

Standard V: Educational Effectiveness Assessment

Assessment of student learning and achievement demonstrates that the institution's students have accomplished educational goals consistent with their program of study, degree level, the institution's mission, and appropriate expectations for institutions of higher education.

This standard addresses the institution's commitment to the assessment and review of academic programs, and the impact of those reviews on educational effectiveness. Since 2005, the university has built assessments of student learning into all degree programs. Across campus, learning outcomes exist for all academic programs, and these are assessed regularly, are required as part of the curricular approval process, and are available on the campus' assessment web site as well as presented by some programs on their own web sites.

The evidence presented within all five criteria in this standard addresses items 8, 9, and 10 of the Requirements of Affiliation.

Criterion 1: Clearly stated educational goals at the institution and degree/program levels, which are interrelated with one another, with relevant educational experiences, and with the institution's mission;

The university 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 that are interrelated with those for the academic programs, the libraries, general education, living and learning programs, and the courses in new campus wide initiatives such as the First-Year Innovation and Research Experience (FIRE), Fearless Ideas courses, and course redesign efforts. As seen in the [undergraduate learning outcomes assessment at the program level](#), nearly every undergraduate academic degree program has outcomes dealing with effective oral and written communication as well as critical reasoning and research skills (Appendix V.2: Example 1).

Learning outcomes and assessment plans are required for proposals of all new academic programs (see [Program Courses and Curricula](#) (PCC) web site). Additionally, learning outcomes are required for all proposals to create or modify courses, along with the option to catalog and categorize the outcomes to aid in future assessment efforts. An important next step will be to develop materials to guide faculty on writing these learning outcomes for new courses and curricula [**contributes to recommendation #8**]. While there is no central database for all course-level learning outcomes, those that go through the approval process are captured and stored, and their inclusion in syllabi is encouraged by the Teaching and Learning Transformation Center and the General Education program.

The [General Education](#) program launched in fall 2012 is grounded in learning outcomes that were developed by faculty and are interrelated to institutional goals. The learning outcomes define the expectations for the program and for the General Education courses.

- Sixty-seven faculty with relevant expertise, along with the dean and senior staff from Office of Undergraduate Studies (UGST) worked as 12 faculty boards to generate outcomes for the 12 course categories ([General Education Retrospective](#)).
- The institutional outcome of critical reasoning and research skills is reflected in the General Education outcomes for 10 of the 12 categories. For example, the History and Social Science category includes the outcome: “Demonstrate critical thinking in evaluating causal arguments in history or in the social sciences, analyzing major assertions, background assumptions, and explanatory evidence.”
- Faculty boards critically and collaboratively review course applications and syllabi of proposed courses to ensure that outcomes are addressed and can be assessed. The Undergraduate Studies online application site facilitates faculty board work, requires information about how learning outcomes will be addressed, and ensures involvement of department chairs and deans and supplies a record of the course review process.
- Faculty are not required to include the General Education learning outcomes in course syllabi, yet many faculty choose to do so. Undergraduate Studies encourages faculty to discuss the learning outcomes with students.

Living and learning programs provide curricular and co-curricular experiences to approximately half of the freshman class. Program goals align with the [2008 Strategic Plan](#), seeking to provide features to attract talented undergraduate applicants, help build inclusive communities within the broader campus, and encourage students to learn from each other. Some also directly address elements of the mission related to community engagement (e.g., [Beyond the Classroom](#)) or global leadership (e.g., [Global Communities](#)). As a result of [reporting guidelines established in 2009](#) and revised in 2014 and 2015, all living and learning programs state the value of the program for students by articulating a mission, goals, and learning outcomes. The newest living and learning program, [Carillon Communities](#), launched in 2014, is grounded in learning outcomes and features these on its website. The majority of courses in the living and learning program curricula satisfy General Education requirements. As such, the programs are grounded in the General Education outcomes and serve to promote these among the participating students.

The consistent explication of purpose is an improvement since the last self-study. Each program receives thorough feedback on its assessment activities as part of the current annual review process. As a result of ongoing conversation facilitated by this feedback, the reporting process is currently being redesigned to promote even more effective assessment. The redesign process includes workshops to aid the living and learning program directors to develop clear mission statements, clear goals, and learning outcomes are sometimes not easily identified on the program web site [**contributes to recommendation #8**].

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. These programs integrate in- and out-of-classroom learning experiences and help students build their capacities as leaders and citizens. Prior to 2009, individual reports were presented on the division’s website. Starting in 2012, all departments shifted to including learning outcomes activities as part of an annual assessment summary report submitted to a [divisional committee](#). Currently the Student Affairs learning outcomes web page is under revision and as such the individual outcomes are not shared publicly.

Additional evidence of the university's commitment to grounding new curricular initiatives in learning outcomes can be seen in two university-wide programs that were launched in 2013. [First-Year Innovation & Research Experience \(FIRE\)](#) is composed of courses that engage students in research/learning research skills to meet General Education outcomes as well as UMD goals for increased academic success of first-year students. [Fearless Ideas courses](#), launched by the Academy of Innovation and Entrepreneurship (AIE), are based in learning outcomes to train students to use "design thinking" and "lean startup" strategies to address real-world problems.

