide life support to critically ill newborn, pediatric and adult patients	Final exam

Appendix B: RST-1741 Principles of Mechanical Ventilation and Introduction to Critical Care Rubric Example

Domain	Excellent	Good	Average	Below Average	Unsatisfactory	Course Outcomes	Measurable Outcomes	Program Outcomes
INITIAL PATIENT ASSESSMENT	Points: 5.55 Completes 2 without error 1. Chooses appropriate oxygen device 2. Provides a reason for device chosen	Points: 4.7	Points: 4.2	Points: 3.35	Points: 0 Completes < 2	2		4
NON-INVASIVE VENTILATION	Points: 5.55 Completes 6 without error 1. Interprets ABG correctly and states the therapy required to correct acid-base abnormality 2. Attaches circuit correctly with a filter in place and Connects ventilator to electrical source and gas source 3. Runs the VISON BIPAP machine through the SELF TEST as directed 4. Selects correct mode, IPAP, EPEPA and FIO2, Rise, and back rate based on scenario given 5. Adjusts alarms correctly 6. Fills our ventilator sheet correctly with all alarms documented	Points: 4.7	Points: 4.2 Completes 5	Points: 3.35 Completes 4	Points: 0 Completes < 4	2		4
NON-INVASIVE VENTILATION ADJUSTMENTS:	Points: 5.55 Completes 6 without error 1. Interprets ABG correctly and states the therapy required to correct acid-base abnormality 2. Attaches circuit correctly with a filter in place and Connects	Points: 4.7	Points: 4.2 Completes 5	Points: 3.35 Completes 4	Points: 0 Completes < 4	5		4

Appendix C: Respiratory Therapy Program Assessment Plan Example

Program Assessment Plan
Department: Allied Health
Program Name): Respiratory Therapy
Program Code RST.AAS
Program Outcomes: (PENDING APPROVAL from CURRICULUM COMMITTEE in FALL 2016)

1. Work in a variety of healthcare settings
2. Assess and treat patients with acute and chronic respiratory diseases.
3. Assist in the treatment of trauma patients
4. Provide life support to critically ill newborn, pediatric and adult patients
5. Demonstrate behaviors consistent with professional practice and the ethical and moral standards consistent with the American Association for Respiratory Care.

Guidelines for Program Assessment

- Please consult the ***Guidelines for Creating a 5-year Cycle of Assessment*** document to complete your assessment plan(s).

Semester of Initial Assessment	**Program Outcomes to be Assessed (include text and number)** **Based on program outcomes pending approval from the Curriculum Committee FA 2016**	**Course(s)**
Spring 2017		
Fall 2017	1. Work in a variety of healthcare settings 2. Assess and treat patients with acute and chronic respiratory diseases. 3. Assist in the treatment of trauma patients 4. Provide life support to critically ill newborn, pediatric and adult patients 5. Demonstrate behaviors consistent with professional practice and the ethical and moral standards consistent with the American Association for Respiratory Care.	RST 2530
Spring 2018	1. Work in a variety of healthcare settings 2. Assess and treat patients with acute and chronic respiratory diseases. 5. Demonstrate behaviors consistent with professional practice and the ethical and moral standards consistent with the American Association for Respiratory Care.	RST 1631
Fall 2018	2. Assess and treat patients with acute and chronic respiratory diseases.	RST 1570
Spring 2019	4. Provide life support to critically ill newborn, pediatric and adult patients	RST 1741
Fall 2019	2. Assess and treat patients with acute and chronic respiratory diseases.	RST 2490
Spring 2020		
Fall 2020		
Spring 2021	1. Work in a variety of healthcare settings 2. Assess and treat patients with acute and chronic respiratory diseases. 3. Assist in the treatment of trauma patients 4. Provide life support to critically ill newborn, pediatric and adult patients 5. Demonstrate behaviors consistent with professional practice and the ethical and moral standards consistent with the American Association for Respiratory Care.	RST 2630
Fall 2021	2. Assess and treat patients with acute and chronic respiratory diseases.	RST 1531

Appendix D: RST-1631 Assessment Description and Outcomes Connections

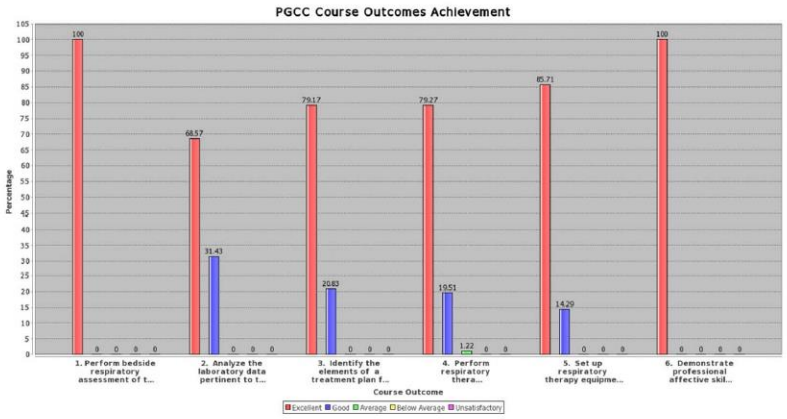
Assessment Description: This is a clinical course which involves 8 hours/week of clinical practice in the general care setting (NOT intensive care units) at outlying hospitals where clinical affiliations have been established. This is the student's first clinical practicum and they will be working with live patients under the direct supervision of a clinical instructor. This clinical evaluation is a comprehensive assessment of their cognitive, psychomotor and affective skills in the clinical setting. The student will remain with the same clinical instructor for the semester. In addition to the daily feedback students receive from their clinical instructors, a midterm evaluation will be completed by the clinical instructor using this rubric. The graded midterm rubric assessment will not count in the final course grade. This is only meant to provide the student with written documentation of their progress so that the student is aware of areas that they are performing well in and those areas where improvement is needed. At the end of the semester, the clinical instructor will complete this rubric assessment again and the student will receive their final clinical grade.

	Program Name: Respiratory Therapy
Course Outcome (Number and Outcome)	Program Outcomes (Number and Outcome)
1. Perform bedside respiratory assessment of the patient in the general care setting with assistance from the clinical instructor	2. Assess and treat patients with acute and chronic respiratory diseases.
2. Analyze the laboratory data pertinent to the respiratory system	2. Assess and treat patients with acute and chronic respiratory diseases.
3. Identify the elements of a treatment plan for respiratory care with assistance from the clinical instructor	2. Assess and treat patients with acute and chronic respiratory diseases.
4. Perform respiratory therapy procedures utilized in the general care with assistance from the clinical instructor	1.Work in a variety of healthcare settings 2. Assess and treat patients with acute and chronic respiratory diseases.
5. Set up respiratory therapy equipment utilized in the general care with assistance from the clinical instructor	1. Work in a variety of healthcare settings 2.Assess and treat patients with acute and chronic respiratory diseases
6. Demonstrate professional affective skills (organization, communication, time management, accurate documentation) in the general care clinical setting.	5. Demonstrate behaviors consistent with professional practice and the ethical and moral standards consistent with the American Association for Respiratory Care.

Appendix E: RST-1631 Course and Program Outcomes Assessment Achievement Spring 2018, Spring 2019

RST-1631: Clinical Practice in Respiratory Therapy I ~ Rubric - Additional Data Collection – SP18 & SP19 – N=11

*2/2 section**



	1. Perform bedside respiratory assessment of the patient in the general care setting with assistance from the clinical instructor	2. Analyze the laboratory data pertinent to the respiratory system	3. Identify the elements of a treatment plan for respiratory care with assistance from the clinical instructor	4. Perform respiratory therapy procedures utilized in the general care with assistance from the clinical instructor	5. Set up respiratory therapy equipment utilized in the general care with assistance from the clinical instructor	6. Demonstrate professional affective skills (organization,communication, time management, accurate documentation) in the general care clinical setting
Excellent	100.00	68.57	79.17	79.27	85.71	100.00
Good	0.00	31.43	20.83	19.51	14.29	0.00
Average	0.00	0.00	0.00	1.22	0.00	0.00
Below Average	0.00	0.00	0.00	0.00	0.00	0.00
Unsatisfactory	0.00	0.00	0.00	0.00	0.00	0.00

*This course had low enrollment and will continue to collect data over multiple semesters until a representative sample can be collected. Included for compliance purposes only.