According to the [Graduate School guidelines](#), doctoral programs are expected to express educational goals as either student learning outcomes or benchmarking. Educational goals for each program are determined by the programs and are shared with the Graduate Outcomes Assessment Committee via biennial reports (see Criterion 2). The expectations for doctoral programs are broadly defined in the [Graduate School assessment criteria](#) and could be stated as institutional goals. The goals for master's programs tend to be too distinct to develop overarching institutional goals. Each program articulates learning outcomes for doctoral and master's programs in assessment plans vetted by the Provost's Commission on Learning Outcomes Assessment/Graduate Outcomes Assessment (see Criterion 2). In most cases, program goals align well with goals presented in the Graduate School guidelines (Appendix V.2: Example 2). There is variability regarding whether the outcomes are published on program web pages. Publication of outcomes is more common with master's programs. For example, see program objectives for [Masters in Applied Economics](#).

The university has met this criterion, as its degree programs have clearly stated educational goals and these goals are interrelated with one another, with relevant educational experiences, and with the university's mission. Institution-level goals, program learning outcomes, and course learning outcomes have been widely developed.

Criterion 2: Organized and systematic assessments, conducted by faculty and/or appropriate professionals, evaluating the extent of student achievement of institutional and degree/program goals.

The extent to which the university is meeting its goals is determined through organized and systematic assessments. Each program assessment plan outlines how faculty and outside professionals are involved in completing the assessments (Appendix V.2: Example 3).

The [2011 Student Learning Outcomes Assessment Report \(SLOAR\)](#) states that: "At UMD assessment of academic programs has become embedded in the institutional culture, and has led to the following: Periodic review and revision of plans with regard to improving student learning; establishment of a cyclical review process; establishment of structural processes for informing the campus about assessment results; and the incorporation of assessment results in short-term and long-term campus planning."

The assessment of undergraduate and graduate programs is led by the [Provost's Commission on Learning Outcomes Assessment](#), established in 2003. As of 2011, student learning outcomes assessment in undergraduate programs is directed by the Associate Provost and Dean for Undergraduate Studies, working with College Coordinators (college representatives to the Provost's Commission on Learning Outcomes Assessment). The student learning outcomes assessment in graduate programs is directed by the Dean of the Graduate School working with

the Graduate Outcomes Assessment Committee. The chart in Appendix V.3 provides an overview clarifying the assessment reporting structure and process.

Undergraduate programs complete annual assessments, with each learning outcome evaluated at least once in a four-year cycle. Programs report findings each fall in summary form following a [template structure](#) and are informed by a “[best practices](#)” guide and a [rubric](#), all of which have been revised recently. Assessment summary reports for each college are collected by the College Coordinator, who works to promote high standards through support and guidance to programs and with continuous improvement practices.

Assessment protocols for undergraduate programs have evolved since the last Middle States review. The norm is criterion-based assessment, in which faculty review student work according to defined criteria to reveal specific areas in need of improvement. Rubrics are often used to articulate criteria and standards for direct review of student work. Faculty in academic departments have been engaged in developing the rubrics including [those used](#) in all General Education courses, the [edTPA Teacher Performance Assessment rubrics](#) that are used at the UMD and nationally, as well as rubrics developed for specific university programs such as the rubric for [Public Health Sciences assessment](#). Some programs use student performance on exams for program assessment, linking questions to specific learning outcomes and reporting student data in relation to performance on particular questions. For example, the College of Education employs the PRAXIS exam to assess outcomes related to core knowledge, and the department of Psychology employs a department-developed assessment exam to assess program outcomes. Program assessment often involves evaluation of student learning in particular key courses, such as capstone courses, which promotes learning outcomes assessment at the course level. While there is significant evidence of the employment of best practices employed for the undergraduate programs (see also Criterion 5), there remain some programs that use course and assignment grades as assessment measures, or do not have explicit criteria for review of students’ work. Such approaches do not provide the detailed information necessary to guide specific program reform [**contributes to recommendation #8**].

Student learning outcomes assessment in graduate programs is directed by the Graduate Outcomes Assessment Committee. Established in 2011, this committee is comprised of representatives from each college and school. [Graduate Outcomes Assessment reports](#) for doctoral and master's programs are due every other year, with approximately half of the campus graduate programs reporting each year. The committee provides [guidance](#) that suggests assessment events organized around evaluations common to most doctoral programs, such as early stage coursework, a qualifying/comprehensive exam, a dissertation proposal, and the dissertation defense. For example, the doctoral program in Psychology assesses its students at five points throughout each student's graduate career, corresponding to five distinct milestones: the end of the first year, research competency (typically the end of the second year), comprehensive exams (typically in the third year), the dissertation proposal, and the dissertation defense. Each time period assesses a set of core competencies that are repeated across time periods, plus a small number of competencies unique to that assessment period. However, the committee does not provide a rubric establishing expectations/best practices for the graduate outcomes assessment or a template for assessment reports [**contributes to recommendation #8**].

Professional schools have begun to leverage the work they complete for university assessments for re-accreditation, and vice-versa. The Phillip Merrill College of Journalism uses the annual assessment reports it completes for the university as the cornerstone for its every six-year re-

accreditation report, adding to the data it reviews annually on classroom learning outcomes with surveys of graduating seniors; student portfolio reviews by professionals; ratings of on-the-job work provided by internship supervisors; and occasional surveys of alumni on job placements. The A. James Clark School of Engineering reports the value of the annual learning outcomes assessments in preparing for accreditation reports. The College of Education engages faculty in reflection of learning outcomes assessments that are completed each year for accreditation. Faculty select the finding they consider most important and report these in the campus learning outcomes assessment reports. The Robert H. Smith School of Business is in the process of redesigning learning outcomes assessment to take greater advantage of work completed for re-accreditation.

General Education assessment is being 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 on *Provost's Commission on Learning Outcomes Assessment: Undergraduate*. 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](#) (that were [designed by the faculty](#)), collect data using the UMD learning management system (ELMS), then review the data and report on its use to inform course reform via reflection surveys. The Office of Undergraduate Studies hosts faculty workshops for discussion of the assessment process ([instructions for assessment](#)) and findings, including for use of rubrics to assess oral communication, professional writing, and academic writing. Other categories include a diversity of courses, disciplines, and student activities, and norming is not possible. In these categories faculty interpret rubrics in the context most useful to their course. Time and effort will be necessary to engage faculty in calibrating their findings to those of others. Faculty report their findings and curriculum reform efforts in end-of-the-semester 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.

University of Maryland Extension programs are organized by focus area with, tenure and professional track faculty as members of Action Teams. These teams may become designated, based on their performance, as Programs of Distinction, and may apply to become Signature Programs. Action Teams are rated annually based on program outcomes, which define the economic, social, and other changes documented by their instructional activities and which form the basis of their usefulness in society as well as helping to drive future activities of this off-campus educational arm of the UMD.

Instructors could benefit from a well-defined process for and guidelines on reviewing assessment data for a specific course, using that to improve instruction, and documenting those evidence-based improvements. Formal learning outcome assessment in courses is not routine for faculty. Efforts are beginning to link formal processes to other activities in teaching and learning, and to encourage instructors to be reflective about assessment data [**contributes to recommendation #8**].

The I-Series assessment was developed for this unique category of General Education courses that [connects general education to contemporary issues](#). The courses were informed by a 2007-2012 program, the [Marquee courses in Science and Technology](#). The Marquee Faculty found value in a survey that collected [student comments about course learning outcomes](#). Students in I-

Series courses receive this survey, and data are reported to faculty and included in an [Annual Report on the Provost's Commission on Learning Outcomes Assessment: Undergraduate](#). Although not a direct assessment of student work, faculty find these student responses valuable for course reform.

Academic units are required by [university policy](#) to undergo a review at no more than seven-year intervals. As amended in 2001, the policy requires that academic units report in their self-study on measures taken to improve programs through outcomes assessment. External reviewers are, when appropriate, asked to evaluate program learning goals and assessment rubrics as part of program review.

Student Affairs' assessment maps learning outcome assessment to [Learning Reconsidered II](#), a framework of learning domains that has been adopted across the student affairs profession. Since FY12, departments submit to the [Student Affairs Assessment and Learning Outcomes Group Annual Assessment Summary Reports](#) that include (a) learning outcomes assessment activities conducted during the past year, (b) classification using *Learning Reconsidered II* categories, and (c) highlights of how assessments were used to inform practice. Additionally, starting in FY14, the annual report process to the vice president's office includes an assessment section calling for new or innovative learning outcome and/or assessment initiatives -- emphasizing this as a divisional priority.

Assessment of living and learning programs is overseen by the Provost's Committee on Living-Learning and Other Special Programs, which was charged with reviewing such programs annually beginning in 2009. The Office of Undergraduate Studies coordinates this review process and dissemination of written feedback to the programs. Starting in 2009, programs completed annual assessments that address program goals (see Criterion 1). Initially, the criteria for review were not specified, and programs developed their own goals and approaches. More recently, programs have been asked to provide standardized data on program goals, student demographics, retention rates, curricula, and co-curricular activities. In 2015, program directors were asked to report student satisfaction as well. The Office of Undergraduate Studies generated survey items to measure shared program goals, and in FY15 half of the programs used the survey items. This was a positive development, but the optional nature of the survey complicates cross-program comparisons [**contributes to recommendation #8**]. As the number of programs has grown (currently there are 32), both committee members and the program directors acknowledged that the existing annual process did not provide in-depth, useful feedback, and most living-learning programs' practices did not shed light on students' mastery of learning objectives. In spring 2016, the process was redesigned to promote adoption of best practices in program evaluation and assessment. Beginning in 2017, programs will be reviewed in-depth every four years on the basis of cumulative evidence pertaining to how well program goals and learning outcomes are achieved.

Comments on Criterion 2b and c:

Criterion 2b calls for assessments of students' preparation for successful careers, meaningful lives, and, where appropriate, further education. Assessment of career readiness and professional development occurs at the institution level and program level (Appendix V.2: Example 4). At the institution level, the Career Center completes annual surveys. The Career Center's graduation survey, using the standards from National Association of Colleges and Employers, captured responses from 75 percent of those receiving bachelor degrees in May 2014 in its latest report.

Data are [shared](#) with the Academic Career Advisory Group that includes wide campus representation.

Criterion 2c calls for supporting and sustaining assessment of student achievement and communicating the results of this assessment to stakeholders. Assessment processes are supported and sustained via the organized programs described above. All programs report findings to relevant faculty and administrators. See, for example, Provost's Commission on Learning Outcome Assessment annual reports, Living-Learning and Special Program assessment reports, and Student Affairs assessment reports. Information about assessments is presented on the IRPA site but not necessarily found on College or Department sites. To the extent that it informs curricular or programmatic changes, more communication at the unit level on the assessment process and the significant engagement of faculty in assessment could help to inform stakeholders **[contributes to recommendation #2]**.

The university has met this criterion by having organized and systematic assessments to evaluate the extent of student achievement of education goals. Committees at the campus, college, and unit levels plan and review assessments and use assessments of student work collected by faculty and other professionals.

Criterion 3: Consideration and use of assessment results for the improvement of educational effectiveness consistent with the institution's mission.

Assessment processes (described above with respect to Criterion 2) have revealed information that faculty and programs across campus are using to improve student learning, pedagogy, and curricula. See examples for subsections Criterion 3 a-f, from Undergraduate Program Learning Outcomes Assessment Summary Reports (AY11-AY14) and other sources as indicated (Appendix V.2: Example 5). Individual faculty groups have publicized their work at conferences and in publications (see Appendix V.2: Example 5, Criterion 3f). The university does not use institutional mechanisms to widely disseminate assessment results **[contributes to recommendation #2]**.

The use of assessment results for the development of the new General Education program addresses all subsections of Criterion 3. An assessment of the former program for general education (the CORE program) led to the development of the new General Education requirements. Examples of findings included lack of highly effective oral communication skills among students and lack of exposure of students to applied disciplines like business and engineering. These examples led directly to the determination of the new General Education categories of Oral Communication and Scholarship in Practice.

The new General Education requirements were launched in 2012 with characteristics aimed at educational effectiveness:

- Implementation and monitoring by the Office of Undergraduate Studies with direct involvement of the dean and senior staff.
- Significant faculty engagement in the development of learning outcomes, course selection, course design, assessment, course reform and definition of new course categories.
- Support for faculty engagement efforts through professional development initiatives (see Appendix V.2: Example 5, Criterion 3d) and recognition efforts including a newly founded [General Education teaching award](#).

- A funding model to sustain the offering of Fundamental Studies courses and to encourage development of innovative courses in the I-Series category.
- Widely disseminated policies to govern the transition from CORE to General Education, including attention to transfer students.
- Critical assessment of seats at each stage of implementation.
- A website that promotes the distinctive characteristics of the program to prospective students and that serves as a resource to faculty, advisors, administrators and matriculated students.
- The transformation of over 1,275 courses according to the General Education learning outcomes.
- Development of an assessment approach that provides valuable information for faculty and administration (see Criterion 2). Data from assessments are already impacting the General Education courses (Appendix V.2: Example 5).

The design of General Education assessment was also informed by an assessment project. A spring 2012 survey of I-Series faculty members (34 faculty participating) revealed that 97 percent respondents used the ELMS learning management system in their courses, and 60 percent used rubrics to articulate grading criteria to students. Further the college coordinators reported that academic program assessment across the university was employing faculty-developed rubrics to articulate assessment criteria and performance standards. This information led Undergraduate Studies to design an assessment approach that employed rubrics available in ELMS.

Support for assessment development and evidence-based reform is not centralized. Efforts are occurring through the Teaching and Learning Transformation Center, the Office of Undergraduate Studies, the Graduate School, the Senate PCC committee, and in Student Affairs. As such, there is no defined path for findings from assessment reports to be formally communicated to these groups who work with faculty on curriculum and assessment development [**contributes to recommendations #2 and 8**]. There is not yet a campus-wide plan for faculty professional development that specifically addresses learning outcomes assessment findings [**contributes to recommendation #8**].

Overall, the university has met this criterion by considering and using assessment results to improve educational effectiveness of its degree programs. These include changes to improve student learning, revise academic programs, support professional development, improve planning and budgeting, inform constituents, and improve key indicators of student success.

Criterion 4 - not applicable to UM. Assessment is not conducted by third-party providers.

Criterion 5: Periodic assessment of the effectiveness of assessment processes utilized by the institution for the improvement of educational effectiveness.

Each year the groups associated with the Provost's Commission on Learning Outcomes Assessment at the undergraduate and the graduate level review assessments ongoing in undergraduate and graduate programs.

Student learning outcomes assessments for undergraduate programs are reviewed by the college coordinators group chaired by the Dean for Undergraduate Studies (see Criterion 2). 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 that include rubrics, sample assessment prompts, tests and essay questions. In 2014, a system was established to upload reports to an ELMS community site, facilitating sharing of information and ease of access to previous-year reports and coordinator reviews. This allowed coordinators to review program reform motivated by prior assessment findings. Each year the college coordinators increase the rigor of the review and refine the report template and rubric.

Although faculty will gain access to feedback on assessments as the annual reports are shared with department chairs, there is not a formal process to engage faculty in responding to feedback and improving assessment approaches. Though assessment expectations are clear, there is less clarity around the consequences for programs that receive unacceptable scores or who do not submit reports. In all programs, faculty contribute significantly to program assessment and are responsible for course reform and implementation. There is limited recognition of the enhanced workload to faculty involved in course assessment and continual course and program improvement [**contributes to recommendation #8**].

Student learning outcomes assessments for graduate programs are reviewed by the [Graduate Outcomes Assessment Committee](#). The committee reviews reports to determine whether the assessment data are being used effectively to improve the programs. Included in the feedback sent back to the programs are suggestions about how the assessment process can be updated to increase effectiveness. Unlike the undergraduate academic program learning outcomes assessment, the graduate outcomes assessment process does not have a common template for the assessment report, or a rubric for the committee's review of department reports. The process of submitting reports and receiving feedback from the committee does follow a defined time line. The graduate outcomes assessment review process would benefit with greater structure, a defined template, and a review rubric in some instances [**contributes to recommendation #8**].

The assessment of living and learning and other special programs is reviewed by a Provost's Committee on Living Learning and Special Programs, established in 2009. Guidelines for annual assessment reports were established in 2009 and revised in 2015 when the committee adopted a [standardized annual report template and process](#). For the 2015 review, each reviewer had access to 2014 reviews to assess program follow-up on prior findings. Feedback to the programs is summarized and communicated in letters from the Dean for Undergraduate Studies that are sent to the Provost, sponsoring college dean, and program director. In 2015, the committee also recommended professional development for living and learning program directors to collect and use student outcome data to improve programs. (Appendix V.2: Example 5, Criterion 3d: development of learning community for faculty).

Overall evaluation of the General Education assessment process occurs through the faculty boards and the General Education assessment planning team. Due to the young age of the program, limited assessment data are available.

The university meets this criterion by assessing the effectiveness of assessment and improvement processes for its degree programs. Each year the groups associated with Provost's Commission on Learning Outcomes Assessment at the undergraduate and the graduate level review assessments ongoing in undergraduate and graduate programs.

Conclusions:

The university meets this standard, as the use of assessment to reveal and continuously improve educational effectiveness is widely and systematically employed across campus. Since 2005, when all programs developed learning outcomes, efforts have moved from developing learning outcomes to refining assessment tools and using evidence from assessments to improve teaching and learning. For most programs learning outcomes assessment is now used to drive change: closing the loop between assessment findings and actions that impact learning.

Challenges remain that contribute to Recommendations #2 and #8. Learning outcomes that are input into PCC, VPAC, General Education applications or in assessment reports are not typically populated into central systems, on program websites or course syllabi. Further, there is no forum for widely sharing best practices, assessment finding, or examples of evidence-based reform. This creates a lost opportunity to communicate to stakeholders, such as prospective students and their parents [**contributes to recommendation #2**].

Individual graduate programs state learning outcomes on their assessment plans, and we recommend that the Graduate School provide additional guidance on how these can be implemented at the program level [**contributes to recommendation #8**].

Assessment has evolved substantially from simply stating goals, and now involves centralized processes by which all programs conduct and report on learning outcome assessments. We recommend that these processes include all campus wide programs, and that in all reporting processes structured report template be employed to establish better consistency across units. This will help programs articulate their goals, assessment methodology, and how assessment results have informed program and curriculum changes [**contributes to recommendation #8**].

Finally, the role of faculty in assessment and the use of assessment results in meeting expectations of educational effectiveness is essential. Moving forward, the university could place an emphasis on increasing opportunities for faculty support in assessment activities -- such as workshops, resources for departments, faculty learning communities, online resources, and recognitions for exemplary performance along with targeted follow up for faculty in programs not meeting minimum standards for effective assessment [**contributes to recommendation #8**].

Documents and Appendices for Standard V: Educational Effectiveness Assessment

Appendix V.1 – Document List

- a) Undergraduate Learning Outcomes Assessment
<https://www.irpa.umd.edu/Assessment/LOA-ug.html>
- b) Programs, Curricula & Courses (PCC) Procedures Manual
http://www.provost.umd.edu/PCC_DOCUMENTS/Introduction.htm
- c) General Education Program <http://www.gened.umd.edu/>
- d) UGST 2009-2014 Strategic Plan Retrospective: Excerpt on General Education
<http://www.gened.umd.edu/about-gened/geneddocuments.html>
- e) Transforming Maryland: Higher Expectations. The Strategic Plan for the University of Maryland 2008 <http://www.provost.umd.edu/SP07/StrategicPlanFinal.pdf>
- f) Living and Learning Review Report, 2015-2015 Beyond the Classroom Living and Learning Program ([private document](#))
- g) Global Communities Living-Learning Program Annual Report 2015 ([private document](#))
- h) Report of the Committee on Living-Learning Programs ([private document](#))
- i) Undergraduate Program Learning Outcomes Assessment Summary Report
https://www.irpa.umd.edu/Assessment/LearningOutcomes/UG%20Program%20LOA%20Summary%20Report_2016.docx
- j) Undergraduate Learning Outcomes Assessment Summary – Rubric/Scoring Criteria for Coordinators
https://www.irpa.umd.edu/Assessment/LearningOutcomes/UG%20LOA%20Summary%20Rubric%20Scoring%20Criteria%20for%20Coordinators_2016.docx
- k) College of Education Learning Outcomes Assessment Overview ([private document](#))
- l) Graduate School: Guidelines for Assessment Criteria
<https://www.gradschool.umd.edu/about-us/publications-and-reports/graduate-outcomes-assessment/guidelines-assessment-criteria>
- m) 2011 Student Learning Outcomes Assessment Report
http://www.provost.umd.edu/PRR11/Subcommittee4/SLOAR_2011_Report_UMCP.pdf
- n) General Education Assessment <http://www.gened.umd.edu/for-faculty/faculty-gened-assessment.html>
- o) Development of the Assessment for UMD General Education
www.gened.umd.edu/documents/DevelopmentOfGenEDandRubrics.docx
- p) General Education: Instructions for Assessment
http://www.gened.umd.edu/documents/5_6_16_GenEdAssessmentELMS-SetUp&Explantion%20FAQ.pdf
- q) Marquee Course Assessment History
https://umd.app.box.com/files/0/f/3799394226/1/f_33932964943
- r) FY15 Report of the Provost's Commission on Learning Outcomes Assessment: Undergraduate Committee ([private document](#))
- s) UMD Policy on the Review of Academic Units
<http://www.president.umd.edu/policies/2014-i-600a.html>
- t) Undergraduate Studies Memo on 2015 Living Learning Programs Assessment Report Guidelines <http://www.ugst.umd.edu/documents/Living-LearningAnnualReportInstructionsApril2015.pdf>

- u) Living-Learning Programs Student Satisfaction Survey ([private document](#))
- v) Career Center 2015 Graduation Survey
<http://careers.umd.edu/sites/careers.umd.edu/files/2015%20Graduation%20Survey%20Report.pdf>
- w) Transforming General Education at the University of Maryland
<http://www.provost.umd.edu/GenEdReport/GenEdPublic-Dec2010.pdf>
- x) Graduate Outcomes Assessment <http://www.gradschool.umd.edu/about-us/publications-and-reports/graduate-outcomes-assessment>
- y) Guidelines for 2015 Living-Learning and Other Special Program Reviews ([private document](#))
- z) 2010 Report of the Task Force on Student Retention and Graduation ([private document](#))
- aa) College of Education Foundational Competences
https://www.education.umd.edu/Academics/Programs/teacher_education/documents/FCRevised_Nov2010.doc
- bb) Oral Communication Assessment Impact Report Spring 2015 Data ([private document](#))

Appendix V.2 – Examples of Institutional Outcomes and Assessment

Example 1

Undergraduate degree programs address institutional outcomes of effective oral and written communication as well as critical reasoning and research skills

Biological Sciences Bachelor of Science degree program stipulates that students:

- At the upper level should be able to integrate and apply a relevant body of basic knowledge to the evaluation of existing scientific studies and to the design of studies to test specific hypotheses that includes design elements typically found in a specific field of the chemical and life sciences.
- Students should effectively communicate in writing the processes of science and the results of scientific inquiry.

English Department's Bachelor of Arts degree program stipulates that students:

- will be able critically to analyze a literary text.
- will be able to write persuasively.
- will be able to conduct research in English studies.
- will gain an appreciation for the importance of writing, past and present, in society, for the complexity of literature, and for the variety of perspectives that written expressions represent.

Example 2

Graduate Program Goals program goals align with goals presented in the [Graduate School Guidelines](#)

The doctoral graduate outcomes for Biochemistry state: “Students are expected to develop the intellectual foundation for the proposed field of research through formal coursework, learn how to do research through a series of rotations through different laboratories, formulate a problem for their dissertation topic, write a proposal to conduct research that addresses this problem, carry out the corresponding original research project, publish the work in the peer-reviewed literature, and successfully defend the dissertation.”

Example 3

Program assessment plans outline how faculty and outside professionals are involved in completing the assessment

The School of Architecture, Planning and Preservation’s Architecture program convenes a panel of faculty members and practitioners for an afternoon-long review of student work.

The College of Journalism has created a panel of professionals to review a random sampling of graduating seniors’ portfolios and resumes, and, using rubrics, to rate students’ readiness for media jobs.

The QUEST Honors program asks outside professionals to participate in learning outcome assessments in two ways: (1) alumni attend student presentations and use a rubric to assess elements related to oral communication and (2) representatives from corporate partners assess the performance of student teams.

In Germanic Studies, a learning outcome subcommittee meets to review student work in 300- and 400-level courses (for example: final term papers and midterm and final exams) using department-developed rubrics. The committee meets to review findings and then reports to department faculty.

Example 4

Assessment of career readiness and professional development at the program level

The College of Education ensures students are qualified to join the education profession by assessment of [Foundational Competencies](#);

Kinesiology faculty review a required senior thesis in a capstone course to assess students’ ability to make connections between theory and practice in the application to public health principles;

The Graduate School assesses student progress through program benchmarks to track students’ professional development (see [here](#)).

Example 5: Examples for Criterion 3

Criterion 3a. Use of assessments to assist students in improving their learning

The College of Journalism’s assessment of undergraduate learning outcomes pinpointed deficiencies in some students’ abilities to do basic computations (percent changes, percentages, and even rounding), prompting the college to ask teachers to focus a lesson on these formulas and how they might be used in journalistic storytelling (work on budgets, calculating crime rates, etc.).

Several programs reporting to the Graduate Program LOA revealed deficiencies in students’ ability to write effectively. In response, the Health Services Ph.D. program modified the portfolio process so that students begin the literature review earlier. Other programs are encouraging students to attend workshops and one-on-one consultations provided by the Graduate School.

Criterion 3b. Use of assessments to improve pedagogy and curriculum

The department of Government and Politics assessed outcomes related to research and analytical skills in the AY12 LOA, and methodological skills in AY13. The introductory course, GVPT100, was restructured to include more active learning and discipline-authentic activities including developing, launching and analyzing survey data followed by preparation of an analytical paper.

The Teaching and Learning Transformation Center, created in 2014, assessed the success of students in large enrollment courses by analysis of course grades (% of D, W, F scores). The center launched a major initiative, the [Elevate Fellows](#) program, to reform pedagogy in these courses to improve student learning outcomes.

Criterion 3c: Use of assessment for reviewing and revision of academic programs and support services

Assessment of student learning of conceptual methods of analysis in the undergraduate Economics program in 2010-2013 revealed that a significant minority of students did not meet expectations for this outcome. As suggested by Provost's Commission on Learning Outcomes Assessment, outcomes were then assessed over a sequence of courses. The result persisted despite curriculum reform aimed at helping more students succeed. The department revised the undergraduate curriculum creating a B.A. and B.S. track available Spring 2016. The B.A. curriculum presents an applied approach, addressing the main impediment identified by past assessments.

Assessments of foundational courses in the Sociology undergraduate program are leading to a revision of the undergraduate curriculum, including restructuring of statistics (SOCY201) and research methods (SOCY202) courses, including a new blended and active learning format and requiring concurrent enrollment to highlight the role of statistics in research. The work is supported by a grant from TLTC.

<p>Criterion 3d: Use of assessments in planning, conducting, and supporting a range of professional development activities</p>
<p>The College of Agriculture and Natural Resources responded to Provost’s Commission feedback to add higher-order thinking to undergraduate program learning outcomes. It hosted a 2015 workshop to develop learning outcomes for analysis, synthesis, evaluation and creation of knowledge.</p>
<p>Through academic program assessment the Architecture faculty became engaged in reviewing student work for learning outcomes assessment. This process is now seen as a professional development opportunity where faculty report a deeper understanding of assessment and of student learning.</p>
<p>To support teaching, learning, and assessment in the General Education program, the Office of Undergraduate Studies hosts informative workshops and facilitates discussions among instructors. This includes faculty learning communities that meet regularly (I-Series FLC, Scholarship in Practice FLC, UGST Faculty Fellows FLC, Large Lecture Faculty FLC, Diversity FLC, Living-Learning Program Directors FLC).</p>
<p>UMD hosts conferences attended by UMD faculty, administrators, and staff that regularly have sessions on LO assessment including: Maryland Student Affairs Conference, Innovations in Teaching and Learning.</p>
<p>The Teaching & Learning Transformation Center, founded in 2014, is a central campus resource for administrators, departments, and individual faculty members. TLTC staff provide consulting on effective course and program assessment, conduct empirical evaluations of course redesign initiatives, and provide workshops and resources to help faculty leverage assessment data to enhance effectiveness, engagement, efficiency, and outcome equity.</p>
<p>Criterion 3e: Use of assessment results for planning and budgeting for the provision of academic programs and services (Criterion 3e)</p>
<p>The Department of Resident Life uses data for planning and resource allocation for the Math Success tutoring program. Since FY10, the total number of annual visits has increased by almost two-thirds to over 6,200 visits, and the number of unique visitors almost doubled to 1,350 in FY15.</p>
<p>The annual planning cycle process led by the Office of Undergraduate Studies ensures adequate seats for students to graduate in a timely manner. Demand for undergraduate courses is monitored during registration periods.</p>

Criterion 3f: Use of assessments results in relation to informing appropriate constituents about the institution and its programs

- The [College of Computer, Mathematical and Natural Sciences Teaching and Learning Center](#) regularly presents findings about teaching and learning at national conferences.
- The [Host Pathogen Interactions teaching](#) team is an example of a faculty group engaging in assessment. They regularly present at national conferences.
- The [Oral Communication Program](#) has engaged in assessment of the freshman oral communication course. They present regularly at national conferences.

Criterion 3g: The Use of assessments results for improving key indicators of student success, such as retention, graduation, transfer, and placement rates

[Task force 2010 on student retention and graduation](#). All undergraduate programs have established benchmarks, four-year plans, and targeted advising initiatives. New programs have been developed to contribute to students' academic and social engagement in the University and build a sense of community (Carillon Communities); emphasis on team projects and active learning in I-Series and Scholarship in Practice courses), institution of Student Success office and associated resources and the 2015 [Policy on Midterm grades](#).

The [On-Campus Student Housing Strategic Plan 2014](#) included a guarantee to house in the fall semester both spring-admitted freshmen participating in Freshmen Connection and freshmen transfer students. This significant shift was informed by a review of data that showed a positive relationship between campus housing and retention/graduation, especially for entering undergraduates

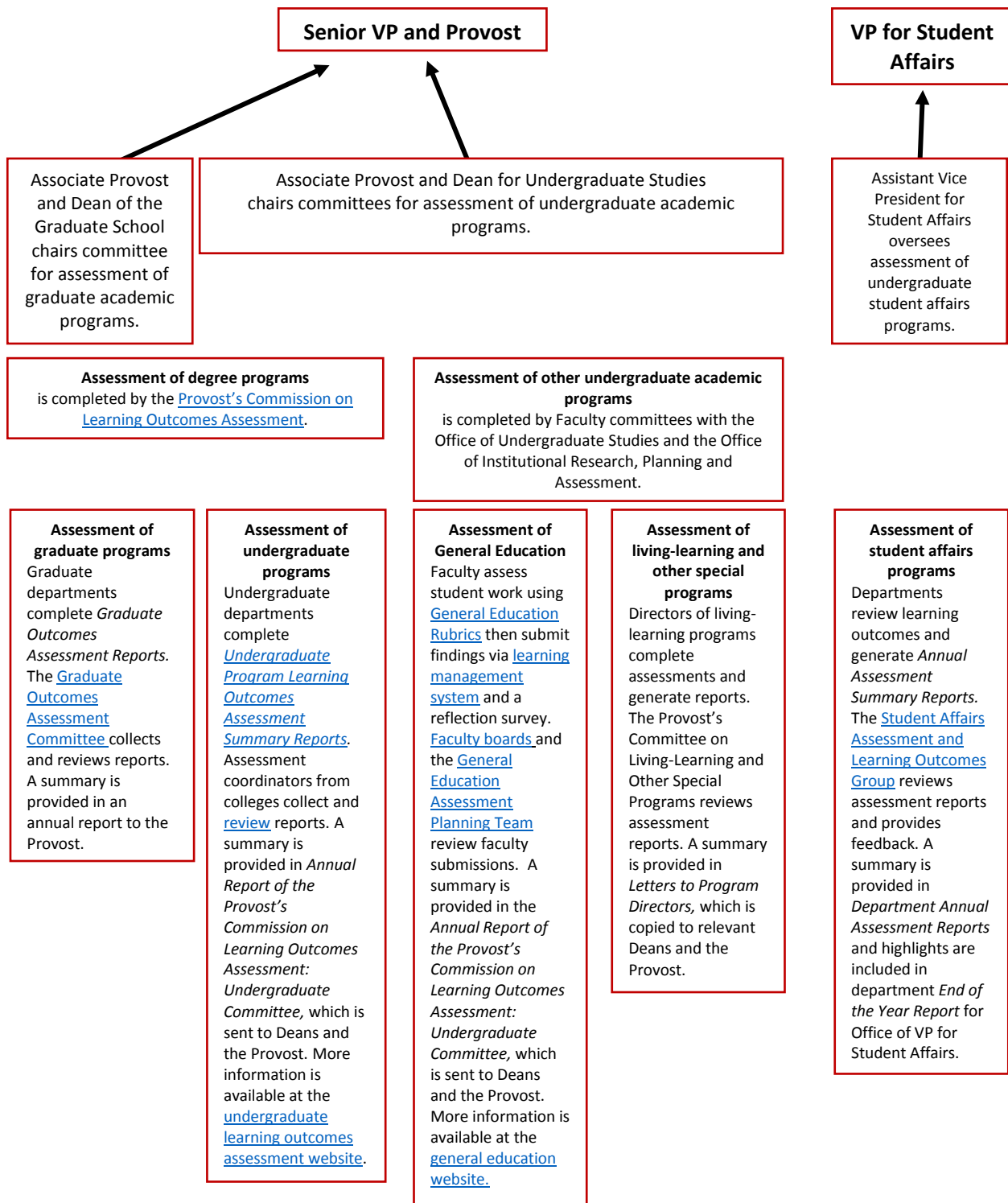
Example 6

Data from General Education assessment are impacting the General Education courses

The Department of Communication reports (see [here](#)) that assessment data from F'13-S'14 showed that many COMM 107 students excelled in establishing their credibility and creating effective content, but they continued to find vocal and visual delivery difficult. The Oral Communication Program team has revised the course by adding low-stakes speaking opportunities throughout the semester, series of workshops, TERPtalks featuring former COMM 107 students, and improved technology in the classrooms.

Appendix V.3

Organization of Outcomes Assessment Process



Appendix V.4 – Referenced Campus Offices, Committees, and Groups

- a) Division of Student Affairs: Assessment and Learning Outcomes Committee
<http://www.studentaffairs.umd.edu/staff-faculty/assessment-and-learning-outcomes>
- b) Provost's Commission on Learning Outcomes Assessment
<http://www.provost.umd.edu/pcloa/index.cfm>
- c) Office of Undergraduate Studies <http://ugst.umd.edu/>

Appendix V.5 – Other References

- a) Carillon Communities <http://www.carillon.umd.edu/>
- b) The First-Year Innovation and Research Experience (FIRE) <http://www.fire.umd.edu/>
- c) Academy for Innovation and Entrepreneurship: Fearless Ideas Courses
<http://innovation.umd.edu/learn/>
- d) Department of Economics: Masters in Applied Economics
http://masters.econ.umd.edu/program_overview.html
- e) Best Practices for Successful Assessments
https://www.irpa.umd.edu/Assessment/LearningOutcomes/best_practices_assessment.pdf
- f) Public Health Science Learning Outcomes Assessment (private document)
- g) Graduate School: Assessment Deadlines <https://www.gradschool.umd.edu/about-us/publications-and-reports/graduate-outcomes-assessment/assessment-deadlines>
- h) Marquee Courses in Science and Technology <http://www.marqueecourses.umd.edu/>

Appendix V.6 – Other Sources Evaluated by the Working Group

- a) College of Computer, Mathematical, & Natural Sciences Presentations in Conferences
<http://cmns-tlc.umd.edu/national-and-international-meetings/>
- b) Elevating Teaching and Learning through Course Transformation
<http://tltc.umd.edu/content/elevate-fellows>
- c) Host Pathogen Teaching Group <http://cbmg.umd.edu/cbmg-home/hpi-teaching-group/>
- d) Innovations in Teaching and Learning Conference <http://it.umd.edu/as/twt/index.html>
- e) Maryland Student Affairs Conference <http://msac.umd.edu/>
- f) On-Campus Student Housing Strategic Plan <http://reslife.umd.edu/hsp/>
- g) Oral Communication Program <https://www.comm.umd.edu/undergraduate/oral-communication-program>
- h) UMD Policy and Procedures Concerning Mid-Term Grades for Undergraduate Students
<http://www.president.umd.edu/sites/president.umd.edu/files/documents/policies/III-600B.pdf>
- i) Testudo Curriculum Management <https://umd-cm.umd.edu>
- j) Office of Undergraduate Studies: Mission and Program Overview
<http://www.ugst.umd.edu/aboutugst.html>
- k) Vice President's Advisory Committee (VPAC) <http://vpac.umd.edu/>
- l) Graduate School: Assessment vs. Benchmarking <http://gradschool.umd.edu/about-us/publications-and-reports/graduate-outcomes-assessment/assessment-vs-benchmarking>