PRINCE GEORGES COMMUNITY COLLEGE

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Program Outcomes assessed in RST-1631	**Course Outcomes assessed in RST-1631**	**% of students scoring average or above**
1.Work in a variety of healthcare settings	4. Perform respiratory therapy procedures utilized in the general care with assistance from the clinical instructor 5. Set up respiratory therapy equipment utilized in the general care with assistance from the clinical instructor	100%
2. Assess and treat patients with acute and chronic respiratory diseases.	1. Perform bedside respiratory assessment of the patient in the general care setting with assistance from the clinical instructor 2. Analyze the laboratory data pertinent to the respiratory system 3. Identify the elements of a treatment plan for respiratory care with assistance from the clinical instructor 4. Perform respiratory therapy procedures utilized in the general care with assistance from the clinical instructor 5. Set up respiratory therapy equipment utilized in the general care with assistance from the clinical instructor	100%
5. Demonstrate behaviors consistent with professional practice and the ethical and moral standards consistent	6.Demonstrate professional affective skills (organization, communication, time management, accurate documentation) in the general care clinical setting.	100%

with the American Association for Respiratory Care.		

Appendix H: RST-1631 Rubric for Reassessment Evaluation Excerpt

	Excellent	Good	Average	Below Average	Unsatisfactory	Department Comments	Coa Com
Domain							
Assessment Instrument(s): Validity	The MC and/or rubric based assessment is valid. The MC Assessment is valid for the course: the connections between the assessment instrument and the course outcomes and MOs are logical and natural for 100-90% of the questions. The rubric-based assessment tool is valid for the course: the connections between the assessment instrument and the course outcomes and MOs are logical and natural.	The MC and/or rubric based assessment is valid. The MC Assessment is valid for the course: the connections between the assessment instrument and the course outcomes and MOs are logical and natural for 89-80%% of the questions. The rubric-based assessment tool is valid for the course: the connections between the assessment instrument and the course outcomes and MOs are logical and natural, with the exception of one connection.	The MC and/or rubric based assessment is valid. The MC Assessment is valid for the course: the connections between the assessment instrument and the course outcomes and MOs are logical and natural for 79-70% of the questions. The rubric-based assessment tool is valid for the course: the connections between the assessment instrument and the course outcomes and MOs are logical and natural, with the exception of two or three connections.	The MC and/or rubric based assessment is invalid. The MC Assessment is valid for the course: the connections between the assessment instrument and the course outcomes and MOs are logical and natural for 69-60% of the questions. There are more than 3 connections between the rubric assessment instrument and the course outcomes and MOs that are not logical and natural.	The MC and/or rubric based assessment is invalid. The MC Assessment is valid for the course: the connections between the assessment instrument and the course outcomes and MOs are logical and natural for less than 60% of the questions. The connections between the rubric assessment instrument and the course outcomes and MOs are not logical and natural.	This rubric assessment was completely redesigned before the course was assessed in SP18 to provide a better tool from previous assessments. We believe this rubric is a through assessment our first year students clinical skills on live patients.	
Assessment Data: SLOAR – Success Rate	The percentage of students who are successful* meets the department preset target for all course outcomes *Successful is defined as the sum of the Excellent, Good, and Average percentages on the SLOAR graph	The percentage of students who are successful* meets the department preset target for 90-70% of course outcomes	The percentage of students who are successful* meets the department preset target for 69-50% of course outcomes	The percentage of students who are successful* meets the department preset target for only some (<50%) of course outcomes	Students do not show desired success rates for any of the course outcomes	This is a clinical practicum where students are working with live patients after extensive preparation to do so in laboratory simulation the previous semester. All students are expected to perform in either average, above average or excellent to pass this course in the clinical setting. Results meet our threshold.	

2021 Student Learning Outcomes Assessment Report (SLOAR)

This survey is a required aspect of the 2021 SLOAR reporting process.

Please take a few moments to tell us about the approaches and tools your institution is using to assess learning outcomes of your undergraduate students. Results from the survey can inform the Maryland Higher Education Commission's analysis of statewide trends in student learning assessment and will complement the 2021 statewide SLOAR. Thank you in advance for your help. Please complete this survey no later than August 9, 2021.

* Required

1. Email address *

2. Please select your institution *

Mark only one oval.

- Allegany College of Maryland
- Anne Arundel Community College
- Baltimore City Community College
- Bowie State University
- Carroll Community College
- Cecil College
- Chesapeake College
- College of Southern Maryland
- Community College of Baltimore County
- Coppin State University
- Frederick Community College
- Frostburg State University
- Garrett College
- Hagerstown Community College
- Harford Community College
- Howard Community College
- Montgomery College
- Morgan State University
- Prince George's Community College
- Salisbury University
- St. Mary's College of Maryland
- Towson University
- University of Baltimore
- University of Maryland Eastern Shore
- University of Maryland Global Campus
- University of Maryland, Baltimore
- University of Maryland, Baltimore County
- University of Maryland, College Park
- Wor-Wic Community College

3. Please provide the name and title of the person or persons submitting/responsible for this report *

_____

4. Does your institution have a common set of student learning outcomes that applies to all undergraduate students across all majors? *

Mark only one oval.

- ◯ Yes *Skip to question 5*
- ◯ No *Skip to question 6*

Upload Common Set

Please upload your institution's common set of student learning outcomes that applies to all undergraduate students across all majors and return to complete the rest of the survey. The document must be in pdf format.

5. Upload your pdf. *

Files submitted:

Skip to question 6

Departments and FTE

6. Have specific departments, schools, or majors at your institution spelled out intended learning goals or outcomes applicable to their own students? Select the option that best describes your institution. *

Mark only one oval.

- ◯ Yes, all departments/schools have defined field-specific learning outcomes
- ◯ Yes, selected departments/schools have defined field-specific learning outcomes
- ◯ No, individual departments/schools do not specify their own learning outcomes

7. Does your institution have a person or unit charged with coordinating or implementing student learning outcomes assessment campus-wide? *

Mark only one oval.

- Yes *Skip to question 8*
- No *Skip to question 9*

FTE counts

8. If yes, how many FTE are assigned responsibility? *

Mark only one oval.

- 1
- 2
- 3
- 4
- 5
- 6
- 7
- more than 7

Skip to question 9

Assessment Drivers

9. What are the primary drivers of assessment on your campus? Please select the top three. *

Check all that apply.

- [ ] National calls for accountability and/or transparency
- [ ] Faculty and staff interest in improving student learning
- [ ] Institutional commitment to improve undergraduate education (e.g., strategic plan)
- [ ] Governing board mandate
- [ ] Internal program review requirements
- [ ] Institutional membership initiatives (e.g., AAUDE, VSA)
- [ ] Specialized or program accreditation
- [ ] Institutional accreditation
- [ ] Other: _____

Uses of student learning outcomes results, institution-level uses and accreditors

10. To what extent has your institution used student learning outcomes results for each of the following: Mark a response for each statement. *

Mark only one oval per row.

	Not at all	Some	Quite a bit	Very much
Preparing for institutional accreditation				
Preparing for program or specialized accreditation				
Revising undergraduate learning goals				
Determining student readiness for college level work				
Determining student readiness for upper-division work (e.g., rising 3rd year exams)				
Encouraging adoption of best practices in teaching, learning, and assessment from other institutions				
Improving instructional performance (e.g., design faculty or staff development programs)				
Evaluating departments, units and programs				
Modifying general education curriculum				
Allocating resources to academic units				
Allocating resources to student affairs units				
Modifying student academic support services (e.g., advising, tutoring, study skills)				
Changing policies and practices related to transfer or articulation agreements				
Changing admissions policies and recruitment materials				

Responding to calls for accountability and/or transparency				
Informing strategic planning				
Informing governing board about student and institutional performance				
Reporting to the public				

11. What assessment approaches are used at the institution level (NOT program, department or unit) to represent undergraduate student learning? Institution-level should be interpreted to mean across the entire institution or with valid samples representing the institution. Mark all that apply to your institution. *

Check all that apply.

- [ ] Incoming student placement exam (e.g., ACCUPLACER, COMPASS, locally developed)
- [ ] National student survey (e.g., CCSSE, NSSE, CIRP)
- [ ] Locally developed surveys
- [ ] General knowledge and skills measures (e.g., CLA, CAAP, ETS)
- [ ] Locally developed knowledge and skills measures
- [ ] Classroom-based performance assessments such as simulations, comprehensive exams, critiques, etc.
- [ ] Externally situated performance assessments such as internships or other community-based projects
- [ ] Portfolios or other collection of student work highlighting achievement of learning objectives
- [ ] Capstone projects (including senior thesis), courses, or experiences
- [ ] Rubrics (published or locally developed)
- [ ] Alumni surveys, alumni focus groups, or alumni interviews
- [ ] Employer surveys, employer focus groups, or employer interviews

Other: ☐ _____

12. Please identify your institutional accreditor by name. *

_____

13. Please identify all programmatic accreditors that require specific learning outcomes for the purposes of accreditation. (Use the full name of the accreditor; do not include acronyms). If your institution has no programmatic accreditors, please write "none". *

Upload Report and Case Study

Please upload the Report (required) and Case-Study (optional)

14. *

Files submitted: