Progress Report to the
Middle States Commission on Higher Education
From

THE UNIVERSITY OF BALTIMORE
Baltimore, Maryland 21201

Mr. Kurt L. Schmoke, Esq, President

Dr. Catherine F. Andersen, Associate Provost for Academic Affairs
Accreditation Liaison Officer

October 1, 2014

Subject of the Follow-Up Reports:
"At its session on November 15, 2012, the Middle States Commission on Higher Education acted to accept the Periodic Review Report, to reaffirm accreditation and to commend the institution for the quality of the Periodic Review Report process. To request a progress report, due October 1, 2014, documenting further progress in: implementation of an organized and sustained assessment process to evaluate and improve student learning, in all programs including general education, with evidence that assessment results are used to improve teaching and learning (Standards 12 and 14)."

PRR Submitted:
May 29, 2012

I. INTRODUCTION

This report is presented in response to the request from the Middle States Commission on Higher Education as noted in its November 15, 2012 session and documented via letter dated November 15, 2012:

> At its session on November 15, 2012, the Middle States Commission on Higher Education acted to accept the Periodic Review Report, to reaffirm accreditation and to commend the institution for the quality of the Periodic Review Report process. To request a progress report, due October 1, 2014, documenting further progress in: "implementation of an organized and sustained assessment process to evaluate and improve student learning, in all programs including general education, with evidence that assessment results are used to improve teaching and learning (Standards 12 and 14)."

We are pleased to present this report which describes significant progress in the area of academic assessment at the University of Baltimore (UB). The report includes a brief profile of the University, key personnel changes that have occurred in the past two years, an overview of UB's efforts and progress since August 2012, as well as highlights of exemplary efforts in Standards 12 and 14. In addition, Appendices include examples of a representative range of assessment products and materials.

College Profile

University of Baltimore (UB), a public university, was founded in 1925 as a private institution and incorporated into the University of Maryland System in 1988. Its mission is to provide innovative instruction in business, public affairs, the applied liberal arts and sciences, and law to serve the needs of a diverse population in an urban setting. The university has undergone a transformation with the expansion of its service area to lower division undergraduate students, necessitating the development of a General Education program and the reallocation of resources in order to provide instructional and student affairs support for new enrollment. Numerous organizational changes have also been undertaken in support of the university's expanded mission and student body.

The University of Baltimore submitted a Periodic Review Report (PRR) May 29, 2012. The review team in their follow up report commended UB for providing a clear description of significant changes at UB and for providing compelling evidence of broad community involvement in the preparation of the PRR as well as the identification of clear challenges and opportunities. One of the major challenges has been the development of the General Education curriculum for lower division undergraduate students, placing demands on the faculty, particularly part time adjunct faculty, to deliver the curriculum and assess student learning outcomes. While the review team acknowledged these challenges and others and recognized that UB has made progress in the assessment of student learning outcomes, the momentum needs to be sustained. Thus, the request for this progress report is to outline accomplishments in the areas of General Education and the overall assessment of the curriculum.

Specifically, the central recommendation and finding from the May 2012 PRR August 2012 Reviewer's Report was to provide a Progress Report to MSCHE in October 2014 on UB's results from ongoing assessments of student learning outcomes in all its programs, most particularly in the General Education program and related undergraduate entities, providing evidence that assessment results are used to improve teaching and learning (Standards 12 and 14).

Leadership change since the PRR

During the past two years, the University of Baltimore has undergone significant changes in leadership and organization that have created a challenging yet opportune context for efforts at assessment.

Academic Administration Provost Office and Presidency	Enrollment EMSA	College CAS, CPA, MSB and Law
2012-2014 -All colleges have an associate dean and at least one assistant dean. Role of assistant dean to focus on retention support and direct quality management for advising staff 2013 - Associate Provost for Academic Affairs accepted a position at another institution, and in late 2013 a new Associate Provost for Academic Affairs was appointed who continues to be the lead on assessment and the MSCHE Accreditation Liaison Officer 2014-Director of Academic Initiatives took responsibilities for mixed methods data collection and analysis for student success planning, and for design of related new initiatives. 2014 -UB's long-serving President retired and President Kurt L. Schmoke began his tenure on July 1, 2014.	2013-New Director of Freshman Admissions 2013- New Director of Community College Relations 2013- New AVP position to manage enrollment related student and financial data	2012 -New dean of the College of Arts and Sciences 2012-New dean of Law School 2013-2014 Interim dean Merrick School of Business (MSB) 2013-New Director of University Writing Program late 2013 2014- New dean MSB 2014- Interim dean of College of Public Affairs. Previous dean hired in 2011 left for a position elsewhere

II. PROGRESS TO DATE AND OVERVIEW OF CURRENT STATUS

As highlighted in the PRR Team Report and evident in the 2012 PRR, UB lacked a formal organized and sustainable structure that would facilitate implementation of meaningful assessment in all courses and programs (including General Education).

In the past two years, in spite of the tremendous changes in leadership, UB has devoted significant effort and resources to systematically coordinate the Assessment of Student Learning Outcomes and General Education efforts in order to:

- Strengthen the infrastructure for assessment
- Develop and implement an organized approach for evaluating student learning at all levels
- Assure that all programs, including General Education courses, have clearly articulated missions, learning outcomes, and assessment plans
- Generate assessment findings that provide evidence that students are achieving learning outcomes
- Provide evidence that assessment results are used to improve teaching and learning and as a meaningful component of institutional assessment
- Develop a systematic approach to identifying and implementing a cycle of institution tools for collecting and sharing college-wide and programmatic data.

The PRR was submitted on May 29, 2012, and during this same summer UB launched the faculty-led work groups that addressed General Education. Specifically, we have accomplished the following since the Middle States Evaluation PRR Report in August of 2012:

Standard 12 - General Education

The General Education Council, first created in 2011, in conjunction with other units in the university, has achieved a great deal in the past two years (See Appendix B for full General Education Assessment

Plan). In AY 2012-13, the following were accomplished as outputs from the work groups funded by the Provost in the summer of 2012:

- **The General Education Program was redesigned as a competencies-based model still consistent with Code of Maryland (COMAR). Activities related to the redesign were:**
    - New labels designed to organize the curriculum
    - All courses mapped to competencies
    - Existing learning goals revised and new ones added to address competencies in each dispositional area
    - Process and paperwork revised for recertification of existing GE courses
    - Process created for approving new GE courses in the new model
    - Innovative Sophomore Seminar created with signature common read program
    - Required capstone course implemented in all UB undergraduate majors
    - Faculty training and development provided in best practices in General Education delivery
    - Assessment plan for learning outcomes drafted
    - Initial assessment of WRIT 300 completed.

- **AY 2013-14 saw many outputs from the academic year and the work groups of summer 2013. Further development of General Education processes and initiatives led to:**
    - Development of a General Education Mission statement
    - Appointment of a Director of General Education with course release time (begun fall 2014)
    - Development of a General Education website and clear guidance for advisors on the implementation of the plan
    - Review of syllabi and mapping of student learning outcomes (Appendix B section A)
    - Development of an enhanced set of common goals for capstone courses, approved by the University Faculty Senate, to add more rigor and continuity across the entirety of a student's undergraduate experience (Appendix B section B)
    - Finalization of the design of the Sophomore Seminar. Identified faculty and provided training to offer seven sections for fall 2014. This course includes a common syllabus with student learning outcomes, learning opportunities, and identified assessments and will be used as a pilot for all General Education courses. This course also includes a common read along with signature writing assignments and writing assessment (Appendix B section C)
    - Revision of the General Education Assessment Plan
    - Revision of General Education courses; created a credit-bearing WRIT 100 to replace noncredit-bearing developmental courses DVRW 090 and 095; and revised WRIT 300
    - Closer examination of General Education courses for optimal student learning, and revision as necessary.

Standard 14- Assessment of Student Learning (See Appendix C for Assessment Handbook)

- **Further development of a documented, organized, and sustained assessment process to improve student learning:**
    - Developed an organized assessment process and plan that includes guidelines and timelines at the institution and program level
    - Developed a core assessment team (CAT) with representatives (fellows) from each school to help facilitate the process
    - Provided CAT members with professional guidance and professional development
    - Utilized CAT members to provide a system of targeted feedback to guide faculty and staff in the development and evaluation of all of the requisite components needed to accurately assess student learning

- Targeted professional development workshops and provided faculty/staff development at the college and university level
- Supported and reviewed program- and course-based projects that provide evidence of student learning
- Provided opportunities for faculty and staff to regularly come together to share and discuss university and program level data.

III. SUPPORT FOR THE INFRASTRUCTURE FOR ASSESSMENT

In an effort to strengthen assessment efforts at all levels, a number of initiatives are in place. These include a Core Assessment Team (CAT), a process and plans for both institutional and General Education assessment, an assessment management software application tool that helps manage assessment and planning, and dedicated support for improvement in teaching and learning.

Support for Assessment—Establishment of a Core Assessment Team (CAT) Institutional Assessment Plan for Student Learning Outcomes

The review team from the 2012 PRR acknowledged that UB had taken important steps to provide the initial support for assessment through the creation of the Office of Outcomes Assessment and Assessment Coordinator (2010) who was also the Associate Provost for Academic Affairs. At that the time, Associate Deans in each school worked closely with faculty responsible for assessment at the program level. While great strides continued to be made in assessment, a systematic plan for institution wide assessment was not yet in place. In fact, the PRR review team indicated that support alone does not in and of itself assure assessment is taking place, and the team recommended a written Institutional Assessment Plan be developed. To support this work, in 2014 a Core Assessment Team (CAT) was developed that provides targeted support for student learning outcomes assessment, and includes a process for the ongoing review (Appendix A Institutional Assessment Plan).

Assessment fellows in each of the colleges and the division of Enrollment Management were identified to review assessment work in their colleges and divisions. Moreover, as a group, CAT provides feedback, training, and support to the colleges, and it develops the infrastructure for assessment University-wide. CAT is also responsible for developing, implementing, and revising the Institutional Assessment Plan. Specifically, assessment fellows review mission, student learning outcomes, curriculum, mapping, short and long term assessment plans, quality of assessment methods, and examples of how assessment results are used at the program level to make change. All of these efforts are captured on a program level assessment template (Appendix A page 12). Work was due to the associate deans for each college June 15, 2014. Upon reviewing work submitted in the template, assessment fellows in conjunction with the associate dean provided feedback (Appendix A page 16).

A series of workshops that align with the various steps in the assessment process were designed and will continue each semester to assist program chairs and directors with this work as well as building internal capacity. They are provided by the Assessment Fellows, Associate Deans, and Director of Bank of America Center for Excellence in Learning, Teaching, and Technology (CELTT), The Associate Provost, and other faculty and staff skilled in outcomes assessment. When each piece of the assessment work is at an acceptable level, it is entered or revised in TASKSTREAM (described below) and updated in the Institutional Progress Report Inventory. Below is a snapshot of the Progress Report Inventory for the College of Public Affairs Undergraduate Programs. Full status reports for each of the colleges which offer more detailed information than the snapshot below are provided in Appendix A page 22.

College of Public Affairs	Dept. Mission	Program Mission	Learning Outcomes	Map	3-5 year Plan	Documented use of evidence
Community Student & Civic Engagement	X	X	X	X	X	

Criminal Justice	X	X	X	X	X	X
Forensic Studies	X	X	X	X	X	
Government & Public Policy	X	X	X	X	X	
Health Systems Management	X	X	X	X	X	X
Human Services Administration	X	X	X	X	X	
International Studies	X	X	X	X	X	

While the goal was to have all missions, outcomes, assessment plans, and examples of closing the loop activities uploaded into TASKSTREAM in the summer of 2014, it quickly became clear that the quality of some program efforts was not optimal, and the variety of ways in which data were reported made it difficult to track assessment efforts. Thus, faculty, department chairs, deans, and administrators met regularly to discuss assessment results with guidance from the CAT, and fellows systematically reviewed plans and develop strategies for improvement. Presently, 95% of the fifty programs have missions and student learning outcomes, approximately 70% have both curriculum maps and 3-5 year plans, and 80% have evidence of using assessment for improvement. The goal is for all programs to have viable missions tied to the UB mission and school missions, with clear student learning outcomes, assessment plans, and evidence of using assessment for improvement in 100% of the programs, by June 2015.

Support for Assessment—Assessment Software

Since the PRR in 2012, UB has purchased TASKSTREAM, an assessment management software application that helps manage accreditation, assessment, planning, and quality improvement processes. The CAT meets regularly to discuss the results and to create strategies for improvement. We currently use TASKSTREAM to collect and manage data for each of the following areas for each program or unit for every academic year: Mission/Purpose; Goals; Outcomes/Objectives; Measures and Achievement Targets; and Findings and Action Plans. When in full operation by summer 2015, TASKSTREAM will be able to generate various assessments, audit, and other reports from the system.

Support for Assessment—Institutional-wide Support for Assessment and Teaching and Learning

To sustain the infrastructure for the assessment of student learning outcomes and to provide the tools for faculty and staff to use this evidence to make change, a variety of university-wide and college-level efforts have resulted in addition to the workshops provided by the CAT. These include support from The Bank of America CELTT, individual schools, and the Office of the Provost.

One of the recommendations of the 2007 MSCHE review was to create a center for teaching and learning. The Bank of America Center for Excellence in Learning, Teaching, and Technology (CELTT), established in 2012, serves as the locus for faculty members and staff to engage in issues of significance with respect to learning, teaching, and technology; for promoting and sharing best practices; and for enhancing the climate of teaching and learning at UB. One of the signature events is the annual Fall Teaching & Learning Day, which is now about to have its third iteration. In addition, yearly faculty cohorts are designed in ways to enhance teaching and learning and include groups such as *Student Course Performance and Learning Behaviors (2013-14) and Community Based Learning (2013-14).* Specific assessment-focused activities in the past two years included *Teaching in a Larger Classroom* (April 2013) and *Using Rubrics to Advance Program-Level Assessment* (February 2014) presented by Dr. Terry Rhodes. Future scheduled events include *Writing Across the Curriculum* in February 2015 and *Aligning Learning Tasks with Course-Level Outcomes* in October 2014 (Appendix D).

An example of a Provost-level initiative was the day long faculty and staff event at the beginning of the fall semester 2014. Dr. Jillian Kinzie from the National Survey of Student Engagement (NSSE) discussed UB's most recent NSSE and Law School Survey of Student Engagement (LSSE) results as well as how to move from data to action, thus reinforcing the need to use evidence in both decision making and enhancing teaching and learning (Appendix D).

IV. EXEMPLARY PRACTICES

There are many examples of exemplary assessment work throughout the university. Below are highlights from the College of Arts and Sciences, the Library, the University Writing Program, General Education, the Achievement and Learning Center, and selected policy initiatives. The Merrick School of Business (MSB) section on assurance of learning, which was prepared for their upcoming Association to Advance Collegiate Schools of Business accreditation, is in included in Appendix E page 2. An example of assessment at the undergraduate level within The College of Public Affairs (CPA), another college with external accreditation mandates, is included in Appendix E page 17. In addition, an example of learning outcomes and an assessment plan for advising in the College of Arts and Sciences, developed in 2014 and not yet executed, is provided in Appendix E page 41. Finally, all aspects of the developmental studies programs were reorganized in fall 2013: this redesign is in Appendix E page 44 .

General Education Information Literacy Outcomes

During FY13, a campus team assessed student information literacy skills in two courses, INFO 110: Introduction to Information Literacy and WRIT 300: Composition and Research. Both General Education requirements, these courses were selected because they represent the only two clear points in the curriculum where information literacy is purposefully taught to all enrolled students. The assessment included a pre- and post-test in both courses as well as assessment of student artifacts using a rubric. Though analysis of the data is ongoing, early results indicate that the research skills that students demonstrate most clearly and strongly in their research projects is the ability to find sources of at least fairly reputable quality that are relevant to their topic. Students struggle most in their ability to use those sources to successfully make a point. Rubric scores also demonstrated that students struggled to successfully communicate information from sources. While students were often capable of including information from sources in their research papers, they rarely synthesized or organized that information in a meaningful way. Along the same lines, the assessment of student artifacts showed that students struggle to effectively integrate source material into their writing. In many cases, the student artefacts showed evidence of quotes being “dumped” into the paper without context, rarely demonstrating effective or appropriate use of paraphrasing or summarizing a source’s argument.

What was learned from this assessment is that while students are often capable of finding sources, they struggle to understand the purpose those sources serve in supporting their own arguments. As a result of this assessment data, the campus team made strategic changes to INFO 110 and WRIT 300 (Appendix E page 45).

Upper-division General Education

Two upper division general education courses, Ethical Issues in Business and Society (IDIS 302) and Arts and Ideas (IDIS 304), were significantly redesigned in AY 2012 and 2013, respectively. These courses had similar problems that prompted the need for the redesign projects:

- Significant course drift, due in part to lack of coordination among the colleges and departments
- Insufficient seat availability to serve the demand for students who needed to finish the courses as graduation requirements
- Lack of resources for instructional faculty, especially adjunct faculty, to ensure consistency in measuring learning outcomes.
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As a result, course improvements were implemented with a focus on the scope and consistency of learning outcomes and the need to keep costs flat while increasing access. Each of the projects resulted in these changes:

- Rewriting learning outcomes to address college-wide needs

    - IDIS 302 team members developed outcomes that would meet the needs of business and public affairs students (these areas had specialized outcomes) as well as those for arts and sciences students (ethics outcomes focused more generally on social responsibility)
    - IDIS 304 team members reduced the focus on literature and widened the scope of learning outcomes to include aesthetic evaluations of visual and musical arts.
- Establishing a common syllabus and common assignments to ensure that all students had consistent learning experiences across sections
- Building a repository of teaching resources available to all instructional faculty
- Creating hybrid ("flipped") models of instruction to allow students to practice their learning in teams (this also increased access by allowing larger class sizes and maintaining individualized feedback opportunities)
- Developing a training manual for faculty and staff assistants.

For IDIS 304, the course redesign provided an opportunity to assess the following learning outcomes for Humanistic and Aesthetic Thinking (HAT), part of the new (2013) overall General Education model:

- Comprehend, interpret, and analyze texts/artifacts and explain the distinctive ways in which ideas are communicated within a given discipline and the methodologies and tools used for that communication;
- Compare and contrast the numerous factors and institutions that influence individuals, cultures, society, and the natural environment;
- Discuss relevant aspects of the historical or cultural contexts from which ideas and ways of communicating emerge.

Modified AAC&U Value Rubrics were the tool for assessing the three learning outcomes. During the baseline term (Spring 2013), the final project took the form of a paper (See Appendix E page 49).

Comparison of Assessed HAT Outcomes

Level of Achievement	Baseline, Spring 2013	Redesign Spring 2014	Resulting Improvement
4-Capstone	19%	23%	+4%
3-Milestone	31%	48%	+17%
2-Milestone	50%	28%	+22%
1-Benchmark	0%	1%	-1%

Yale Gordon College of Arts and Sciences BS in Simulation and Digital Entertainment Program

The BS degree program in Simulation and Digital Entertainment uses assessment to close the loop in curriculum planning and revision for the program. This program assesses student learning outcomes at three intervals in the student career—the introductory course, a mid-level course, and the capstone course. One example of how assessment is shaping the program is that some sections of the introductory course, which had been a stand-alone course, were integrated into learning communities within the university, and the result has been better completion rates for the course as well as better quality of final game production. In addition, instruction in the introductory course has moved from teaching with fundamental scripting and game logic to using a professional-level tool. Assessment will serve to measure whether this move helps professionalize the students at an earlier period in their scholastic career. The mid-level course assessment demonstrated a need to increase writing training in game planning and documentation course work. Thus the program is considering increasing the journal writing requirement in these courses. Other curriculum changes based on assessment include revising the program into tracks of specialization to give students more clearly focused project goals in the capstone course (Appendix E page 54).

Law School

The law school's last accreditation visit by the American Bar Association (ABA) was in 2011. The report was generally positive and noted our innovative writing program, increased faculty diversity, and high student job placement rates. The report noted as areas for improvement the need for an updated strategic plan, advising with respect to character and fitness requirements for bar admission, and increased support for the library.

The law school formed a strategic planning committee and adopted a new strategic plan in 2013. Beginning at orientation, programs advise students of the requirements for admission to the bar. A new director took leadership of the library in 2014 and is developing a library strategic plan to improve holdings and services. The ABA substantially changed the accreditation standards in August 2014 to emphasize learning outcomes and experiential education. The ABA has indicated that compliance guidelines will be forthcoming.

In 2013 for the first time, the law school administered the Law School Survey of Student Engagement (LSSE). Many of the LSSSE findings were positive, especially with respect to career development. Other findings, especially as concerned writing, did not align with what the law school would have expected given the required writing courses in the curriculum. The law school is evaluating the data to determine whether they support any changes to curriculum or student advising. The law school also adopted an experiential learning requirement a year in advance of the new ABA standard and is in the process of implementing that requirement this year.

University Writing Program

In addition to changes in the foundational writing program (WRIT 100), the entire university writing program has been redesigned. As recently as 2013, there were no shared outcomes for the DVRW (developmental) and WRIT courses, with the result that student experiences and achievements across multiple sections and up from First Year Composition (DVRW 90/95/WRIT 101) to Junior Composition (WRIT 200/300) could not be measured reliably. In addition to quickly being identified by the new Director of the Writing program, this became obvious as result of the General Education mapping activity (Appendix). Because learning outcomes based on best practices and national standards are vital to student success, and because consistency via shared outcomes across courses is vital to reporting student success, the Writing Program's first priority was to develop student learning outcomes for the writing courses at each class level; further, the learning outcomes articulate writing skills and activities that are sequenced with intentionality. With the program and assessment plan firmly in place for fall 2014, assessment results of writing across the university will be available in AY 2014-15 (Appendix E page 61).

Achievement and Learning Center

The Achievement and Learning Center (ALC) is using assessment data to inform its academic support efforts. In 2011, data suggested that UB freshmen sought academic support with less frequency than their classroom performance would predict. In response, the Achievement and Learning Center designed a model of academic support to increase academic help-seeking behavior among freshmen. Since UB freshmen are primarily first-generation students who may lack models for forming a college identity, in 2012 the ALC piloted Peer Assisted Learning (PAL), a form of small-group tutoring based loosely on the University of Missouri's Supplemental Instruction model. The goal of the pilot was to provide freshmen in two courses (a freshman seminar course and an economics course) with successful and enthusiastic peer role models in the classroom, to support their performance in those courses, to deliver study skills instruction, and to begin to build bridges to ALC's other support services. Qualitative and quantitative data showed the pilots to be successful in reaching these goals: Use of academic support for the piloted courses increased, grades improved, students reported learning new study strategies, and students in the piloted courses demonstrated increased interest in other ALC services by independently registering for other forms of ALC support at greater rates than did other freshmen. Based on the success of the pilots, in

2013, the program was expanded to include all non-honors sections of the freshman seminar course and two introductory biology courses, BIOL 101 and BIOL 121 (Appendix E page 74).

Lower Division Student Success Initiative

This pilot project in the lower division Information Literacy course (INFO 110) focused on assessing persistence behaviors in the classroom relative to final grades, and it explored how engagement behaviors in the classroom impact course DFW rates. Since the course was created in Fall 2007, first time DFW rates have been quite high, some semesters greater than 36%. Even though Information Literacy faculty use UB's Early Alert system for monitoring student effort, since the faculty allow for revisions and extensions for submitting work, and since the major project is not due until the end of the term, many students end up with a failing grade, and advisors haven't had the opportunity for outreach because academic risk alerts had not been generated for them. What was needed was a means to help faculty to recognize failure risks earlier, to restructure assignments and pedagogies to support student engagement and subsequent success, and to involve advisors in substantive discussions of students' risk indicators that go beyond attendance and low grades. The baseline assessments of measures of quantity/quality of effort and quantity/quality of engagement were completed for spring semester 2014, and in fall 2014 improvement measures are underway. Faculty conversations and comparisons of pedagogies revealed that the primary reason for failure in this course was not submitting required material and low levels of effort in the culminating assignment.

The project centered on a system for analyzing student achievement in the areas of attendance, quality of engagement during class time, quality of the work submitted, quantity of the work submitted, and final grades. Based on these factors, students are assigned an academic risk score, and this score will be used in three ways: determine whether low scores (high risk) are predictive of subsequent attrition; reframe advising interventions; and determine whether approaches to course redesign and faculty development can improve scores. Results indicated that it is not that students are incapable of doing quality work, but whether or not they submit the work. In addition, class attendance was predictive of grades. Faculty development surrounding high impact practices and pedagogies of engagement may yield improvements, and enhancements to orientation and advising protocols may also be beneficial (Appendix E page 81).

Policy Change—Mid-term Progress Reporting

In Fall 2013, UB piloted an initiative to expand mid-term reporting, focused on first- and second-year students, to address the progress of all students. Feedback was gathered from both faculty and staff and indicated that students generally welcome getting feedback on progress and recommendations for continued improvement. The initiative seems to be generally successful in triggering positive student responses, such as communicating with advisors and/or instructors and in creating a standardized vehicle for conveying success information to students. Yet, a number of students indicated a desire for more specific guidance and progress indicators. This has led to a proposed policy change, supported by the University Faculty Senate Academic Policy Committee and to be approved at the October meeting of the full University Faculty Senate. The motion reads:

> ***The UFS Academic Policy Committee recommends that:*** *The University of Baltimore adopt a standard Mid-term Grade Policy for undergraduate students. The Mid-term of a fifteen (15) week undergraduate semester will be designated as the eighth (8th) week of the semester. Therefore Mid-term grades will be due the eighth (8th) week of the semester by all full-time and adjunct faculty. Faculty would have the option of either using traditional letter grades (A, B, C, D or F) or reporting the student's progress as Satisfactory, Unsatisfactory or FA (failing due to excessive absences). Faculty should rely on the class format to determine which grading approach would be most appropriate. The Mid-term grade progress will be reported in PeopleSoft since this is the official University grade reporting mechanism.*

Rationale: Data collected from the Student Success Survey indicates the Mid-term grade progress reports can change student academic behavior. For those students who participated in the survey the Mid-term progress reports provided them with information that helped stimulate positive academic behavior. The Mid-term progress reports can become a standardized tool used by faculty and academic advisors to provide students with feedback and recommendations on how to continue to improve their academic standing over the course of the semester.

It was recommended that the Center for Excellence in Learning, Teaching, and Technology (CELTT) convene a small workgroup of faculty to explore the issue of best practices in providing frequent, substantive, formative feedback throughout the academic term and drawing on campus resources (i.e., academic advisors, the Achievement and Learning Center, the Counseling Center, etc.) to support areas for student improvement where indicated by the feedback information and to share the findings widely, including outreach to adjunct faculty (see Appendix E page 86).

IX. NEXT STEPS

The faculty, staff and administration at the University of Baltimore are keenly aware that we are far from done in stabilizing our assessment efforts; we have made progress and will continue to do so. We look forward to reporting in our 2016-17 Self Study that not only have we continued to implement an organized and sustained assessment process to evaluate and improve student learning, but also that it will be evident in all of our programs, including general education, that the evidence that led us to make changes have resulted in greater successes for our students. Finally, we are more than happy to provide any additional materials as requested by the Commission.

Appendix A

Institutional Assessment Plan for Student Learning

2013 to 2017

Prepared by Dr. Catherine F. Andersen
Associate Provost

TABLE OF CONTENTS

I. INTRODUCTION

The University of Baltimore is committed to continuous self-examination to demonstrate its accountability, effectiveness and efficiency in advancing student learning and success The. University of Baltimore Office of the Provost, in collaboration with the Office of Institutional Research, Enrollment Management and Student Affairs and the University Faculty Senate, endeavor to work collectively and collaboratively to enhance student learning and success.

The purpose of this document is to provide a framework and strategies to improve the quality of student learning and completion rates for students at the University of Baltimore (UB) and to nurture the emerging institutional culture of assessment. This plan supports the strategic plan especially Goal 1: "*The University of Baltimore will enhance student success and career readiness through programmatic innovation, ongoing assessment of student learning and expanded student support services*" and responds to feedback and direction provided to UB by the Middle States Commission on Higher Education in the 2007, 2008, and 2012 reports. Specifically, in the most recent Commission action it was requested that due October 1, 2014, UB further document implementation of an organized and sustained assessment process to evaluate and improve students learning, in all programs including general education, with evidence that assessment results are used to improve teaching and learning (Standards 12 and 14). The next evaluation visit is scheduled for 2016-17.

About the University of Baltimore

The University of Baltimore (UB) was founded in 1925 as a private institution. Its founders were a group of Baltimore civic leaders who wanted to provide low-cost, part-time evening study in business and law for working adults. Its first site was at the southeast corner of St. Paul and Mt. Vernon Place with a class of 62 law students and 114 business students.

UB became a state institution in 1975 and then part of the University of Maryland System (now known as the University System of Maryland) in 1988. The current campus includes numerous buildings (the former Baltimore Athletic Club is now Charles Hall, and the former home of Kelly Buick is now the Academic Center) in the Mt. Royal area. The newest facilities house the Yale Gordon College of Arts and Sciences and the Student Center. We continue to educate business and law students, but we've added many full-time day programs and an array of professionally oriented programs in the arts and sciences and public affairs.

In the fall of 2013, The University of Baltimore had a total enrollment of 6,518 (Undergraduate: 3,526, Graduate: 1,972, Law: 1,028). Fifty eight percent of the students are female and slightly more than fifty one percent of the students are part time. More than 90 percent of the students are from the State of Maryland. The average age of the undergraduates is 28, 32 for graduate students and 27 years of age for law school students. The University of Baltimore has a total of: 61,513 alumni with 36,644 living in Maryland. Eighty six percent of faculty hold the highest degree in their fields and the student-faculty ratio: 15.2:1

University of Baltimore Accreditation

The University of Baltimore is accredited by the Middle States Commission on Higher Education, 3624 Market Street, Philadelphia, PA 19104. (267.284.5000)

The Middle States Commission on Higher Education is an institutional accrediting agency recognized by the U.S. Secretary of Education and the Council for Higher Education Accreditation.

In addition to its Middle States accreditation, the University of Baltimore is accredited by the following organizations:

- The Association to Advance Collegiate Schools of Business
- The American Bar Association
- The Association of American Law Schools
- The National Association of Schools of Public Affairs and Administration

Mission

The University of Baltimore provides innovative education in business, public affairs, the applied liberal arts and sciences, and law to serve the needs of a diverse population in an urban setting. A public university, the University of Baltimore offers excellent teaching and a supportive community for undergraduate, graduate and professional students in an environment distinguished by academic research and public service. The University:

- makes excellence accessible to traditional and nontraditional students motivated by professional advancement and civic awareness;
- establishes a foundation for lifelong learning, personal development and social responsibility;
- combines theory and practice to create meaningful, real-world solutions to 21st-century urban challenges; and
- is an anchor institution, regional steward and integral partner in the culture, commerce and future development of Baltimore and the region.

Systematic assessment is a requirement for institutional accreditation by the Middle States Commission on Higher Education (MSCHE) and MSCHE specifically addresses institutional assessment in three of its 14 standards http://www.msche.org/publications.asp:

This institutional assessment planning document has the following elements:

- Institutional assessment planning process from the strategic plans with focus on Goal 1
- Leaning outcomes assessment;
- Academic Program Review
- National and internally developed surveys from which various assessment measures are derived; and
- Resources, tools, timelines and responsibilities associated with the above
- In addition to these institutional levels assessments, there are various operational and unit Level plans. However, these will not be addressed in this document.

II. INSTITUIONAL ASSESSMENT AND STRATEGIC PLAN

In January of 2014, a new strategic plan was developed that includes six goals and will guide UB for the next five years. While the basis of this Institutional Assessment Plan for Student Learning is based on the new strategic plan, with the arrival of our new President Kurt L. Schmoke, Esq. on July 1st, it is possible this plan will be adjusted. As always, planning is a fluid process and both the strategic plan and the assessment plan will be changed accordingly. The Office of the Provost in its summer retreat (July 2014) addressed a number of relevant goals and objectives.

Goal 1: The University of Baltimore will enhance student success and career readiness through programmatic innovation, ongoing assessment of student learning and expanded student support services				
Objective 1.1 **Inform curricular design, program development and pedagogies with assessment of student learning outcomes**	**Objective 1.2** **Strengthen the connection between academic programs, advising and career services to assure that UB graduates continue to be competitive in the dynamic marketplace**	**Objective 1.3** **Close educational achievement gaps among UB student populations**	**Objective 1.4** **Provide an integrated, coherent co-curricular program that facilitates student progress from entry to graduation**	**Objective 1.5** **Grow online and hybrid offerings to enhance student learning and support degree completion**
Strategies	Strategies	Strategies	Strategies	Strategies
• Develop & implement institutional assessment plan • Use honors courses for scaling up impact of effective pedagogy • Create a best practices in Experiential Learning Tool Box • Host a set of professional development opportunities for program directors, to better orient them to and support them in their role in assessment and "closing the loop"	• Enhance & expand early alert • Identify & implement shared SLO's across division • CELTT/OAI to work with three programs focusing on student progression, achievement, and completion through data use, curricular alignment, and experiential learning/high-impact practices. • Familiarize internship coordinators with latest regulations and best practices with regard to reflection and other important components of experiential learning.	• Identify course offerings (type & time) • Connect enrollment patterns to persistence • Establish campus Student Success Committee • Ensure exposure to multiple high impact practices in curriculum & co-curricular • Conduct a mixed-methods research project focusing on the UB First-Year Experience	• Align and develop plans for implementation of co-curricular activities • Facilitate nominations and vetting processes for the Common Book tied to the Sophomore Seminar	• Determine market demand for UB's online offerings and investigate "nearly online" programs to determine level of effort -offer more online programs and degrees. • Develop an implementation and financial plan to support expansion of online courses, degree programs and resources. • Expand marketing specific to online learners and to new online and hybrid offerings. • Work with advisors & associate deans to identify obstacles to degree completion. • Insure a stable funding base for the growth of online and hybrid

Goal 2: The University of Baltimore will strategically grow enrollment in support of student success and in response to market demand, consistent with Maryland's 55 percent college completion goal.
Objective 2.4 **Improve student retention and progression rates**
Strategies
• Conduct Experiential Learning Workshops • Explore student affinity groups by "fit" issues • Provide flexible course access (accelerated programs) • Support advising using technology • Evaluate adaption of high impact practices to meet needs of UB students • Conduct a mixed-methods research project focusing on the UB First-Year Experience

Goal 3: The University of Baltimore will enhance its commitment to innovation across the institution.		
Objective 3.1 **Engage and reward faculty and staff in the discovery, exploration and implementation of new and emerging pedagogies and practices**	**Objective 3.2** **Create flexible instructional space to support 21st-century learning and teaching; utilize the renovation of Langsdale Library and the repurposing of the Learning Commons to implement design that encourages collaboration, engagement, reflection and creativity**	**Objective 3.3** **Provide the technological infrastructure and training necessary to support emerging forms of learning and teaching in face-to-face, hybrid and online formats**
Strategies	Strategies	Strategies
• Maintain catalyst & FFE grants • Create Staff & faculty technology specific awards (separate from current awards) • Provide increased support for workshops, speakers, and conferences for both faculty and staff • Identify ways to encourage faculty to invest in co-curricular life • Explore ways for faculty to do R&D related to pedagogy and learning improvement outside of cohort model • Review what constitutes as faculty service to align w/student success outside curricular • Conduct Experiential Learning Workshops • Facilitate the Community Based Learning Program • Create the Experiential Learning project of the month	• "clic@ub"; visit other sites to bring in similar programs • Develop plan to move OAI to LC 3rd & 4th Flr • Obtaining & integrating w/Langsdale • funding strategy for 5 years for LC 3rd & 4th flr • Revisit auxiliary events sponsorship guidelines (facility waivers) • Develop Honors classrooms-flexible, seminar and experiential based.	• Develop & implement comprehensive e-learning policy • Exploring MOOCS…use existing strategy • Promote strategies to flip classrooms • Review current utilization of student technology fees including PTIG (Provost Technology Investment Grants) • Provide support services to students online that include access to admissions, registration, advising, financial aid, textbooks, and career and other services. • Recruit, train, support, and recognize faculty who effectively design, develop, and deliver online courses and programs. • Deliver student training and readiness programs designed to prepare students for online coursework. • Build the capacity of the faculty to provide innovative, quality instruction through the incubation and assessment of new technologies, services, and pedagogical adaptations.

Goal 4: The University of Baltimore will strengthen scholarship, research and creative activities across the institution.

Objective 4.4 **Enhance and promote opportunities for student engagement in scholarship, extramurally funded research and creative activity**
Strategies
• Strengthen connections between UG programs & the research centers • Introduce independent research as part of the capstone experience for UG • Increase Co-curricular opportunities • Explore the possibility of yearlong classes • Develop transportation strategy for experiential learning

Goal 5: The University of Baltimore will be recognized for responsible stewardship of institutional resources and for its prominent role as an anchor institution in midtown Baltimore.
Objective 5.2 **Expand service learning and internship opportunities in the surrounding community; engage UB alumni and other area leaders as educational partners and community stakeholders**
Strategies
• Coordinate academic internships across campus • Explore internship opportunities within UB (paid and unpaid (receive credit)) • Create a best practices Experiential Learning Tool Box • Community-based learning faculty cohorts in fall and in spring, and these have a local and regional focus.

Goal 6: The University of Baltimore will be a preferred workplace and destination of choice for faculty, staff, students and alumni	
Objective 6.2 **Strengthen professional development opportunities for faculty and staff, including clarity regarding tenure expectations and performance evaluation processes**	**Objective 6.5** **Increase campus student employment options, especially those related to students' career goals; enhance graduate assistantships and research opportunities**
Strategies	Strategies
• Review policies within each college for promotion and tenure • Provide related support for the processes	• Work in conjunction with EMSA to align student learning outcomes with on campus employment goals

The following is an example of an outcomes measure for Goal 1.

Goal 1: The University of Baltimore will enhance student success and career readiness through programmatic innovation, ongoing assessment of student learning and expanded student support services.

Objectives:

1.3: Close educational achievement gaps among UB student populations.

Success Measure:

Reduction in the Achievement Gap Success

Six Year Graduation Rate Gap New Full-time Freshmen* Fall 2003-2008			
Fall Term	All UB	African American	Gap
2003	n/ap	n/ap	n/ap
2004	n/ap	n/ap	n/ap
2005	n/ap	n/ap	n/ap
2006	n/ap	n/ap	n/ap
2007	37	31	(6)
2008	43	30	(13)

*First-time, full-time, degree-seeking undergraduates.

Observation: The African-American six-year graduation rate obtained a record high of 57%, for the narrowest gap on record of -7% points. This suggests that roughly equal graduation rates for these cohorts may be attainable in the short-run.

Starting in 2013, UB has initiated sustained outreach to students who entered as freshmen in 2007-2009 to identify and mitigate, where possible, barriers to graduation within 8 years. The work involves planning the most direct path to graduation, providing funds to support summer tuition to accelerate degree completion, and providing funds to waive graduation fees. Six of eight students who entered in Fall 2007 and who are still enrolled at UB have resourced completion plans for May 2015. Of these, five are African-American students, and their completion will bring African American completion rates to slightly above 40%. Moreover, we have begun a process of working with the National Clearinghouse to determine completion rates for students who start at UB and complete elsewhere. Our best data, derived from surveys of attrited students, indicate that much of our fall-to-fall attrition is due to transfer to another school. What is needed now is data on the completion rates of those students.

Six Year Graduation Rate Gap New Transfers, Fall 2003-2008			
Fall Term	All UB	African American	Gap
2003	66	53	(13)
2004	62	47	(15)
2005	63	49	(14)
2006	66	52	(14)
2007	64	46	(18)
2008	64	57	(7)

It is our expectation that the six-year graduation rates for transfer students will likely go down. Prior to 2008, nearly all students came to UB with more than 60 credits, so six year graduation rates really indicated 300% time to graduation rather than the 150% intended by the metric. Now that more than a third of our transfer students arrive with less than 45 credits, that 300% time to graduation should extend their completion windows to eight years. Therefore, new metrics for institutional effectiveness for these populations are needed, especially the ratio of courses completed/attempted, the ratio of credits that are directly related to the degree/credits completed (we have students taking "filler" courses not required for the degree to maintain full-time status for financial aid purposes, in part due to course availability relative to work schedules), and decreases in enrollment intensity over the academic year. Our two new tools, Degree Audit and the Student Success Collaborative, will be crucial in helping us to track these measures.

III. LEARNING OUTCOMES ASSESSMENT

Core Assessment Team (CAT)

This group comprised of associate provosts, or their designees, the Associate Provost for Academic Affairs, Associate Deans from each school and assessment fellow (identified yearly) from each school and Enrollment Management and Student Affairs (EMSA) meet monthly and more if needed to respond to specific data and benchmarks in their respective units. Associate Deans and the designee from EMSA have direct oversight for student learning in their units. Assessment fellows work closely with Associate Deans to gather assessment plans and data and serve as a resource to their school. Specifically, assessment fellows review mission, student learning outcomes, curriculum, mapping, short and long term assessment plans, quality of assessment methods and examples of how assessment results are used at the program level to make change. All of these efforts are captured on a program level assessment template.

Data made available at these meetings is prepared by each of the representative units with support from The Provost Office and Office of Institutional Research. Specific formats for the data and templates are in Appendix A. Progress measures are reviewed and if necessary, recommended changes in strategies and support are made at the school and program level.

These hands on workshops are held with the goal of assisting program chairs and directors with this work as well as building internal capacity. When each piece of the assessment work is at an acceptable level, they are entered or revised in TASKSTREAM and updated in the Institutional Progress Report Inventory.

The mission of the Core Assessment Team (CAT) is to promote excellence in student learning outcomes assessment in all academic and student support services units and their related programs. Central to this work is the sustaining of a systematic collection of student learning

assessment data and relevant student, faculty and staff survey results to engage the campus community in reflection and action on continuous improvement.

The overarching goals are as follows:

a) Strengthen the quality of student learning outcomes
b) Strengthen the use data to enhance programs and to make programmatic decisions
c) Provide forums for the continuous sharing and using of data on all levels
d) Provide faculty/staff ongoing opportunities to enhance assessment skills
e) Develop an academic community that strives for continuous improvement.
f) Capitalize on the institution's capacity to provide students with distinctive programs

Assessment Management Software

Starting the spring of 2014, in accordance with the standards for assessment by the Middle States Commission on Higher Education, University of Baltimore expanded its assessment efforts to include all academic programs within the University using TASKSTREAM.

TASKSTREAM is an assessment management software application that helps manage accreditation, assessment, planning and quality improvement processes for many colleges and universities. Faculty, department chairs, deans, and administrators meet regularly to discuss the results and strategies for improvement.

We currently use TASKSTREAM to collect and manage data for each of the following areas for each program or unit for every academic year: Mission/Purpose; Goals; Outcomes/Objectives; Measures and Achievement Targets; and Finding and Action Plans. We also generate various assessment, audit, and other reports from the system.

Each year, the data is reviewed and suggestions are made to enhance individual programs. This ensures that University of Baltimore is continually monitoring, assessing, and improving all programs the University offers.

Although we currently use TASKSTREAM almost exclusively for assessing learning outcomes, as indicated on their website: *TASKSTREAM is a powerful software application that addresses the need to develop and maintain continuous improvement processes both the academic and administrative structures within an institution. It guides and provides for the alignment of multiple processes, including assessment, planning, accreditation, budgeting and institutional priorities.*

More information on TASKSTREAM can be found at:

http://www.taskstream.com . Access is provided at a variety of levels. Individuals need a password and ID to access TASKSTREAM that's specific to University of Baltimore.

Assessment at the Program Level

As previously mentioned, TASKSTREM is the assessment tool used across program to measure outcomes on a year-to-year basis. The mission, goals, outcomes/objectives, measures, findings, and action plans are reviewed at the end of each cycle, and a report is generated for each program. As the Student Success Collaborative (EAB) tool comes on-line (starting in January 2015) additional data concerning critical barriers to degree completion and the efficacy of intervention/mitigation initiatives will be available to inform program-level support services, especially advising.

Assessment at the Department Level

Department chairs are responsible for developing common goals and objectives based on the courses within their departments. These are reviewed annually and changes are made accordingly based on analysis of online data & course evaluation data.

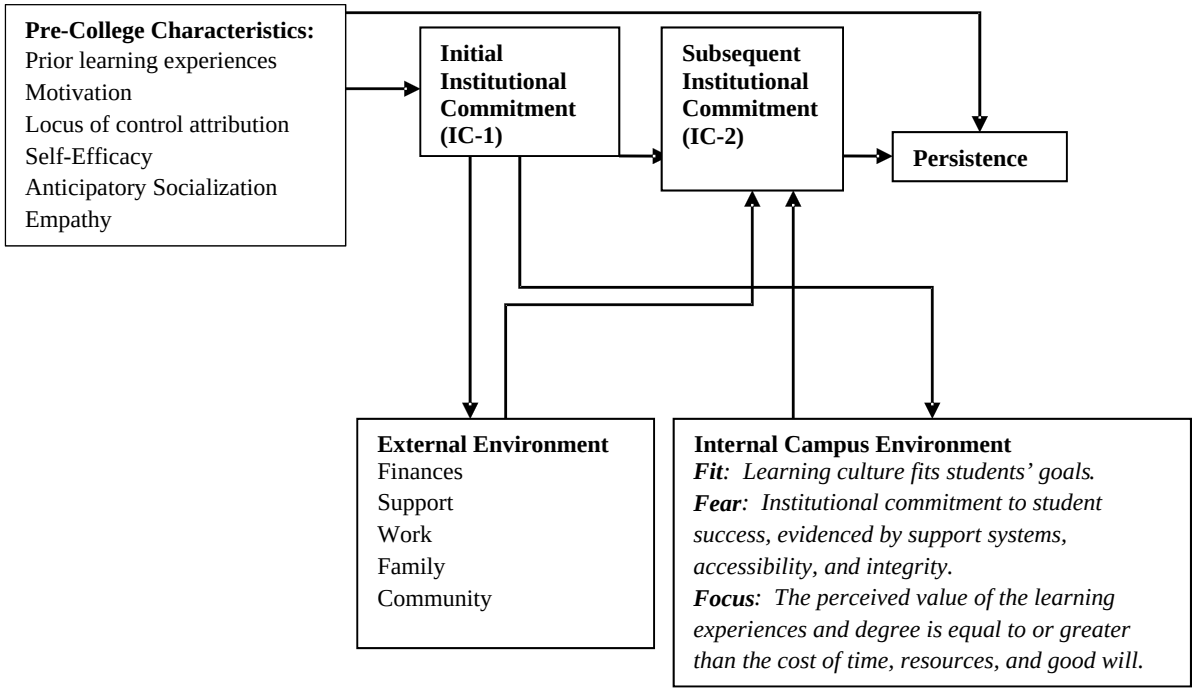
Assessment at the College or Unit Level

All colleges and units currently have outcomes assessment plans in various stages of development and implantation. These assessment plans are periodically reviewed by the appropriate parties within each individual college.

Assessment at the University Level

The University of Baltimore has many different cohorts of students. For any given year since 2012, of the total undergraduate population, new and continuing, approximately 25% of the students came to UB as freshmen, 27% came as transfer 2nd-year students, and the remaining 48% came to UB as an upper division transfer student, either after having completed an associates at a community college or not. Designing and implementing student success systems, then, relies on having substantial information concerning students' experiences and their satisfaction with those experiences. What is needed, too, is a conceptual framework for determining how those measures of satisfaction might matter most to progress to degree. Figure 1 provides a Theory of Student Persistence as a model for using survey data and other measures of student progress.

Figure 1: UB Theory of Student Persistence (italics mark adaptations from Braxton, 2004)



An adaptation of Braxton's (2004) Theory of Student Departure, which was developed to explain attrition at commuter colleges, this conceptual framework depicts what we have come to know about student persistence at UB. For first-year students, students are more likely to make a strong initial commitment (fall-to-fall retention) when their pre-college characteristics set the stage for satisfaction with the first-year experiences or when early-college experiences (such as the summer bridge and foundational studies programs) mitigate risks associated with gaps in that pre-college preparation. Retention studies of first-year students consistently show that the primary reason for their departure is transfer to a different school, and that students whose grades at UB are significantly stronger than those in secondary education are at risk of transfer. But we don't yet know what might have made these students stay. Moreover, we don't yet have a strong picture of attrition causes for transfer students, even though the proportion of transfer students greatly exceeds that of freshmen. One finding from studies thus far indicates that once students make their subsequent commitment (a transfer student's enrollment tends to stabilize after three sequential enrollments), external threats, especially financial support, seems to be the factor that would trigger attrition. Therefore, what's needed is insight into what experiences would matter in helping students to make a persistence decision at UB during the transition from initial commitment (pre-enrollment, orientation, first three enrollments) to subsequent commitment. We hope that a systematic approach to survey implementation and related studies will help to

provide the data needed to plan, implement, and continue to improve systems that support greater levels of student achievement.

National and internally developed surveys from which various assessment measures are derived

UB will undertake a rigorous process for self-evaluation using nationally-normed instruments and instruments developed and reviewed internally, as shown in Figure 2

Figure 2: Institutional Effectiveness Surveys Cycle

Instrument	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
CIRP: Cooperative Institutional Research Program		X		X		X	
YFCY: Your First College Year		X		X		X	
NSSE/LSSE/FSSE: Surveys of Student Engagement			X		X		X
CSS: College Senior Survey		X		X		X	
COACHE: Collaborative on Academic Careers in Higher Education							
UB-developed surveys							
Student Success	X		X		X		X
Alumni Satisfaction and Achievement			X		X		X
Sophomore Satisfaction and Engagement			X		X		X

Customized questions will be added to the CIRP, YFCY, NSSE, and CSS surveys to ensure that UB has sufficient information to explore right/wrong direction issues that impact students' transition from initial to subsequent commitment as well as students' awareness of financial threats to progress. This information will then be supported by the three UB-developed surveys listed in Figure 2. The information will be disseminated through the deans to their faculty and through the Provost's Office to appropriate offices, including the Center for Excellence in Learning and Teaching with Technology, Student Affairs, the Achievement and Learning Center, and appropriate UB workgroups.

IV. GENERAL EDUCATION AND ACADEMIC PROGRAMS

The University of Baltimore General Education Assessment Plan is built on the following best practices:

- On-going curricular and programmatic review of quality of General Education courses
- Opportunities to expand and explore delivery options for General Education courses

- Integration of signature learning experiences across the General Education curriculum
- Benchmarks and key performance indicators aligned with institutional mission, vision, and values

In 2012, The General Education Program was redesigned as a competencies-based model still consistent with Code of Maryland (COMAR). Activities related to the redesign were:

- Creating new labels for organizing the curriculum
- Mapping existing UB GE courses to competencies
- Revising existing and adding new learning goals to address competencies in each dispositional area
- Revising processes and paperwork for recertification of existing GE courses
- Creating the process for approving new GE courses in the new model
- Designing a Sophomore Seminar with signature common read program
- Implementing a required capstone in all UB undergraduate majors
- Faculty training and development in best practices in General Education delivery
- Drafting an assessment plan for learning outcomes
- Initial assessment of WRIT 300

AY 2013-14 saw many outputs from the academic year and the work groups of summer 2013. Further development of General Education processes and initiatives led to:

- **Further development of General Education processes and initiatives led to:**

  - Development of a General Education Mission statement
  - Appointment of a Director of General Education with course release time (begun fall 2014)
  - Development of a General Education website and clear guidance for advisors on the implementation of the plan
  - Review of syllabi and mapping of student learning outcomes (appendix)
  - Finalized the design, identified faculty and provided training to offer twelve sections of the Sophomore Seminar fall 2014. This course includes a common syllabus (appendix) with student learning outcomes, learning opportunities and identified assessments and will be used as a pilot for all General Educations courses. Included in this course is a common read and signature writing assignment and writing assessment (appendix). Approved by the University Faculty Senate
  - Development of an enhanced set of common goals for capstone courses to add more rigor and continuity across the entirety of a student's undergraduate experience. Approved by the University Faculty Senate. (appendix)
  - Building upon and revision of the General Education Assessment Plan
  - Revised General Education courses Revised General Education courses; created a credit-bearing WRIT 100 to replace noncredit-bearing developmental courses DVRW 090 and 095; and revised WRIT 300
  - Began the process of closer examination of General Education courses and redesign courses for optimal student learning

- Marketing information about new GE architecture communicated campus-wide, included in marketing, on website and reflected in the updates to the undergraduate catalog

As a result of our 2013 summer work group that assessed WRIT 300 and what we have learned in our work in the AY 2013-14, it became clear that we needed to revisit some of the fundamental elements of General Education. For example, some the artifacts collected for assessment of WRIT 300 did not include prompts that elicited the kinds of writing to be assessed. Upon further examination, even if the student learning outcomes were listed, in some cases there may not have been sufficient learning opportunities to develop the skill.

Also, in a course mapping activity in spring 2014, courses with multiple sections such as WRIT 100 and WRIT 300 did not have common outcomes. This caused us to stop and pause, to reexamine our certification process, and revisit all course syllabi. Finally, as we attempted to implement our assessment at the program and course level, and from feedback as a result of visit from staff at AAC& U, it became clear that our student learning outcomes in General Education were too complex, leading to confusion and challenges in assessment. Thus, while it may appear that we are not as far along as we would like, this testing of our outcomes and assessment process has lead us to reexamine our work in a thoughtful and thorough way. Our timeline begins with the summer of 2014 and take us to 2016-17 at the time our MSCHE Self Study is due.

Phase	**Action**	**Timeline**	**Responsibility**	**Status**
1	Writing Program Revision including WRIT 100 and 300 to reflect common outcomes and assessment plan	**Summer 2013**	University Writing Director	**Completed**
2	GEC curriculum mapping- course domain and learning outcomes matrix.	**Summer 2014**	Coordinated with Associate Provost and GEC	**Completed**
3	GEC review General Education outcomes for logic and clarity	**AY2014-2015**	Coordinated with Associate Provost, CELTT and GEC	
6	GEC review outcomes with goal to return to UFS for approved revisions	**AY 2014-15**	Coordinated with Associate Provost, CELTT and GEC	
7	GEC review of course syllabi and refer back to department if needed	**AY 2014-15**	Coordinated with Associate Provost, CELTT and GEC	
8	IRB-approved qualitative study of high impact practices within UB first-year experience	**AY 2014-15**	Coordinated with Provost's Office and CAS	**In progress**
9	GEC revise the course proposal process to include evidence of alignment of course goals and GE goals in syllabi	**Fall 2014**	Coordinated with Associate Provost and GEC	
10	GEC develop a cycle of assessment for all competencies over a five year period	**Fall 2014**	Coordinated with Associate Provost, CELTT and GEC	**In progress** **See below**

Phase	Action	Timeline	Responsibility	Status
11	Offer Sophomore Seminar with Common Read – collect signature writing assignment in Freshman Seminar, Sophomore Seminar and WRIT 300 and Capstone assess	**Fall 2014**	Coordinated with Associate Provost, CELTT and GEC	
11	Assessment of writing across Freshman Seminar, Sophomore Seminar, WRIT 300 and Capstone	**Spring 2015**	Coordinated with Associate Provost, CELTT and GEC	
	Solicit new courses to address gaps or overlaps in mapping	**Spring 2015**	Schools/Colleges Coordinated with Associate Provost, CELTT and GEC	
12	Make changes to Writing in Freshman Seminar, Sophomore Seminar, WRIT 300 and Capstone as needed.	**Summer 2015**	Coordinated with Associate Provost, CELTT and GEC	
13	GEC evaluates the effectiveness of the restructured General Education Program from mid-summer to fall 2015.	**Fall 2015**	Coordinated with Associate Provost, CELTT and GEC	
14	GEC creates assessment benchmarks for capstone courses and sophomore seminar; makes recommendations for modifications to the program and engages in gap analysis resulting in action plan for identification of needs in course development, course design and redesign, staffing and resources and communicates findings and plan to the UB community.	**Summer 2016**	Coordinated with Associate Provost, CELTT and GEC	
15	Engage community in a SWOT analysis of GEN ED. Recommend enhancements	**AY 2016-17**	Coordinated with Associate Provost, CELTT and GEC	
16	Proposed revisions to UB General Education Curriculum if recommended	**AY 2016-17**	Coordinated with Associate Provost, CELTT and GEC And University Faculty	

The cycle for assessment of General Education is as follows:
General Education (GE) Student Learning Outcome Assessment Plan
Direct Measures and Indirect Measures*

GE Domain	Assess 2013-14	Assess 2014-15	Assess 2015-16	Assess 2016-17	Assess 2017-18	Assess 2018-19
HUMANISTIC AND AESTHETIC THINKING						X
COMMUNICATION	X	X				
CRITICAL THINKING AND			X			

ETHICAL REASONING						
GLOBAL AND INTERCULTURAL KNOWLEDGE				X		
PERSONAL AND PROFESSIONAL SKILLS				X		
QUANTITATIVE AND QUALITATIVE THINKING					X	
FRESHMAN SEMINAR				X		
SOPHOMORE SEMINAR			X			
WRITING PROGRAM		X				
CAPSTONE PROGRAM					X	

***DIRECT MEASURES WILL INCLUDE BUT NOT LIMITED TO GCE REVIEW OF STUDENT ARTIFACTS USING RUBRICS. INDIRECT MEASURES INCLUDE RESULTS OF THE VARIOUS SURVEY INSTRUMENTS IN THE INSTITUTIONAL EFFECTIVENESS CYCLE.**

Program Review

The Program Review is an opportunity for faculty members to document their work relating to teaching, student learning, curricular developments, intersection with co-curricular UB partners, and overall program growth. In essence, the program review is a record of the state of your program. The program review is also an important planning tool. Within your program, you can use the information collected to create and develop action plans, spark conversations about directions for your programs, and capture your strengths and areas for growth. All forms Guidelines for External Reviews of Existing Academic Programs, the Annual Schedule for Submission of Reviews of Existing Academic Programs, the Cycle for USM Program Reviews in College of Arts and Sciences and the Cycle for USM Program Reviews in College of Public Affairs are listed on The Provost's website and communicated annually to the dean of each school

Overview

- Program reviews are required every seven (7) years but cycles may be adjusted from to accommodate program accreditation self-study schedules or other institutional pressures. Schedules for reviews and any adjustments requested must be approved by USM.
- The UB Format for Reviews of Existing Academic Programs was approved for USM reporting and provides information in a consistent format across the University.
- Questions or timing issues that come up during the self-study process should be directed to the Associate Dean, who will resolve issues through the Dean and the Associate Provost for Academic Affairs as necessary.
- Hard copies of the School/College reports shall be transmitted by the dean's office with his/her comments and approval of the report to the Associate Provost for Academic Affairs no later than September 1. This will allow time for any rewrites that may be necessary prior to the USM October 1 submission deadline.

- Electronic copies of the final reports (Word or pdf format) shall also be forwarded to the Office of the Provost along with the hard copies.
- The Office of the Provost submits the program review reports to the University System of Maryland for consideration by the Board of Regents.
- The Provost will present and defend the program review reports before the Board of Regents Education Policy Committee. Program Directors or others may be invited to attend the BOR meeting along with the Provost to respond to any questions the Regents may have.

CYCLE FOR USM PROGRAM REVIEWS IN COLLEGE OF ARTS AND SCIENCES

USM approved the following schedule upon request by UB "to move new programs into the review cycle over the next few years, to remove undue burden on divisions by scheduling only one review per division in the same year, to spread out the review process for cost and monitoring in the dean's offices."

AY 2009-2010
BS in Corporate Communication (last reviewed in AY 2002)
MS in Interaction Design and Information Architecture (first review, established 2002)
BS in Community Studies and Civic Engagement (first review, established 2003)

AY 2020-2011
BA in English (last reviewed in AY 2002)
BA in Psychology (last reviewed in AY 2003)
BA in History (last reviewed in AY 2003)

AY 2011-2012
MFA in Creative Writing and Publishing Arts (first review, established 2003)
MS in Applied Psychology (last reviewed AY 2003)
Includes a review of the Certificate in Professional Counseling Studies
BA in Jurisprudence (last reviewed AY 2003)

AY 2012-2013
MFA in Integrated Design (first review, established 2003)
MA in Legal and Ethical Studies (last review in AY 2003)
BS in Simulation and Digital Entertainment (first review, established 2004; was due in AY11-12, but requested a one-year postponement)

AY 2013-2014
MA in Publications Design (last reviewed in AY 2004)
BA in Interdisciplinary Studies (last reviewed in AY 2002)

AY 2014-2015
BA in Government and Public Policy (last reviewed in AY 2002)
BS in Applied Information Technology (last reviewed in AY 2007)

AY 2015-2016
DS in Information and Interactive Design (last reviewed in 2008) (pka DCD)

CYCLE FOR USM PROGRAM REVIEWS IN COLLEGE OF PUBLIC AFFAIRS

USM approved the following schedule upon request by UB "to move new programs into the review cycle over the next few years, to remove undue burden on divisions by scheduling only one review per division in the same year, to spread out the review process for cost and monitoring in the dean's offices."

AY 2009-2010
BA in Human Services (last reviewed in 2002)
BS and MS in Criminal Justice (these are usually reviewed together and we want to capitalize on the review they did in 2009 for certification)

AY 2010-2011
MPA Master of Public Administration (to capitalize on their NASPAA review)
BS in Forensic Studies (first review, established 2001)

AY 2011-2012
BS in Health Systems Management (to capitalize on next AUPHA review, last reviewed in AY 2007)

AY 2012-2013
DPA Doctor of Public Administration (first review, established 2000)

AY 2013-2014
MS in Health Systems Management (first review, established 2002)

AY 2014-2015
BA in Government and Public Policy (last reviewed in AY 2002)
MS in Human Services Administration (with Coppin State University; last reviewed in 2007)
MS in Negotiations and Conflict Management (last reviewed in AY 2007)

V. RESPONSIBILITY FOR ASSESSMENT

The Institutional Assessment Plan is a collaborative effort between the Executive Committee, Office of the Provost, The Office of Institutional Research and the of the University. Additional committees are created at the University or unit-level to study and address specific

assessment topics in connection with accreditations and other important matters such as the Student Success Committee.

The Executive Committee

The Executive Committee, comprised of senior administrative and academic leaders of the organization, has overall responsibility for the strategic planning and institutional assessment processes and success measures, ensuring that strategies related to their areas are accomplished, progress made toward targets and actions are taken to eliminate gaps and make improvements as warranted.

Office of The Provost

The Office of the Provost provides focus and organization for the university with special focus on student learning. The Associate Provost for Academic Affairs leads with effort with support from:

- **Associate Provost for Academic Affairs –** Full oversight for assessment of student learning who guides and supports the following:
  - **Core Assessment Team** (CAT)- Student Learning Outcomes Assessment at all levels
  - **Director of Academic Initiatives** - Student Success Measures and Data Analysis and Planning to include but not limited to initiatives such as the student Success Collaborative (EAB), UB custom survey data, national survey data to inform practice, especially advising, grant projects on completion such as reverse transfer and near completed, and initiatives to mitigate pre-college rick factors.
  - **Assistant Provost** - Academic Program Approval
  - **Executive Assistant to Associate Provost** - Primary administrator of TASKSTREM assessment management system
  - **Student Success Committee –** A cross divisional committee to be formed in 2014 to further the work of a 2013-14 study of student success at UB.
  - Works in collaboration with the Associate Provost of Academic Affairs in outcomes assessment.

Office of Institutional Research (OIR)

The Office of Institutional Research is a centralized resource to develop and provide timely, accurate, and consistent quantitative and qualitative information and analyses to internal and external constituents.

Activities include:

- Provides statistical data to administrative and academic units to support planning efforts, programs reviews, proposals for external funding and state level reports.
- Assists administrative and academic units in areas such as, retention analysis, enrollment projections and special studies.
- Initiates and supports the development, administration, and analyses of outcomes related surveys. The Office provides consultant on instrument development, item validity, and statistical analysis of findings.

- Office of Institutional Research maintains an ongoing, comprehensive list of national and internally developed outcomes surveys utilized by the University.

INSTITUTIONAL RESEARCH CALENDAR
Institutional Year 2014-15

Federal Government Reports	Due Date
Institutional Characteristics (IPEDS IC)	October 15, 2014
Completions (Academic Awards) (IPEDS C)	October 15, 2014
Twelve Month Enrollment (IPEDS 12E)	October 15, 2014
Student Financial Aid (IPEDS SFA)	February 11, 2015
Graduation Rates (IPEDS GRS)	February 11, 2015
Finance (IPEDS F)	April 8, 2015
Enrollment (IPEDS E)	April 8, 2015

State Government Reports	Due Date
[Maryland Higher Education Commission (MHEC)]	
Institutional SAT Profile MHEC S-11	October 31, 2014
High School Graduate System Electronic File	not requested
Degree Information System Electronic File	August 1, 2014
Transfer Student System Electronic File	not requested
Opening Fall Enrollment MHEC S-7	October 10, 2014
Employee Data System Electronic File	November 5, 2014
First-Time Undergraduate Student Cohort SSN Change (MHEC S-15)	November 7, 2014
Enrollment Information System File (summer and fall)	November 7, 2014
Distance Education Survey (MHEC)	January 9, 2015
Credit Hours of Enrollment (MHEC S-6)	October 24, 2014
Complete College America	Spring 2015
[University System of Maryland (USM)]	
Actual Annualized Credit Hour FTES by Level, FY12	July 18, 2014
Enrollment Projections	February 6, 2015
Spring 2015 Credit Hours by Level	February 27, 2015
Spring 2015 Enrollment by Level by FT/PT + First-Time Freshmen	not requested
Spring 2015 Regional Center Data Collection	February 27, 2015
Fall 2014 Credit Hours by Level	September 26, 2014
Fall 2014 Regional Center Files	October 3, 2014
Summer 2014 Regional Center Data	August 29, 2014
Credit Hours by Level for Calendar Yr 2015	January 9, 2015
Application Information System Electronic File (Formerly S-3)	October 24, 2014

	Due Date

Public/Private Agencies	
National Science Foundation(MSF-NIH Survey of Graduate Students in Science	February 28, 2015
CSRDE (Freshmen)	March 6, 2015
Collegiate Learning Assessment	under review
CIRP Freshmen Survey	October 13, 2014
MSCHE Institutional Profile	April 17, 2015
Voluntary System of Accountability	under review
CSRDE (Transfers)	July 10, 2015
National Survey of Student Engagement	Nov
Common Data set	under review
Student Achievement Measures	September 30, 2015
CUPA Faculty Salary Survey	January 13, 2015
CUPA Adminstrative Survey	January 13, 2015
CUPA Adjunct Survey	January 13, 2015

College Guidebooks	
U.S. News & World Report	under review
Wintergreen Orchard House	under review
Peterson's Guide	under review

University of Baltimore Institutional Reports

The Office of Institutional Research generates institutional reports that address specific questions and issues with respect to the academic program, student performance and outcomes, and faculty utilization and productivity. The academic reports are intended to target issues of relevance to obtain an increasingly holistic sense to provide insight into the University's performance and tactical/strategic planning.

VI. ASSESSMENT RESOURCES AND CURRENT STATUS

In addition to an assessment website maintained by the Associate Provost for Academic Affairs, an Assessment Handbook has been developed that contains results for assessment and provides faculty and staff with the necessary forms, procedures and timelines for assessment. Both the website and handbook and are updated each academic year. The following documents, beginning on page 22, show the institutional progress for student learning outcomes assessment.

VII. REPORTING/PLANNING FOR THE FUTURE

All of the assessments mentioned above are reported on a regular basis, and information is disseminated to appropriate parties. Institutional Assessment is process that is collaborative, continuous and evolving. We will monitor our progress against the institutional success measures, making adjustments as needed.

Institutional Assessment Progress Reports

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DIVISION OF ACADEMIC AFFAIRS

DUE JUNE 15, 2014

Academic Programs (UG)	Department Mission	Mission	Learning Goals / Outcomes	Curriculum Mapping	3 - 5 year Assessment Plan	Identified at least 2 Outcomes to be Assessed	Used at least 2 methods (one direct)	Learning Opportunities	Identified Assessment Tools	Assessed Learning Outcomes	Assessed Learning Outcomes	Results Analysis	Used Results	Shared Results
CPA														
Community Studies and Civic Engagement		x	x	x	x	x								
Criminal Justice		x	x	x	x	x	x		x	x		x		x
Forensic Studies		x	x	x	x	x		x						
Government and Public Policy		x	x	x	x	x	x		x					
Health Systems Management		x	x	x	x	x	x		x	x		x		x
Humans Services Administration		x	x	x	x		x		x					
International Studies		x	x		x	x	x		x					
Percentage:														

Academic Programs (Grad)	Department Mission	Mission	Learning Outcomes	Curriculum Mapping	3 - 5 year Assessment Plan	Identified Outcome to be Assessed	Used at least 2 methods (one direct)	Learning Opportunities	Identified Assessment Tools	Assessed Learning Oucomes	Assessed Learning Oucomes	Results Analysis	Used Results	Shared Results
CPA														
Criminal Justice		x	x	x	x	x				x		x		x
Forensic Science - High Technology Crime			x											
Global Affairs and Human Security		x	x	x	x	x	x		x					
Health Systems Management		x	x	x	x	x	x	x	x	x		x		x
Humans Services Administration		x	x	x	x	x	x		x	x		x		x
Negotiations and Conflict Management		x	x	x	x	x	x		x					

Nonprofit Management and Social Entrepreneurship (w/MSB)		x	x	x										
Public Administration (DPA)		x	x	x										
Public Administration (MPA)		x	x	x	x	x	x		x	x		x		x
Certificate Programs														
Strategic Management and Public Accountability														
Noncredit & Continuing Education														
Certificate in Community Building Strategies														
Maryland Certified Public Manager Program														
Roper Victim Assistance Academy of Maryland														
Dual Degree														
Master in Conflict Negotiations and Conflict Management (JD/MS) with SOL		x	x	x										
Public Administration (JD/MPA) with SOL			x											
Criminal Justice (JD/MS) with SOL														
Percentage:														

DIVISION OF ACADEMIC AFFAIRS										DUE JUNE 15, 2014				
CAS Academic Programs (UG)	**Department Mission**	**Mission**	**Learning Goals / Outcomes**	**Curriculum Mapping**	**3 - 5 year Assessment Plan**	**Identified at least 2 Outcomes to be Assessed**	**At least 2 methods (one direct)**	**Learning Opportunities**	**Identified Assessment Tools**	**Assessed Learning Outcomes**	**Assessed Learning Outcomes**	**Results Analysis**	**Used Results**	**Shared Results**

Applied Behavioral Sciences														
Psychology		x	x			x	x			fall13 - sp 14		x	x	x
Legal, Ethical and Historical Studies														
History		**x**	x		x									
Jurispurdence		**x**	x		x	**x**	**x**							
Science, Information Arts and Technologies														
Applied Information Technology		**x**	x											
Environmental Sustainability and Human Ecology		**x**	x											
Simulation and Digital Entertainment		x	x											
Klein Family School of Communications Design														
Digital Communications		x	x		x					fall 2013		x		x
English		**x**	x		x	**x**	**x**							
Intergrated Arts		**x**	x									x	x	x
Interdisclipinary Studies		**x**	**x**		**x (3 yr)**									
Percentage:														
CAS Academic Programs (Grad & Certificate)	**Department Mission**	**Mission**	**Learning Goals / Outcomes**	**Curriculum Mapping**	**3 - 5 year Assessment Plan**	**Identified Outcome to be Assessed**	**At least 2 methods (one direct)**	**Learning Opportunities**	**Identified Assessment Tools**	**Assessed Learning Oucomes**	**Assessed Learning Oucomes**	**Results Analysis**	**Used Results**	**Shared Results**
Applied Behavioral Sciences														
Applied Psychology		**x**	**x**											
Professional Counseling Services		**x**	**x**											
Legal, Ethical and Historical Studies														

Legal and Ethical Studies		x	x	x	x	x								
Science, Information Arts and Technologies														
Information and Interaction Design		x	x											
Interaction Design and Information Architecture		x	x											
Digital Media Production		x	x											
Information Design		x	x											
Library Technologies		x	x											
Klein Family School of Communications Design														
Creative Writing & Publishing Arts		x	x			x	x		x			x	x	x
Integrated Design		x	x											
Publications Design		x	x											
Digital Communications		x	x											
Percentage:														
Non-Academic Programs		**Mission**	**Learning Outcomes**			**Identified Outcome to be Assessed**		**Learning Opportunities**	**Identified Assessment Tools**	**Assessed Learning Oucomes**	**Assessed Learning Oucomes**	**Results Analysis**	**Used Results**	**Shared Results**
Office of Academic Foundation										Fall 2013	Spring 2014	Fall 2013		
First Year & Transition Seminar														
Learning Communities														
Foundation Studies--Math														
Foundation Studies--Writ														
Advising/Orientation														
Percentage:														

DIVISION OF ACADEMIC AFFAIRS										DUE JUNE 15, 2014				
Academic Programs (UG)	**Department Mission**	**Mission**	**Learning Goals / Outcomes**	**Curriculum Mapping**	**3 - 5 year Assessment Plan**	**Identified 2 Outcomes to be Assessed**	**Used at least 2 methods (one direct)**	**Learning Opportunities**	**Identified Assessment Tools**	**Assessed Learning Outcomes**	**Assessed Learning Outcomes**	**Results Analysis**	**Used Results**	**Shared Results**
MSB														
Business Administration		x	**x**	**x**		x	x	x	x	x		x	x	x
Information Systems and Technology Management		**x**	**x**	**x**		x	x	x	x	x		x	x	x
Percentage:														

Academic Programs (Grad)	**Department Mission**	**Mission**	**Learning Outcomes**	**Curriculum Mapping**	**3 - 5 year Assessment Plan**	**Identified 2 Outcomes to be Assessed**	**Used at least 2 methods (one direct)**	**Learning Opportunities**	**Identified Assessment Tools**	**Assessed Learning Oucomes**	**Assessed Learning Oucomes**	**Results Analysis**	**Used Results**	**Shared Results**
MSB														
Accounting and Business Advisory Services		**x**	**x**	**x**		x	x	x	x	x		x	x	x
Business Administration (UB/Towson MBA)		**x**	**x**	**x**		x	x	x	x	x		x	x	x
Business - Finance		**x**	**x**	**x**		x	x	x	x	x		x	x	x
Global Leadership														
Innovation Management and Technology Commercialization		**x**	**x**											
Nonprofit Management and Social Entrepreneurship (w/CPA)		**x**	**x**	**x**										
Taxation			**x**											
Certificate Programs														
Accounting Fundamentals			**x**											
Business Fundamentals			**x**											
Forensic Accounting			**x**											

Innovation Management and Technology Commercialization (UB/Towson MBA)			**x**											
Leadership for Organizations			**x**											
Dual Degree			**x**											
M.B.A/JD (UB/Towson MBA)		**x**	**x**	**x**		**x**	**x**	**x**	**x**	x		x	x	x
M.B.A./M.S. in Nursing (UB/Towson MBA)			**x**											
M.B.A./Ph.D. in Nursing (UB/Towson MBA)			**x**											
M.B.A./Pharm.D. (UB/Towson MBA)			**x**											
Master in Business Administration (JD/MBA) with SOL		**x**	**x**	**x**										
Percentage:														

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Enrollment Management and Student Affairs	Mission	Learning Outcomes	Identified Outcome to be Assessed	Learning Opportunities	Identified Assessment Tools	Assessed Learning Oucomes	3-5 Year Assessment Plan	Results Analysis	Used Results	Shared Results
ENROLLMENT MANAGEMENT										
EMSA Technology										
Enrollment Services										
Financial Aid										
Freshman Admission										
Graduate and International Admission & Enrollment										
Transfer Admission and Community College										
Registrar										
UB Housing										
NSO	**X**	**X**	**X**	**X**	**X**	**X**				
STUDENT AFFAIRS										
Achievement and Learning Center	**x**	**peer leader**	**peer leaders**	**peer leaders**	**peer leaders**	**peer leaders**	**peer leaders**	**peer leaders**	**peer leaders**	**peer leaders**
Campus Recreation and Wellnes	**x**	**x**	**x**	**x**	**x**					
Career and Professional Development Center	**x**	**x**	**x**	**x**	**x**					
Counseling Sevices Center										
Community Life and Dean of Students										
Rosenberg Center for Student Involvement (SGA & SEB)	**x**									
Diversity and Culture Center	**x**	**x**	**x**	**x**	**x**					
Student Center										

UB Living										
Veterans Affairs										
Center for Educational Access	**x**									
Student Ambassadors										
Community Engagement and Leadeship Development	**x**	**x**								
Percentage:										

Appendix B

University of Baltimore General Education Assessment

Prepared by Dr. Catherine Andersen, Associate Provost for Academic Affairs, in consultation with the General Education Council AY 2014-15

2013 to 2017 Plan

The General Education Program at the University of Baltimore (UB)

The University of Baltimore (UB) has always had General Education for upper division transfer students. These courses were determined by COMAR and UB learning goals within programs. Substantial modifications were begun in 2010 with full attention to redesign in 2012. At this time the General Education program moved from a cafeteria model of distribution to a curriculum focused on core competencies, values, and habits of mind that we want all students in out undergraduate program to experience.

Mission

The mission of the University of Baltimore General Education Program is to engage undergraduate students in the development of essential skills and competencies that will enable them to make knowledge work. Courses and experiential learning opportunities within this program prepare students to communicate effectively in many different modes; to gather, synthesize, and critically evaluate information; to make ethical and evidence-based decisions within real-world contexts; to understand systems and to think systemically; and to negotiate divergent and competing perspectives. Spanning the lower division and upper division and featuring high-impact educational practices, the program offers all UB students an integrative experience that transcends individual majors and helps fulfill University-wide learning goals.

Program Goals:

- UB students and faculty should articulate the value of General Education in the college-level learning experience by identifying General Education outcomes in all courses that are GE approved
- UB's General Education program is aligned with its institutional motto- "Knowledge that Works"
- UB's General Education program has a positive impact on recruitment, retention, and persistence towards degree completion
- Processes and policies surrounding General Education are reviewed for their accessibility to students
- The competencies established in the General Education program are coherently aligned to UB degree programs and to UB's strategic initiatives and directives (including mission, vision, UB 21, and the UB strategic plan)

General Education Vision Statement

The proposed revisions to the General Education Program encompass the COMAR requirements as well as specific University of Baltimore requirements. Together, this program is "uniquely UB" and for the purposes of discussion will be referred to as the "General Education Program." This model uses a skills and competency based structure, rather than a discipline-based structure

and was devised with attention to assessment needs as well as the definition of "Liberal Education" as defined by the AAC&U.[1]

At UB a "skills and competency-based structure" is a structure that privileges students' reading, writing, thinking, knowing, and doing—making knowledge work. The skills and competencies reflected in this program are drawn from the undergraduate learning goals and promote critical thinking and effective communication as well as the development of practical literacies and the integration of knowledge and experience. These competencies provide a foundation for the architecture of the General Education Program.

The primary motivations for a "uniquely UB" approach to General Education are:

- to provide a richer, fuller statement of requirements in a way that motivates individual students and provides a framework for a unification of academic areas particularly at the freshman and sophomore levels;
- to provide a rationale to all university stakeholders for these requirements;
- to cast all requirements in the context of the University Learning Goals—instead of relying upon a distributional studies paradigm—since these goals represent our contract, or agreement, with all undergraduate students;
- to allow the university to better articulate its programs to current and potential students;
- to encourage co-curricular activities;
- to prepare students for their majors by providing the fundamental building blocks of education and lifelong learning

The unique skills and competency based structure highlights:

- **Student Engagement**: focusing on skills and competencies, such as communication and critical thinking, rather than disciplines and requirements helps underscore the role of General Education as integral to the students' education. These skills and competencies are directly connected to individual majors.

  For example: "students will acquire and demonstrate mastery of X, Y, Z skills" replaces "students must take a course in X discipline unrelated to their major."
- **Challenging Curriculum:** each of the General Education skills and competencies can and should develop over the course of a student's academic career and beyond her/his

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[1] AAC&U defines Liberal Education as "an approach to learning that empowers individuals and prepares them to deal with complexity, diversity, and change. It provides students with broad knowledge of the wider world (e.g. science, culture, and society) as well as in-depth study in a specific area of interest. A liberal education helps students develop a sense of social responsibility, as well as strong and transferable intellectual and practical skills such as communication, analytical and problem-solving skills, and a demonstrated ability to apply knowledge and skills in real-world settings.

The broad goals of liberal education have been enduring even as the courses and requirements that comprise a liberal education have changed over the years. Today, a liberal education usually includes a General Education curriculum that provides broad learning in multiple disciplines and ways of knowing, along with more in-depth study in a major" (AAC&U Liberal Education Resources: http://www.aacu.org/leap/what_is_liberal_education.cfm).

time at UB, and our program emphasizes their presence throughout the curriculum while promoting growth, rigor, and lifelong learning. Skills and competencies such as critical thinking and the development of a specific knowledge base can be scaffolded throughout the General Education Program and individual major.

For example: the Communication category includes specific courses on written and oral communication at both the lower division and upper division levels as well as disciplinary courses that further develop these skills.

- **Flexibility:** this model is flexible and accommodates our diverse student population. Students can enter the General Education Program at multiple points and still have a "uniquely UB" experience. In addition, the skills and competency-based model promotes multiple growth opportunities and delivery options, which connect to "knowledge that works" and enable students to further tailor their UB experience.

  For example, a student may be able to use a study abroad experience to fulfill part of the "Global and Intercultural Knowledge" requirement.

A Competency Based General Education Program

The revision to the General Education Program was undertaken with the goal of integrating General Education across the four-year curriculum and updating the program to meet the needs of our diverse student body. The revision included both local and global changes—building on the existing structure and incorporating new elements. The new program is tied to UB's unique academic identity and promotes a skills and competency based approach in which students are encouraged to apply knowledge.

Competencies go beyond learning outcomes to emphasize not only content and skill but also the level of mastery students are expected to obtain. As such, competency-based learning can be scaffolded throughout a student's curriculum. In addition, competency-based learning addresses both the acquirement and application of learning. Finally, competencies are more objectively measurable than credit hours.[2]

Instead of simply listing courses that a student might take out of a "menu" of content areas, this revised framework begins with the end in mind: the knowledge, skills, and dispositions of a UB graduate. In so doing, the framework taps into the larger shift in higher education from courses, and the accumulation of credits, to competencies---what Barr and Tagg (1995) describe as a movement from providing instruction to producing learning.[3]

Focusing on the learning necessitates that we first articulate our goals. In the face of pressing economic and social challenges, it is critical that UB graduates be able to communicate effectively in many different modes; to gather, synthesize, and critically evaluate information; to

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[2] See also the Council for Adult and Experiential Learning Report, "Competency-Based Degree Programs in the U.S."

[3] Robert B. Barr and John Tagg, "From Teaching to Learning -A New Paradigm for Undergraduate Education," *Change* (Nov./Dec. 1995).

make ethical and evidence-based decisions within real-world contexts; to understand systems and to think systemically; and to negotiate divergent and competing perspectives.

Focusing on the learning also requires us to think differently about the curriculum. Rather than house a disconnected set of courses, UB General Education contains increasingly sophisticated opportunities for students to develop and test ideas, hone skills, develop a sense of purpose and commitment, and integrate and apply their knowledge to complex, real-world challenges. And when students move more squarely into their major fields of study, they should continue this process, bringing the significant questions, intellectual habits, and methods of the discipline into the mix.

The General Education skills and competency-based domain areas were developed to correspond with the UB undergraduate Learning Goals. Students achieve the competencies outlined in these category descriptions through skills developed in coursework that satisfies UB General Education Area learning objectives. Co-curricular experiences may also be used to fulfill competencies. These categories embody the unique UB General Education Program and enable engaged, flexible, and challenging learning. This program offers a foundation from which new modes of distribution, courses, and learning outcomes can be developed.

The new program also includes a Sophomore Seminar that forms a bridge from the student's point of entrance to her/his major.

Student Learning Outcomes

HUMANISTIC AND AESTHETIC THINKING

1. Comprehend, interpret, and analyze texts/artifacts and explain the distinctive ways in which ideas are communicated within a given discipline and the methodologies and tools used for that communication.
2. Compare and contrast the numerous factors and institutions that influence individuals, cultures, society, and the natural environment.
3. Discuss relevant aspects of the historical or cultural contexts from which ideas and ways of communicating emerge.

COMMUNICATION

1. Address a range of audiences effectively; develop and organize focused and coherent messages, and use verbal and visual rhetorical strategies for informing and persuading.
2. Acquire a critical disposition to thinking, reading, and writing; understand writing as a process; and increase competence in rhetorical conventions

For Speech/Oral Communication Requirement (3-8):

3. Identify the variables of the communication process
4. Select appropriate forms of verbal and nonverbal communication and proper channels of communication
5. Explain and use primary variables that affect oral delivery
6. Explain strategies for projecting confidence and decreasing anxiety
7. Identify obstacles to effective listening

8. Discuss issues relating to the ethical responsibilities of communicators

For Writing Requirement (9-11):

As they progress through UB's writing program course sequence students should

9. Acquire a critical disposition to thinking, reading, and writing
    a. Use writing and reading for inquiry, learning, thinking, and communicating
    b. Understand a writing assignment as a series of tasks, including finding, evaluating, analyzing, and synthesizing appropriate sources
    c. Integrate their own ideas with those of others
10. Understand writing as a process
    a. Be aware that it usually takes multiple drafts to create and complete a successful text
    b. Develop strategies for generating, revising, editing, and proofreading texts
    c. Use a variety of informational and research technologies
11. Increase competence in rhetorical conventions
    a. Develop knowledge of genre conventions (structure, paragraphing, tone, mechanics)
    b. Practice appropriate means of citation and documentation
    c. Control surface features

CRITICAL THINKING AND ETHICAL REASONING

1. These courses will help students establish and develop critical thinking, analytical skills, and ethical reasoning across disciplines.

Ethical Reasoning (2-4)

2. Explain and apply ethical, economic and legal guidelines for the use of information
3. Explain and apply ethical models to evaluate the consequences and outcomes of various courses of action
4. Evaluate ethical frameworks and value systems and compare them to their own

Critical Thinking (5-9):

5. Articulate a need for information, evaluate the extent of that need, and identify sources or information required to meet that need
6. Develop and apply criteria in order to evaluate information and sources thereof.
7. Evaluate and interpret quantitative data and other structured information using analytical and visualization tools
8. Integrate key concepts from information collected into an existing body of knowledge
9. Apply this information to synthesize and present new knowledge

GLOBAL AND INTERCULTURAL KNOWLEDGE

1. Demonstrate an understanding of global cultures and increased awareness about the relationship between global and local issues, and demonstrate understanding of root causes of social problems.
2. Compare and contrast the numerous factors and institutions that influence individuals, cultures, society, and the natural environment.
3. Describe and illustrate appropriate methodologies and questions used to explore social phenomena and to identify and evaluate solutions to personal, cultural, societal, national, and/or global problems.

4. Discuss relevant aspects of the historical or cultural contexts from which ideas and ways of communicating emerge.
5. Connect knowledge (facts, theories, etc.) from an academic field/discipline to civic engagement and to one's own participation in civic life, politics, and government
6. Explain diverse positions, including those of different cultural, economic and geographic interests, on a civic issue.

For Courses meeting the COMAR Social Science requirement (7-8):

7. An understanding of the numerous factors and institutions that influence individuals, cultures, society, and the natural environment.
8. An understanding of the quantitative, qualitative, normative, and abstract models used to analyze past and/or present behavior of individuals, groups, institutions, and societies to identify and evaluate solutions to personal, cultural, societal, national, and/or global problems

PERSONAL AND PROFESSIONAL SKILLS

1. Develop and practice research skills, technological fluency, teamwork, and financial literacy and understand the importance of these skills for work and life.

Research Skills (2 & 3)

2. Develop effective search strategies and revise the search strategies as needed
3. Access sources of information and manage the collection of information

Technological Fluency (4-6)

4. Explain the basic principles underlying the function of modern information resources, such as computers, networks, and software tools
5. Explain the process of constant innovation that characterizes information technology, requiring critical evaluation of new developments, adaptation of existing practices, and anticipation of change
6. Create and structure documents with hypertext links and graphics in a range of formats, including conventional page presentation as well as screen presentation using appropriate software

Teamwork (7-9)

7. Develop and practice teamwork skills and collaborate in shared in-person activities as well as activities using the internet and other digital services
8. Develop leadership skills through instruction in group dynamics and participation in a variety of group roles
9. Collaborate with others in developing and implementing an approach to a civic issue, evaluate the strengths and weaknesses of the process, and where applicable, the result

Financial Literacy (10 & 11)

10. Explain and analyze the personal and societal consequences of financial decisions
11. Describe the principles of money management

QUANTITATIVE AND QUALITATIVE THINKING

1. Discuss major and fundamental concepts, theories, models, and issues within the field of study using scientific inquiry and/or mathematical models.

For Science Requirement (2-6)

2. Discriminate science from non-science, especially including the attribute of testing of hypotheses about natural phenomena through observation.

3. Technology, data collection, and quantitative methods:
    a. Name and describe technology and data collection and quantitative methods commonly used in the field of study. [non-laboratory courses]
    b. Apply technology and data collection and quantitative methods commonly used in the field of study. [laboratory courses]
4. Access scientific information on an assigned topic from specified internet and other sources.
5. Make judgments about conclusions reached from data obtained in peer-reviewed and other scientific investigations of natural phenomena.
6. Define the fundamental terminology and concepts and identify the significant historic figures in the field of study.

<u>For Math Requirement (7-13):</u>

7. Interpret mathematical models given verbally, or by formulas, graphs, tables, or schematics, and draw inferences from them;
8. Represent mathematical concepts verbally, and where appropriate, symbolically, visually, or numerically;
9. Use arithmetic, algebraic, geometric, technological, or statistical methods to solve problems;
10. Use mathematical reasoning to solve problems, to formulate and test conjectures, to judge the validity of arguments, to formulate valid arguments, and to communicate the reasoning and the results
11. Estimate and check answers to mathematical problems in order to determine reasonableness
12. Apply mathematical and statistical tools in solving problems of business, science, or the social sciences.
13. Access existing structured information, and create original data structures using a database system.

<u>For Social Science courses (14-15):</u>

14. An understanding of the numerous factors and institutions that influence individuals, cultures, society, and the natural environment.
15. An understanding of the quantitative, qualitative, normative, and abstract models used to analyze past and/or present behavior of individuals, groups, institutions, and societies to identify and evaluate solutions to personal, cultural, societal, national, and/or global problems.

The University of Baltimore General Education Assessment Plan is built on the following best practices:

- On-going curricular and programmatic review of quality of General Education courses
- Opportunities to expand and explore delivery options for General Education courses
- Integration of signature learning experiences across the General Education curriculum
- Benchmarks and key performance indicators aligned with institutional mission, vision, and values

Accomplishments, Timeline and Deliverables indicating General Education (GE) Effectiveness:

The MSCHE Periodic Program Review was submitted on June 1st, 2012 and during this same summer UB launched the faculty led work groups that addressed General Education. Much has been accomplished in the past two years and much has been learned.

- **The General Education Program was redesigned as a competencies-based model still consistent with Code of Maryland (COMAR). Activities related to the redesign were:**

    - Creating new labels for organizing the curriculum
    - Mapping existing UB GE courses to competencies
    - Revising existing and adding new learning goals to address competencies in each dispositional area
    - Revising processes and paperwork for recertification of existing GE courses
    - Creating the process for approving new GE courses in the new model
    - Designing a Sophomore Seminar with signature common read program
    - Implementing a required capstone in all UB undergraduate majors
    - Faculty training and development in best practices in General Education delivery
    - Drafting an assessment plan for learning outcomes
    - Initial assessment of WRIT 300

AY 2013-14 saw many outputs from the academic year and the work groups of summer 2013. Further development of General Education processes and initiatives led to:

- **Further development of General Education processes and initiatives led to:**

    - Development of a General Education Mission statement
    - Appointment of a Director of General Education with course release time (begun fall 2014)
    - Development of a General Education website and clear guidance for advisors on the implementation of the plan
    - Review of syllabi and mapping of student learning outcomes (appendix)
    - Finalized the design, identified faculty and provided training to offer twelve sections of the Sophomore Seminar fall 2014. This course includes a common syllabus (appendix) with student learning outcomes, learning opportunities and identified assessments and will be used as a pilot for all General Educations courses. Included in this course is a common read and signature writing assignment and writing assessment (appendix). Approved by the University Faculty Senate
    - Development of an enhanced set of common goals for capstone courses to add more rigor and continuity across the entirety of a student's undergraduate experience. Approved by the University Faculty Senate. (appendix)
    - Building upon and revision of the General Education Assessment Plan

- Revised General Education courses Revised General Education courses; created a credit-bearing WRIT 100 to replace noncredit-bearing developmental courses DVRW 090 and 095; and revised WRIT 300
- Began the process of closer examination of General Education courses and redesign courses for optimal student learning
- Marketing information about new GE architecture communicated campus-wide, included in marketing, on website and reflected in the updates to the undergraduate catalog

As a result of our 2013 summer work group that assessed WRIT 300 and what we have learned in our work in the AY 2013-14, it became clear that we needed to revisit some of the fundamental elements of General Education. For example, some the artifacts collected for assessment of WRIT 300 did not include prompts that elicited the kinds of writing to be assessed. Upon further examination, even if the student learning outcomes were listed, in some cases there may not have been sufficient learning opportunities to develop the skill.

Also, in a course mapping activity in spring 2014, courses with multiple sections such as WRIT 100 and WRIT 300 did not have common outcomes. This caused us to stop and pause, to reexamine our certification process, and revisit all course syllabi. Finally, as we attempted to implement our assessment at the program and course level, and from feedback as a result of visit from staff at AAC& U, it became clear that our student learning outcomes in General Education were too complex, leading to confusion and challenges in assessment. Thus, while it may appear that we are not as far along as we would like, this testing of our outcomes and assessment process has lead us to reexamine our work in a thoughtful and thorough way. Our timeline begins with the summer of 2014 and take us to 2016-17 at the time our MSCHE Self Study is due.

Phase	**Action**	**Timeline**	**Responsibility**	**Status**
1	Writing Program Revision including WRIT 100 and 300 to reflect common outcomes and assessment plan	**Summer 2013**	University Writing Director	**completed**
2	GEC curriculum mapping- course domain and learning outcomes matrix.	**Summer 2014**	Coordinated with Associate Provost and GEC	**completed**
3	GEC review General Education outcomes for logic and clarity	**AY2014-2015**	Coordinated with Associate Provost, CELTT and GEC	
6	GEC review outcomes with goal to return to UFS for approved revisions	**AY 2014-15**	Coordinated with Associate Provost, CELTT and GEC	
7	GEC review of course syllabi and refer back to department if needed	**AY 2014-15**	Coordinated with Associate Provost, CELTT and GEC	
8	IRB-approved qualitative study of high impact practices within UB first-year experience	**AY 2014-15**	Coordinated with Provost's Office and CAS	**In progress**

Phase	Action	Timeline	Responsibility	Status
9	GEC revise the course proposal process to include evidence of alignment of course goals and GE goals in syllabi	**Fall 2014**	Coordinated with Associate Provost and GEC	
10	GEC develop a cycle of assessment for all competencies over a five year period	**Fall 2014**	Coordinated with Associate Provost, CELTT and GEC	**In progress See below**
11	Offer Sophomore Seminar with Common Read – collect signature writing assignment in Freshman Seminar, Sophomore Seminar and WRIT 300 and Capstone assess	**Fall 2014**	Coordinated with Associate Provost, CELTT and GEC	
11	Assessment of writing across Freshman Seminar, Sophomore Seminar, WRIT 300 and Capstone	**Spring 2015**	Coordinated with Associate Provost, CELTT and GEC	
	Solicit new courses to address gaps or overlaps in mapping	**Spring 2015**	Schools/Colleges Coordinated with Associate Provost, CELTT and GEC	
12	Make changes to Writing in Freshman Seminar, Sophomore Seminar, WRIT 300 and Capstone as needed.	**Summer 2015**	Coordinated with Associate Provost, CELTT and GEC	
13	GEC evaluates the effectiveness of the restructured General Education Program from mid-summer to fall 2015.	**Fall 2015**	Coordinated with Associate Provost, CELTT and GEC	
14	GEC creates assessment benchmarks for capstone courses and sophomore seminar; makes recommendations for modifications to the program and engages in gap analysis resulting in action plan for identification of needs in course development, course design and redesign, staffing and resources and communicates findings and plan to the UB community.	**Summer 2016**	Coordinated with Associate Provost, CELTT and GEC	
15	Engage community in a SWOT analysis of GEN ED. Recommend enhancements	**AY 2016-17**	Coordinated with Associate Provost, CELTT and GEC	
16	Proposed revisions to UB General Education Curriculum if recommended	**AY 2016-17**	Coordinated with Associate Provost, CELTT and GEC And University Faculty	

General Education (GE) Student Learning Outcome Assessment Plan

Direct Measures and Indirect Measures*

GE Domain	Assess 2013-14	Assess 2014-15	Assess 2015-16	Assess 2016-17	Assess 2017-18	Assess 2018-19
HUMANISTIC AND AESTHETIC THINKING						X
COMMUNICATION	X	X				
CRITICAL THINKING AND ETHICAL REASONING			X			
GLOBAL AND INTERCULTURAL KNOWLEDGE				X		
PERSONAL AND PROFESSIONAL SKILLS				X		
QUANTITATIVE AND QUALITATIVE THINKING					X	
FRESHMAN SEMINAR				X		
SOPHOMORE SEMINAR			X			
WRITING PROGRAM		X				
CAPSTONE PROGRAM					X	

***DIRECT MEASURES WILL INCLUDE BUT NOT LIMITED TO GCE REVIEW OF STUDENT ARTIFACTS USING RUBRICS**

***INDIRECT MEASURES AT THE INSTITUTIONAL LEVEL**

Instrument	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
CIRP: Cooperative Institutional Research Program		X		X		X	
YFCY: Your First College Year		X		X		X	
NSSE/LSSE/FSSE: Surveys of Student Engagement			X		X		X
CSS: College Senior Survey		X		X		X	
COACHE: Collaborative on Academic Careers in Higher Education							
UB-developed surveys							
Student Success	X		X		X		X

Please refer to the Institutional Assessment Plan for Student Learning, Appendix A, for examples of work, including, the sophomore seminar syllabus template, a signature writing sample for the common read and to the General Education website for forms and procedures for course certification.

Appendix A
General Education Domain X Course X Learning Outcome Matrix
Spring 2014 Course

Green highlighting indicates clear and complete inclusion of a required general education learning outcome within a course syllabus.

Yellow highlighting indicates ambiguity or other potential assessment problems.

Question mark (**?**) indicates unclear/incomplete inclusion of a required general education learning outcome within a course syllabus.

Red highlighting indicates absence of a required general education learning outcome from a course syllabus.

Grey highlighting indicates no syllabus was obtained for this course, or course was not offered during spring term.

General Education Area	Required General Education Learning Outcome	
Written Communication	**1**	Address a range of audiences effectively; develop and organize focused and coherent messages, and use verbal and visual rhetorical strategies for informing and persuading.
	2	Acquire a critical disposition to thinking, reading, and writing; understand writing as a process; and increase competence in rhetorical conventions.
	3	Use writing and reading for inquiry, learning, thinking, and communicating.
	4	Understand a writing assignment as a series of tasks, including finding, evaluating, analyzing, and synthesizing appropriate sources.
	5	Integrate their own ideas with those of others.
	6	Be aware that it usually takes multiple drafts to create and complete a successful text.
	7	Develop strategies for generating, revising, editing, and proofreading texts.
	8	Use a variety of informational and research technologies.
	9	Develop knowledge of genre conventions (structure, paragraphing, tone, and mechanics).
	10	Practice appropriate means of citation and documentation.
	11	Control surface features.

Approved Courses	1	2	3	4	5	6	7	8	9	10	11
WRIT 101.001	?	?	?		?						
WRIT 101.002	?	?	?		?						
WRIT 101.003	?	?	?		?				?		?
WRIT 101.004	?	?	?		?				?		?
WRIT101.LC3	?	?	?		?				?		?
WRIT 101.LC4	?	?	?		?				?		?
WRIT 101.LC6	?	?	?		?				?		?
WRIT 101.LC10	?	?		?		?					
WRIT 101.LC12	?	?		?		?					

WRIT 300.xxx	?	?	?		?						
WRIT 300.BUS2											
WRIT 300.BUS4											
WRIT 300.BUS6	?	?	?		?						
WRIT 300.BUS7	?	?	?		?						
WRIT 300.CRJU											
WRIT 300.CRJ1											
WRIT 300.FSCS											
WRIT 300.HIST1	?	?	?		?						
WRIT 300.HIST2	?	?	?		?						
WRIT 300.HSMG	?	?	?		?						
WRIT 300.JPLA											
WRIT 300.PSYC											
WRIT 300.SDE	?	?	?		?						

Oral Communication	**1**	Address a range of audiences effectively; develop and organize focused and coherent messages, and use verbal and visual rhetorical strategies for informing and persuading.
	2	Acquire a critical disposition to thinking, reading, and writing; understand writing as a process; and increase competence in rhetorical conventions.
	3	Identify the variables of the communication process.
	4	Select appropriate forms of verbal and nonverbal communication and proper channels of communication.
	5	Explain and use primary variables that affect oral delivery.
	6	Explain strategies for projecting confidence and decreasing anxiety.
	7	Identify obstacles to effective listening.
	8	Discuss issues relating to the ethical responsibilities of communicators.

Approved Courses	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**
CMAT 201.001	?							
CMAT 303.001	?		?		?			

Global & Intercultural Knowledge	**1**	**Demonstrate an understanding of global cultures and increased awareness about the relationship between global and local issues, and demonstrate understanding of root causes of social problems.**
	2	**Compare and contrast the numerous factors and institutions that influence individuals, cultures, society, and the natural environment.**
	3	Describe and illustrate appropriate methodologies and questions used to explore social phenomena and to identify and evaluate solutions to personal, cultural, societal, national, and/or global problems.
	4	Discuss relevant aspects of the historical or cultural contexts from which ideas and ways of communicating emerge.
	5	Connect knowledge (facts, theories, etc.) from an academic field/discipline to civic engagement and to one's own participation in civic life, politics, and government.
	6	Explain diverse positions, including those of different cultural, economic and geographic interests, on a civic issue.
	7	*An understanding of the numerous factors and institutions that influence individuals, cultures, society, and the

		natural environment.
	8	*An understanding of the quantitative, qualitative, normative, and abstract models used to analyze past and/or present behavior of individuals, groups, institutions, and societies to identify and evaluate solutions to personal, cultural, societal, national, and/or global problems.

***Applies only to COMAR Social Science courses (?)**

Approved Courses	1	2	3	4	5	6	7	8
ANTH 110.001	?							
CMAT 130								
IDIS 301								
IDIS 304.101*			?				?	
IDIS 304.102*			?				?	
IDIS 304.103*			?				?	
IDIS 304.T01*				?				
CNCM 102								
CSCE 100								
GVPP 210								
GVPP 284								
MGMT 101								
*Taught fall 2013								

Humanistic & Aesthetic Thinking	1	Comprehend, interpret, and analyze texts/artifacts and explain the distinctive ways in which ideas are communicated within a given discipline and the methodologies and tools used for that communication.
	2	*Compare and contrast the numerous factors and institutions that influence individuals, cultures, society, and the natural environment.* **[Identical to GIK SLO 2]**
	3	*Discuss relevant aspects of the historical or cultural contexts from which ideas and ways of communicating emerge.* **[Identical to GIK SLO 4]**

Approved Courses	1	2	3
ARTS 101.001*			
ARTS 101.HLC1*			
ARTS 121			
ARTS 201			
ARTS 297.LC10			
ENGL 200.001			
ENGL 200.002			
ENGL 200.LC5			
ENGL 200.WB1			
ENGL 250.LC12			
ENGL 250.HLC2		?	
ENGL 297			
ENGL 351			
HIST 101			

HIST 102			
HIST 111			
HIST 112			
HIST 120			
HIST 122			
HIST 197			
HIST 240			
HIST 290			
HIST 314			
HIST 315			
HIST 470			
PHIL 101			
PHIL 140			
PHIL 150			
PHIL 280			
*Taught fall 2013			

Appendix B

Capstone Overview

The GEC proposes a capstone framework that would strengthen our undergraduate degree programs and enhance the competitiveness of our graduates in the following ways:

- It would deepen student knowledge of subject matter by creating new opportunities for students to integrate and apply their content learning in a knowledge-that-works setting.
- It would promote the further development of essential skills associated with critical thinking and creativity, such as analysis, synthesis, integration, application, and innovation.
- It would foster the habits of mind necessary for lifelong learning and success, such as independent and informed decision making; collaborative teambuilding; judicious risk taking; effective oral, written, and digital communication; complex problem-solving, sophisticated information identification and evaluation, and continuous self-reflection and improvement.
- It would generate useful data for determining if our undergraduate programs are achieving our goals.

UB Capstone Definition and Essential Learning Goals:
Enhanced discipline-based learning experience designed to be culminating and integrative, typically taken in the last semester of the student's program of study. After completing a capstone experience, students will:

- **Transfer, adapt and apply skills and abilities gained from prior learning to new situations to solve complex problems in original ways and communicate results in effective formats or media appropriate to the field**
- **Demonstrate effective peer, interactive, and team-based learning**
- **Use the reading and writing process to think critically about disciplinary content**
- **Demonstrate dynamic learning and self-improvement through a process of shared critical self-reflection that increases self-efficacy and resourcefulness**

After careful and extensive consideration of several models for capstone delivery, the workgroup offers the following structural and pedagogical suggestions as possible means for achieving these shared objectives. We encourage all programs, even those with existing capstones, to consider how these suggestions can strengthen undergraduate learning.

Structural

- Disciplinary-based course
- Interdisciplinary-based course
- Structured Internships
- Linked independent projects
- Linked Course Series

Pedagogical

- Portfolios
- Community-based projects
- Team projects
- Self-reflective essays
- Original research and experimentation
- Public presentation and/or documentation (such as exhibits of capstone projects on or off campus)

Appendix C

Sophomore Seminar
Signature Writing Assignment template

Students complete a two-part assignment:

(a) Keep a reading journal or blog (guiding questions provided) of the Skloot and any related/assigned research readings.

- allows students to compose in multiple media
- encourages students to connect the Skloot with your disciplinary focus
- keeps your paperload to a minimum: instructors may read but need not give individual responses or grades on this low-stakes, informal writing
- provides students with time to reflect on your subject content
- offers potential for student-to-student engagement via online and in-class discussion
- encourages metacognition to foster learning of key concepts
- helps students narrow down a focus for the more formal discipline-based assignment which follows this one

(b) Write a 1000-word review of at least three sources (guiding prompt provided) which show connections between the student's discipline and an issue raised in the common read.

- introduces students to the scholarship in your discipline
- offers instructor flexibility: instructors can assign the topic/issue or let students decide
- asks students to consider a range of perspectives on the selected topic
- gives students practice in identifying and evaluating a variety of relevant types of sources

- allows instructor to address the scope of writing in her/his field by assigning a disciplinary-based review
- offers opportunities for students to address a range of audiences: review can be "published" in various formats/venues

(a) Keep a reading journal or blog (guiding questions provided) of the Skloot and any related/assigned research readings.

Some suggestions for guiding questions:

- Start by unraveling the complicated history of Henrietta Lacks' tissue cells. Who did what with the cells, when, where, and for what purpose? Who benefited, scientifically, medically, and monetarily?

- Recent political discourse and controversy have surrounded the issue of affordable health care in the US. How does the story of Henrietta Lacks and her family impact this issue? What do they add to the discussion? Do you think this book makes a case for universal health care?

- What are some specific legal and ethical issues raised by the book? Select one ethical question and discuss the facts of the case, including description of what happened, details about who was affected, examination of the resolution, and analysis of the outcomes for each person involved.

- Pharmaceutical companies yield huge profits for drugs that are developed using human cells, tissue, and other biological material. What are your thoughts on compensating donors for successful development of pharmaceutical drugs? Do you think that donors should be compensated? What are the potential issues or consequences that could arise from this?

- What are the legal ramifications regarding payment for tissue samples? Consider the RAND corporation estimation that 304 million tissue samples, from 178 million people, are held by labs. Should patient consent be required to store and distribute and individual's tissue for research?

- What are some spiritual and religious issues surrounding the living tissue of people who have died? How do Henrietta's descendants deal with her continued presence in the world, and even in the cosmos (in space)?

- The timeframe in the book is set in a period of transition for people of color and some other marginalized groups in the US: in what ways are the issues addressing race and racism in *The Immortal Life of Henrietta Lacks* still relevant today? Identify and discuss your perspective on how those issues have evolved, improved, or not changed. What are some practical ideas or ways that these issues could be addressed or resolved?

Links to more details and additional resources

http://sciencenetlinks.com/lessons/immortal-life-henrietta-lacks/

http://www.litlovers.com/readingguides/14nonfiction/1251immortallifeofhenriettalackssskloot?
http://libguides.dccc.edu/content.php?pid=203528&sid=1699965

Writing Assignment Ideas:

Informal, low-stakes	More formal, graded
Research journal/blog	Personal essay/Autobiography
Reading journal	Position paper
Reading questions created by students	Power Point presentation
Reading response	Research/Literature review
Personal reflection: pre-/post-discussion	Summary
Article or book report/presentation	Survey/Interview questions
Mixed media project	Case study
	Reports: critical, book, field, artist
	Ethnography

Content Connections:

Course Topics	
Business	Business of tissue harvesting and economic impact; Intellectual Property laws
Psychology	Impact on the Lacks family and descendants
Environmental Science	History of urban planning, segregation, and migration; Impact of industrial waste
English/Communication	Storytelling, fact checking; Impact of/responses to the book
History	Racism, classism, sexism in 1950s & 1960s; HBCUs in 1950s and 1960s; Books as historiography
Health Services	Treatment of oldest child of Henrietta Lacks and children after her death; History of mental illness
Philosophy	Standards for ethical research

from Delaware County Community College

(b) Write a 1000-word review of at least three sources (assignment guidelines provided) which show connections between the student's discipline and an issue raised in the common read.

Assignment guidelines:

Reading

Read the common text

suggestions—students could write informal journal entries about the reading: these could be blog posts, letters to a friend, comic strips, Sakai discussion posts, reflective paragraphs, responses to questions posed by students or to questions listed above, informal reports/presentations on chapters

Read a peer-reviewed scholarly article, chapter, or monograph provided by the instructor

suggestions—students could keep up the informal journal by writing entries about this sample article: they could discuss the research methods, article format, intersections with specific chapters of the Skloot, personal connections with the topic, disciplinary terms or concepts

Research

Locate and read an additional scholarly article

suggestions—in addition to informal journal entries, students could write a summary or annotated bibliography entry (idea for a class project: collaborative/collected annotated bibliography)

Locate, evaluate, and read at least two other sources

suggestions—as well as informal journal entries about the research process, students could research sources from well-informed news sites, popular media, or the arts

Writing

After locating at least three sources which address issues that connect your discipline to the events described in Rebecca Skloot's book, write a review of those sources for an audience of [suggestions—professors in your discipline; students considering your major; community members; discipline-related professionals; elected officials; a lay audience] which defines one selected issue and describes the ways in which your discipline studies that issue.

Minimum of three sources; at least one source is a peer-reviewed scholarly article, chapter, or monograph from the student's discipline
Minimum of 700 words
Guided peer review

This project helps you and your students achieve the following required components of Sophomore Seminar:

2. An assignment exploring the common reading through the disciplinary focus of the section.
4. At least one analytical or argumentative writing assignment of 700 words or more that provides opportunity for feedback and revision, and a minimum total of 2000 words across multiple assignments spread through the semester.
5. At least one of these assignments must be a researched based assignment requiring the student retrieve and evaluate information sources.
7. At least one reading assignment that is scholarly at a high professional level (peer-reviewed journal, scholarly monograph, professional publication).

Completion of this sequence provides a way for you to help students meet the following Sophomore Seminar Common Learning Goals:

1. Demonstrate quantitative and qualitative literacy to question and probe one's own or others' approach to a problem or challenge related to major themes of the course.
4. Apply insights gained from the common reading using critical reading skills as related to disciplinary/pre-professional perspectives.

Completion of this sequence provides a way to you to help students meet the following General Education Written Communication learning outcomes:

1. Address a range of audiences effectively; develop and organize focused and coherent messages, and use verbal and visual rhetorical strategies for informing and persuading.
2. Acquire a critical disposition to thinking, reading, and writing; understand writing as a process; and increase competence in rhetorical conventions.

Sample Peer Review script A:

After reading over the assignment sheet again, write your partner a 5-paragraph letter responding to the following questions with specific details and examples:

Paragraph 1: What is the selected issue your partner has focused on? What is the main point your partner makes about that issue? Where did you find that main point (in which paragraph? on which page?)?

Paragraph 2: Where in the draft does your partner define the selected issue? How clear is the definition? What other information would be useful for readers to know?

Paragraph 3: Where in the draft does your partner discuss relevant events from Henrietta Lacks' history? What are some other relevant events that your partner could include?

Paragraph 4: What are the three types of sources your partner reviews? How does each source inform the selected issue? How is the connection clearly made to show readers ways in which each source is relevant to the selected issue?

Paragraph 5: What is one main strength of this draft so far? Which parts of the assignment does this draft not yet do well? What other suggestions can you give your partner to help him or her improve this draft?

Sample Peer Review script B:

Review: Writer's Workshop
Review author: _____
Peer Responder: _____

1. Read the review's introduction paragraph: what clues does the introduction give about the issue addressed in this review?

2. What clues does the introduction paragraph give about the connections between all the sources, including the scholarly article and the other research sources?

3. Now, read each paragraph: what key words appear regularly to help readers keep up with the main ideas? What other key terms could be usefully added?

4. Write one sentence in which you describe the relationship between your partner's selected issue and the Skloot book. What other information from that book would be a useful addition to this review?

5. What is one thing you have learned from reading this review? What else would you like to know?

6. What is the least convincing part of the argument in this draft? Suggest a way to strengthen that part of the draft.

VALUE Written Communication Rubric

Definition: Written communication is the development and expression of ideas in writing. Written communication involves learning to work in many genres and styles. It can involve working with many different writing technologies, and mixing texts, data, and images. Written communication abilities develop through iterative experiences across the curriculum.
(*Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet benchmark (cell one) level performance.)*

	Capstone 4	**Milestones** 3	2	**Benchmark** 1
Context of and Purpose for Writing *Includes considerations of audience, purpose, and the circumstances surrounding the writing task(s).*	Demonstrates a thorough understanding of context, audience, and purpose that is responsive to the assigned task(s) and focuses all elements of the work.	Demonstrates adequate consideration of context, audience, and purpose and a clear focus on the assigned task(s) (e.g., the task aligns with audience, purpose, and context).	Demonstrates awareness of context, audience, purpose, and to the assigned tasks(s) (e.g., begins to show awareness of audience's perceptions and assumptions).	Demonstrates minimal attention to context, audience, purpose, and to the assigned tasks(s) (e.g., expectation of instructor or self as audience).
Content Development	Uses appropriate, relevant, and compelling content to illustrate mastery of the subject, conveying the writer's understanding, and shaping the whole work.	Uses appropriate, relevant, and compelling content to explore ideas within the context of the discipline and shape the whole work.	Uses appropriate and relevant content to develop and explore ideas through most of the work.	Uses appropriate and relevant content to develop simple ideas in some parts of the work.
Genre and Disciplinary Conventions *Formal and informal rules inherent in the expectations for writing in particular forms and/or academic fields (please see glossary).*	Demonstrates detailed attention to and successful execution of a wide range of conventions particular to a specific discipline and/or writing task (s) including organization, content, presentation, formatting, and stylistic choices	Demonstrates consistent use of important conventions particular to a specific discipline and/or writing task(s), including organization, content, presentation, and stylistic choices	Follows expectations appropriate to a specific discipline and/or writing task(s) for basic organization, content, and presentation	Attempts to use a consistent system for basic organization and presentation.
Sources and Evidence	Demonstrates skillful use of high-quality, credible, relevant sources to develop ideas that are appropriate for the discipline and genre of the writing	Demonstrates consistent use of credible, relevant sources to support ideas that are situated within the discipline and genre of the writing.	Demonstrates an attempt to use credible and/or relevant sources to support ideas that are appropriate for the discipline and genre of the writing.	Demonstrates an attempt to use sources to support ideas in the writing.
Control of Syntax and Mechanics	Uses graceful language that skillfully communicates meaning to readers with clarity and fluency, and is virtually error-free.	Uses straightforward language that generally conveys meaning to readers. The language in the portfolio has few errors.	Uses language that generally conveys meaning to readers with clarity, although writing may include some errors.	Uses language that sometimes impedes meaning because of errors in usage.

Appendix D
DRAFT SYLLABUS TEMPLATE

UNIV 20X:
Sophomore Seminar

I. Contact Information

Instructor name, office location, phone number, email address, office hours

II. Why Take This Course?

The ability to **think critically** and the ability to **make connections** are **critical for success** in every UB major. The Sophomore Seminar is designed to **enhance students' academic progress** into a major by developing their critical thinking skills and enabling them to explore and make connections across their **academic work, personal aspirations, and professional goals**. The Sophomore Seminar helps to focus students' academic work in **the second year**, when many students would benefit from greater direction and momentum.

While each section of the Sophomore Seminar will have a different **disciplinary focus**, all sections will share a **common reading** and **common activities** as part of the seminar's hands-on approach. In every section, students will work to **enhance core skills** in communication, career planning, research, quantitative and qualitative analysis, and team-building and apply these skills to **real-world issues**.

The Sophomore Seminar is a central element in UB's new **General Education** curriculum—the **core courses** that form the backbone of every UB bachelor's degree program and that help students develop key skills and abilities needed to advance their personal, professional, and civic lives.

III. Who Should Take the Course?

The Sophomore Seminar is **required** for all UB students with less than 45 college credits, whether they have transferred to UB or have enrolled at UB from the start. The course must be taken in a student's third or fourth full-time semester. The sophomore seminar is also optional for students with 45 or more college credits.

Pre-Requisite: WRIT101 (Reading and Writing Processes for College Composition) must be successfully completed prior to enrolling in the sophomore seminar.

Pre-Requisite or Co-Requisite: INFO 110 (Introduction to Information Literacy) must be taken previous to or in the same semester as the Sophomore Seminar.*

** INFO110 may be waived for students who enroll with 45 credits or more with permission of advisor*

IV. Course Goals/Outcomes/Expectations

Describe what is expected of the students in regard to course learning and skills; can be articulated as learning goals for the course, learning outcomes ("by the end of this course you will be able to …") or statements of what the instructor expects the student to accomplish in the course)

Student Learning Outcome	**Learning Opportunities/Product (Examples)**	**Assessment (Examples)**
1. Demonstrate quantitative and qualitative literacy to question and probe one's own or others' approach to a problem or challenge related to major themes of the course.	Research project, guided research paper or position paper _____ _____	Rubric, peer review _____ _____
2. Identify and apply critical skills and processes necessary for successful work in groups and teams, including core concepts of personal initiative, purpose, and social intelligence.	Group project(s), possibly in conjunction with the Common Read book _____ _____	Self/peer/instructor evaluation of teamwork skills _____ _____
3. Demonstrate an evolving sense of professional identity that results from new learning attained in the course, articulate appropriate "next steps" in their post-course development.	Experiential learning, possibly as part of a culminating assignment _____ _____	Written reflection pre- and post-experiential learning _____ _____
4. Apply insights gained from the common reading using critical reading and thinking skills as related to disciplinary/pre-professional perspectives.	Analytical writing assignment, debate, producing an artifact keyed to the Common Read book _____ _____	Oral or written demonstration of critical reading skills, artifact showcase _____ _____
5. Additional learning goal based on theme and disciplinary content/methods	_____ _____	_____ _____
6. Additional learning goal based on theme and disciplinary content/methods	_____ _____	_____ _____

V. Course Requirements/Assignments

Should include due dates and reflect point values found in grades section

VI. Grade Evaluation Procedure and Policy

Should lay out weight/point value assigned to various assignments and activities (e.g., attendance, class participation) and what constitutes a final grade of A, B, C, D, or F

Should include information about mid-term grade reporting, including where/how students can access their grades, date of mid-term grade reporting, and what to do if students are failing the course at mid-term

VII. Texts and Required Reading

List required and/or recommended textbooks and other materials needed for the course

VIII. Academic Dishonesty/Plagiarism Policy

For language to include on the syllabus, see the Academic Integrity Policy for the Yale Gordon College of Arts and Sciences, College of Public Affairs, and Merrick School of Business at www.ubalt.edu/campus-life/student-handbook.cfm#Academic_Integrity

IX. Turnitin.com

Suggested text: "The University of Baltimore licenses Turnitin, a commercial text matching service that analyzes students' submissions against its own archive of student papers, articles and web sites to report on student originality**.** Incorrect use of other individuals' work may result in plagiarism charges. I reserve the right to use other measures to evaluate your work for originality and proper attribution."

X. Accommodations for Students with Disabilities

The website for the Center for Educational Access is www.ubalt.edu/campus-life/center-for-educational-access. Their suggested syllabus language is: "If you have a documented disability that requires accommodations, please contact the Center for Educational Access at 410.837.4775 or cea@ubalt.edu. The office is in the Academic Center, Room 139. The center provides reasonable and appropriate accommodations for students with documented disabilities."

XI. Resources for Students

Academic, career, and personal support for students include but are not limited to:

- Academic Advisors – see your assigned advisor in your major
- Achievement and Learning Center: www.ubalt.edu/academics/academic-support/achievement-and-learning-center/index.cfm
- Career and Professional Development Center: www.ubalt.edu/campus-life/career-center
- Counseling Center: www.ubalt.edu/campus-life/counseling-services/index.cfm
- Langsdale Library: http://langsdale.ubalt.edu/

- Office of Community Life and Dean of Students: www.ubalt.edu/about-ub/offices-and-services/dean-of-students/index.cfm
- Rosenberg Center for Student Involvement: www.ubalt.edu/campus-life/csi/index.cfm
- Technology Services: www.ubalt.edu/about-ub/offices-and-services/technology-services/index.cfm and Sakai Support: ubsakaisupport@ubalt.edu or 1-855-501-0856

XII. Reading Day

Give date of reading day and brief explanation of what is expected of students on that day

XIII.Schedule of Course Activities/Assignments

Could include word "tentative" to allow for changes at instructor's discretion

XIV. Inclement Weather and Other Emergencies

For information about dealing with an emergency on campus, including inclement weather, see www.ubalt.edu/about-ub/offices-and-services/university-police/campus-safety/emergencies/emergency-preparedness/

OTHER POSSIBLE ADDITIONS

Attendance Policy – it is strongly suggested that faculty teaching the Sophomore Seminar require attendance and include a policy on the syllabus

Assignment make-up policy

Cell phone policy

Other?

Appendix C

ASSESSMENT HANDBOOK

University of Baltimore
AY 2014-15

DRAFT
Prepared by Associate Provost for Academic Affairs in conjunctions with Assessment Fellows and Associated Deans

Table of Contents

ASSESSMENT HANDBOOK

This Assessment Handbook was developed to provide resources for departments and programs support when developing assessment plans. University assessment planning process is an evolving process at University of Baltimore, thus as we learn more, we will share more. This handbook will be updated at the beginning of each academic year. In addition to this resource, all forms and additional resources will be available on the University of Baltimore Assessment page. Departments, programs, and services on campus are at different phases of the assessment cycle but we are well along the way of being able to produce evidence of student learning and changes made for improved student learning.

We are making critical inquiries into teaching and learning with plans to gather critical assessment data that will take us well beyond the report to be submitted to the Middle States Commission of Higher Education (MSCHE) in the fall of 2016. If you have any questions, please contact us at Assessment@ University of Baltimore.edu.

I. Support for Assessment

Core Assessment Team (CAT)

This group comprised of associate provosts, or their designees, the Associate Provost for Academic Affairs, Associate Deans from each school and assessment fellow (identified yearly) from each school and Enrollment Management and Student Affairs (EMSA) meet monthly and more if needed to respond to specific data and benchmarks in their respective units. Associate Deans and the designee from EMSA have direct oversight for student learning in their units. Assessment fellows work closely with Associate Deans to gather assessment plans and data and serve as a resource to their school. Specifically, assessment fellows review mission, student learning outcomes, curriculum, mapping, short and long term assessment plans, quality of assessment methods and examples of how assessment results are used at the program level to make change. All of these efforts are captured on a program level assessment template included in the Appendix.

Data made available at these meetings is prepared by each of the representative units with support from The Provost Office and Office of Institutional Research. Progress measures are reviewed and if necessary, recommended changes in strategies and support are made at the school and program level.
These hands on workshops are held with the goal of assisting program chairs and directors with this work as well as building internal capacity. When each piece of the assessment work is at an acceptable level, they are entered or revised in TASKSTREAM and updated in the Institutional Progress Report Inventory.

The mission of the Core Assessment Team (CAT) is to promote excellence in student learning outcomes assessment in all academic and student support services units and their related programs. Central to this work is the sustaining of a systematic collection of student learning

assessment data and relevant student, faculty and staff survey results to engage the campus community in reflection and action on continuous improvement.

The overarching goals are as follows:

a) Strengthen the quality of student learning outcomes
b) Strengthen the use data to enhance programs and to make programmatic decisions
c) Provide forums for the continuous sharing and using of data on all levels
d) Provide faculty/staff ongoing opportunities to enhance assessment skills
e) Develop an academic community that strives for continuous improvement.
f) Capitalize on the institution's capacity to provide students with distinctive programs

Assessment Management Software

Starting the spring of 2014, in accordance with the standards for assessment by the Middle States Commission on Higher Education, University of Baltimore expanded its assessment efforts to include all academic programs within the University using TASKSTREAM.

TASKSTREAM is an assessment management software application that helps manage accreditation, assessment, planning and quality improvement processes for many colleges and universities. Faculty, department chairs, deans, and administrators meet regularly to discuss the results and strategies for improvement.

We currently use TASKSTREAM to collect and manage data for each of the following areas for each program or unit for every academic year: Mission/Purpose; Goals; Outcomes/Objectives; Measures and Achievement Targets; and Finding and Action Plans. We also generate various assessment, audit, and other reports from the system. Each year, the data is reviewed and suggestions are made to enhance individual programs. This ensures that University of Baltimore is continually monitoring, assessing, and improving all programs the University offers.

Although we currently use TASKSTREAM almost exclusively for assessing learning outcomes, as indicated on their website: *TASKSTREAM is a powerful software application that addresses the need to develop and maintain continuous improvement processes both the academic and administrative structures within an institution. It guides and provides for the alignment of multiple processes, including assessment, planning, accreditation, budgeting and institutional priorities.* More information on TASKSTREAM can be found at:http://www.taskstream.com . Access is provided at a variety of levels. Individuals need a password and ID to access TASKSTREAM that's specific to University of Baltimore.

II. Assessment and the Cycle of Assessment

"Assessment is the ongoing process of:

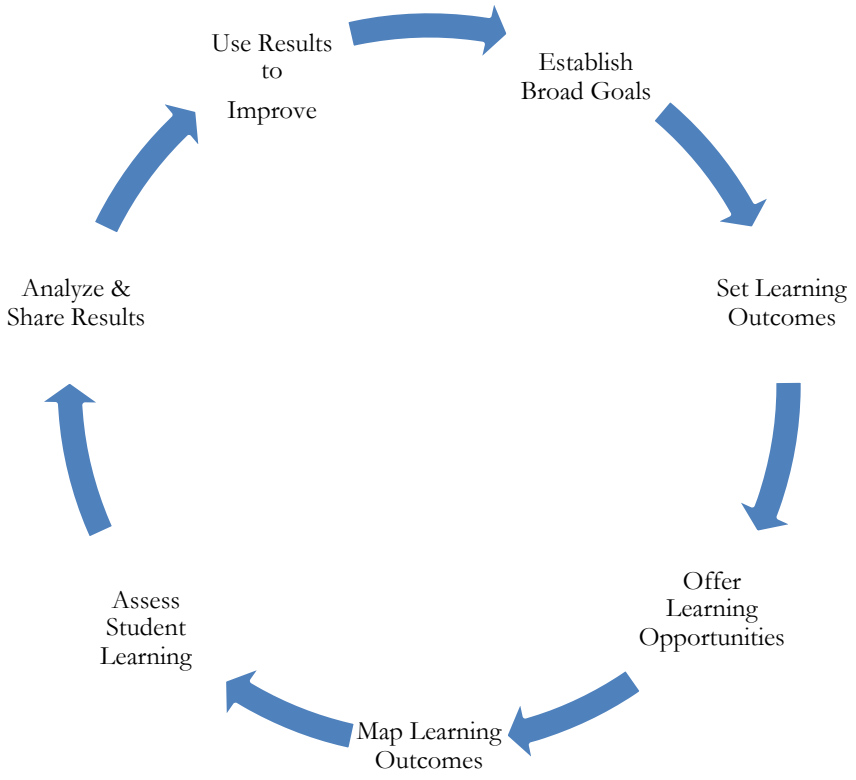
1) Establishing clear, measurable expected outcomes.
2) Ensuring that students have sufficient opportunities to achieve these outcomes.
3) Systematically gathering, analyzing, and interpreting evidence to determine how well student learning matches our expectations.
4) Using the resulting information to understand and improve student learning."

Suskie, L. *Assessing Student Learning*. (2004)

"Assessing for learning is a systematic and systemic process of inquiry into what and how well students learn over the progression of their studies and is driven by intellectual curiosity about the efficacy of collective educational practices."

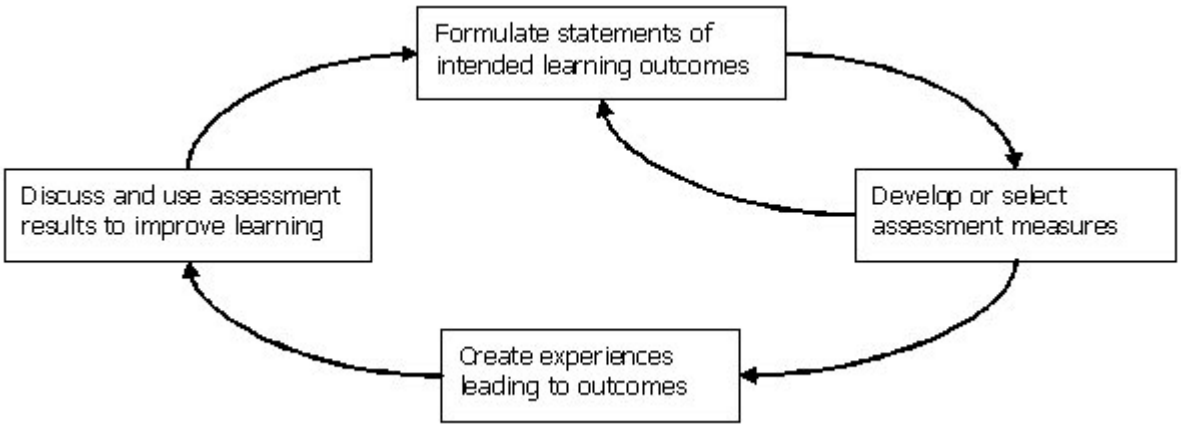
Maki, P. *Assessing for Learning*. (2004)

The assessment cycle is a process for continuously inquiring about how well faculty, staff, and students are doing. Are current pedagogical strategies used by faculty effective? Is student learning supported or supplemented outside the classroom? What are students learning? While all faculty and staff use some components of the assessment cycle, use of all steps in this cycles results in continuously focusing on the possibility of doing better.



Fundamental Components of Assessment

There are four fundamental elements of learner-centered assessment:



- *Formulating Statements of Intended Learning Outcomes* – statements describing intentions about what students should know, understand, and be able to do with their knowledge when they graduate.
- *Developing or Selecting Assessment Measures* – designing or selecting data gathering measures to assess whether or not our intended learning outcomes have been achieved. Includes
    - *Direct* assessments – projects, products, papers/theses, exhibitions, performances, case studies, clinical evaluations, portfolios, interviews, and oral exams – which ask students to demonstrate what they know or can do with their knowledge.
    - *Indirect* assessments – self-report measures such as surveys – in which respondents share their perceptions about what graduates know or can do with their knowledge.
- *Creating Experiences Leading to Outcomes* – ensuring that students have experiences both in and outside their courses that help them achieve the intended learning outcomes.
- *Discussing and Using Assessment Results to Improve Teaching and Learning* – using the results to improve individual student performance. (Learner-Centered Assessment on College Campuses: shifting the focus from teaching to learning by Huba and Freed 2000)

Relationships among Outcomes at the Institutional, Program/Unit and Course Levels

Plan for designing and delivering learning outcomes: In designing course outcomes;

Begin with broad outcomes expected of all students

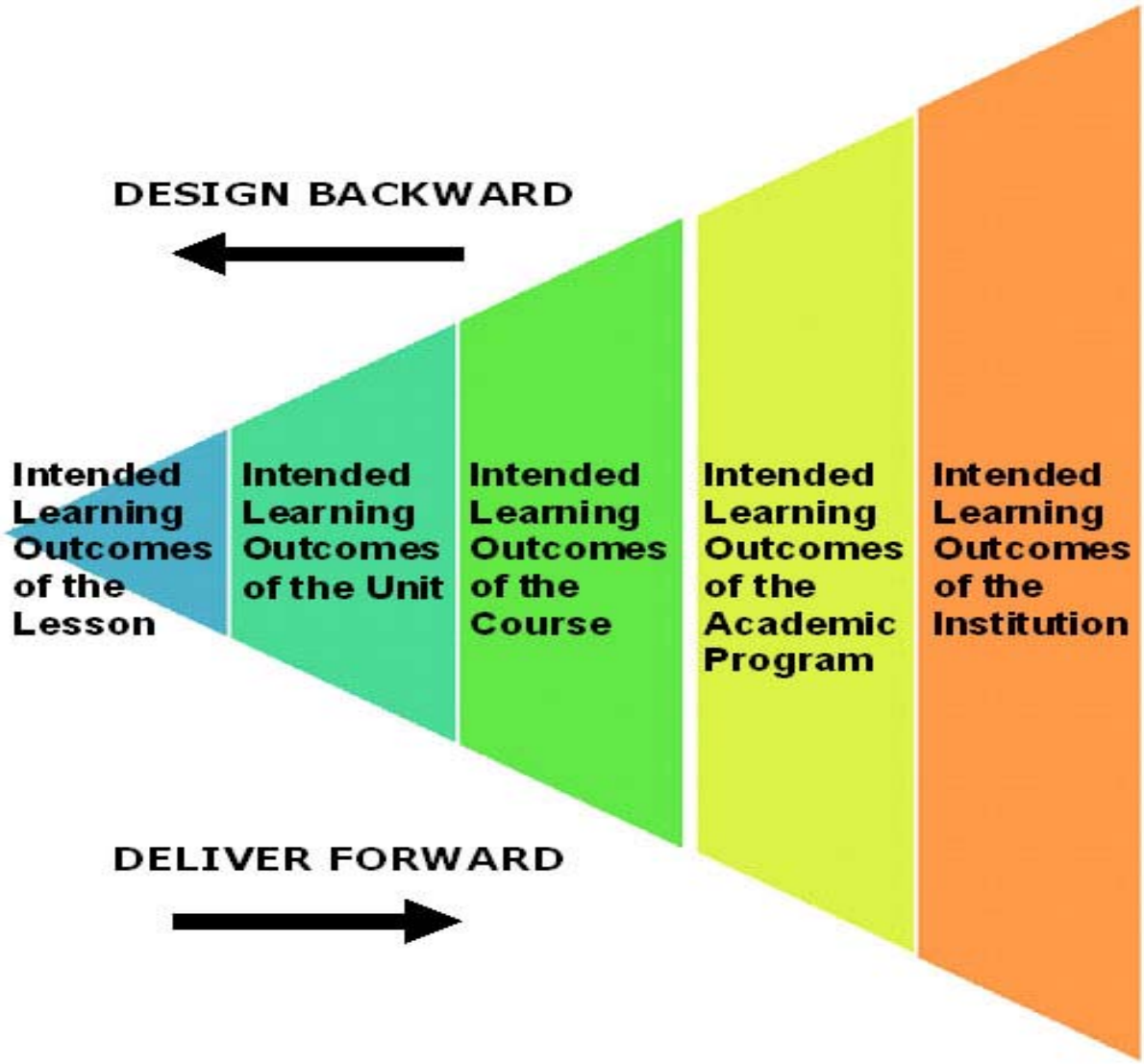
Work *backward* to design academic program outcomes

Lastly, design course outcomes that will lead to the achievement of both program and institutional outcomes

When the program is delivered, students experience the system in reverse

Students first participate in experiences that address lesson outcomes

The learning that results from these experiences accumulates as students proceed through the courses and other experiences in the program. Curriculum is designed so that it provides a coherent set of experiences leading to the development of desired knowledge and skills – students show increasing levels of sophistication and integration of skills as they progress through the program.



(Learner-Centered Assessment on College Campuses: shifting the focus from teaching to learning by Huba and Freed 2000)

Curriculum mapping makes it possible to identify where within the curriculum learning objectives are addressed. In other words, it provides a means to determine whether your objectives are *aligned* with the curriculum.

Alignment – the curricula must be systematically aligned with the program objectives. Alignment involves clarifying the relationship between what students do in their courses and what faculty expect them to learn. Analyzing the alignment of the curricula with program objectives allows for the identification of gaps which can then lead to curricular changes to improve student learning opportunities.

III. Assessment Is Needed for a Quality Learning Environment

Quality learning environments are:

- "Learner-centered" – paying careful attention to the knowledge, skills, attitudes, and beliefs that learners bring to the educational setting.
- "Knowledge-centered" – taking seriously the need to help students become knowledgeable by learning in ways that lead to understanding.
- "*Assessment-centered*" – providing *opportunities for feedback and revision and what is assessed is congruent with the students' learning goals.* Formative assessment involves the use of assessments as sources of feedback to improve teaching and learning. Summative assessment measures what students have learned at the end of some set of learning activities.
- "Community-centered" – referring to several aspects of community, including the classroom as community, the school as a community, and the degree to which students, teachers, and administrators feel connected to the larger community of homes, business, states, the nation, and even the world.
  (How People Learn by Bransford, Brown, & Cocking 1999)

IV. Assessment Is Needed for Effective Teaching

Two important conclusions about the best college teachers:

- How do they prepare to teach? They *begin with questions about student learning objectives* rather than about what the teacher will do.
- How do they check their progress and evaluate their efforts? They have some *systematic program to assess their own efforts and to make appropriate changes.* They *assess their students based on the primary learning objectives* rather than on arbitrary standards.

(What the Best College Teachers Do by Bain 2004)

"People tend to learn most effectively (in ways that make a sustained, substantial, and positive influence on the way they think, act, or feel) when

- they are trying to solve problems (intellectual, physical, artistic, practical, abstract, etc.) or create something new that they find intriguing, beautiful, and/or important;
- they are able to do so in a challenging yet supportive environment in which they can feel a sense of control over their own education;
- they can work collaboratively with other learners to grapple with the problems;
- they believe that their work will be considered fairly and honestly; and
- they can try, fail, and *receive feedback from expert learners in advance of and separate from any summative judgment of their efforts*." – Ken Bain 2004

V. Designing Effective Assessment Plans

Designing Effective Department Assessment Plans

Learning vs. teaching. In the past, we measured effective teaching. We assumed that if qualified and effective teachers used appropriate materials and methods, than we were doing our job. The focus now is on student learning, recognizing that what is important is how students learn. Thus, assessment measures must focus on student learning.

Identifying Student Learning Outcomes

- ***Limit the number***. It is difficult to assess more than 4-6 student learning outcomes. As some outcomes are achieved, new outcomes can be identified. Or, some of the outcomes can be assessed one year, and others the next.
- ***Limit the scope***. It is important to operationalize student learning outcomes into some kind of action that students can demonstrate. It may be a test, it may be a paper, or it may be the creation of some kind of project. It is important that learning outcomes can be individually measured. Using an action verb at the beginning of the student learning outcome can be an effective way of identifying how the outcome will be measured.
- ***Limit to your teaching and expertise***. It is advisable to include learning outcomes your department can influence in some way. Improving writing, for example, may be beyond the scope of your department's curriculum. Generic learning outcomes (e.g. ability to write or speak) will be measured through liberal studies assessment.
- ***Focus on continuous improvement***. Once you've shown evidence of ability to achieve basic learning outcomes, develop more focused outcomes to identify areas where you can improve. The goal of assessment is provide feedback to the program so it can continually improve student learning. Considering past learning outcomes and the program's success in achieving those outcomes may suggest ways of focusing new outcomes to provide more information to the program. Programs should hypothesize about areas of weakness and develop outcomes to confirm or deny expectations and identify ways of fixing those weaknesses. Effectively constructed outcomes can help support arguments for additional university support, offered through Instructional Improvement Grants.

Measuring Student Learning Outcomes

Departments/programs should address the following questions when considering how to measure student learning:

- Who will be measured? Departments/programs do not need to measure each student each year. Random samples of students can be used. Some departments assess students in a senior capstone course. Assessing students in selected courses is also possible. Students should be assessed after they have been exposed to the content matter described in the learning outcomes. Often, assessment occurs during the last semester or two of the

student's career, but assessment can take place at any time. If using a pre-test/post-test measurement design, students should be assessed before and after completion of learning outcome content.

- When? Data about student learning should be gathered at least annually.
- By whom? Departments should specify that a particular person or committee be charged with assessment duties. When using embedded assessment, course instructors can be charged with gathering data. Assessment is most useful when results are analyzed, discussed, and implemented by as wide a group as possible.
- How? The table on the next page describes some of the various assessment measures that can be used. Multiple measures are not necessary for each outcome, but the program should use more than measure throughout its assessment plan.

Measure	Description	Advantages	Disadvantages
Portfolio Review	An evaluator or evaluators evaluate a collection of student work. Uses rubric.	Evaluates longitudinal work of students	▪ Time-consuming ▪ Requires diligence ▪ Difficult to score
Objective Exam	Use of a multiple-choice/true-false exam to measure student learning; may include pre-test/post-test design.	▪ Tests actual knowledge. ▪ Can be used to measure improvement.	▪ Difficult or expensive to design. ▪ Difficult to test all students.
Embedded Assessment	Use of an in-class graded or ungraded activity or assignment as a way of measuring student learning. Uses rubric.	▪ Unobtrusive ▪ Easily administered and scored ▪	▪ Limited in scope
Student Interviews	Asking students direct questions about their learning and experiences in the program. May use a rubric.	▪ Can probe knowledge and affective responses	▪ Difficult to score ▪ Time-consuming ▪ Possibility for bias in student answers
Surveys	Asking questions of faculty, employers or alums about student learning.	▪ Easy to administer ▪ Easy to score	▪ Difficult to determine causality ▪ Difficult to design valid instruments ▪ Possibility for bias in the answers
Indirect Measures	Other measures including scores on placement tests, national awards and honors, etc.	▪ Compares your students to national averages and other schools	▪ Not directly tied to student learning outcomes ▪ Comparisons may not be available

Communicating and Integrating Assessment Results

- ***Determine what you expect***. Department should determine what is a reasonable expectation for their students on a given measure.
- ***Make changes as a result***. Stretch your assessment to examine areas where you may have weaknesses and can make improvements. <u>The feedback loop is essential for assessment to be effective</u>. Gathering data is not enough. It must be communicated to the department and university so that improvements can be made in student learning. Some of the changes that may result from assessment include:
    - Curricular changes: New classes, new requirements, new prerequisites.
    - Remedial steps: Courses student should take before entering a particular program or a specific course within a program.
    - New equipment purchases. Offering evidence that equipment purchases can improve student learning is persuasive.
    - New faculty hires. Offering evidence that a new faculty position would enhance student learning is persuasive.

VI. The UB Templates for Reporting Assessment

Program Level Plan for Assessment of Student Learning Outcomes

Division/School: _____

Chair/Director: _____

Academic Program: _____

Program Director: _____

Date Submitted: _____

Division/School Mission Statement

Division/School Goals

Academic Program Mission Statement

Program-Level Student Learning Outcomes

Curriculum Map

3-year SLO Assessment Timeline

Program Level Plan for Assessment of Student Learning Outcomes

Division/School: _____

Chair/Director: _____

Academic Program: _____

Program Director: _____

Date Submitted: _____

Division/School Mission Statement

Division/School Goals

Academic Program Mission Statement

Program-Level Student Learning Outcomes

Student Learning Outcome(s) Assessed for _____ Semester, AY 20__

Learning Outcome	Significant Student Learning Opportunities
1.	1. 2. 3. 4.
2.	1. 2. 3. 4.

Learning Outcome (In order as above)	**Assessment Method** (Indicate at least 2 different assessment methods, including criteria for acceptable attainment of each.)	**Direct or Indirect Method?**

1.	1. 2.	1. 2.
2.	1. 2.	1. 2.

Analysis and Use of Assessment Results

Learning Outcome (In order as above)	**Analyses of Assessment Results**	**Actions Taken**
1.	1. 2.	1. 2.
2.	1. 2.	1. 2.

Sharing of Results

(With whom have you or will you share these results, when, and why?)

Closing Reflections

Please discuss these questions at a meeting of program faculty members. Your responses should reflect the thoughts of the faculty and you should note where there are different perspectives.

1. In addition to what you have already indicated, what else did you learn as a result of this assessment process that will help you improve your program? Please elaborate.

2. Did you have a positive or negative experience with assessment this semester? If any, what were the barriers or challenges to assessment? Please elaborate.

3. What suggestions do you have for improving the assessment process?

Supplemental Evidence of Academic Rigor, Effective Pedagogy and Student Learning

Please share electronically other evidence you may have of effective teaching, student learning, and assessment related to your program's student learning outcomes. This might include syllabi, curriculum mapping, program or the accreditation review, a few (2 – 4) samples of student work, rubrics, etc.

VII. Assessment Report Checklist - Feedback Plan

When you submit plans you will receive feedback to continuously improve your plan. In addition to yearly changes that you may choose based on evidence, for example new student learning outcomes, you are required to review your program mission statements every seven years when program review is required.

Here is a sample report:

Assessment Report Checklist

School/Division: "X" Program: "X"

Program Director: " X" Date: _____

	Yes	Not Quite	Question
FORMAT			
1. Follows the Assessment Template			**1**
MISSION STATEMENT			
1. States the Purpose of the program		**2**	
2. Identifies who the program services		**2**	
3. Indicates how it will achieve mission			
4. Clear & concise			**3**
5. Aligns with school/division mission			**4**
CURRICULUM MAP			
1. Accurately identifies SLO's in courses taught			**5**
2. Identifies where appropriate, UB SLO's outcomes			
3. Identifies where appropriate, Gen Ed outcomes; accrediting body of aggregate			
4. Identifies where outcomes are I,R, E, M (I=introduced, R=reinforced, E=emphasized, M=mastered)			
OUTCOME(S) ASSESSED			
1. Clearly identified			
2. Meet college standards for rigor			
3. Stated in measurable terms		**6**	
STUDENT LEARNING OPPORTUNITIES			
1. Multiple and varied learning opportunities		**7**	
2. Engaged students in the learning process		**7**	
3. Directly linked to learning outcomes		**7**	
USE OF DIRECT/INDIRECT ASSESSMENT MEASURES			
1. Used at least 2 different assessment measures			**8**
2. At least one assessment measure was direct			
ANALYSIS OF ASSESSMENT RESULTS			
1. Summarized important data about student learning			**9**
2. Provided evidence for change			

3. Informs the teaching/learning process			
USE OF ASSESSMENT DATA TO IMPROVE TEACHING AND LEARNING			
1. Articulate how assessment data will affect teaching and student learning			**10**
2. Changes, if any, are defined and implemented in next cycle			
SHARING ASSESSMENT RESULTS			
1. Identified who will receive results and why			**11**
SUPPLEMENTAL EVIDENCE			
1. Evidence of effective pedagogy and assessment practices, academic rigor, and/or student learning (syllabi, curriculum, etc)			**12**

Example Recommendations for Assessment Plan/Report Revision

1. **Mission statement and SLOs only**.
2. **Neither the program's purpose nor its audience is stated explicitly,** although both may be inferred from the information provided.
3. **Mission statement needs to be more concise**.
4. **No school mission statement is provided.**
5. **No curriculum map is provided**. [Note that mapping may be problematic due to nature of program.]
6. **Several SLOs include multiple, complex behaviors**.
7. **Although mission statement includes reference to general learning opportunities, no explicit examples are provided.**
8. **No information is provided about direct or indirect methods of program assessment**.
9. **No information is provided**.
10. **No information is provided**.
11. **No information is provided**.
12. **No information is provided**.

VIII. Workshops

In addition to individual feedback, each year, a series of workshops will be offered to the entire campus community. The workshop schedule is updated at the beginning of each academic year. These hands-on workshops will provide support for your assessment work. Should you need individual consultation, we are happy to provide help. Contact either your Associate Dean, or the Assessment Fellow assigned to your school/unit for support.

Assessment Workshop Schedule AC 252 AY 2014-15

Workshop	Date 1	Date 2	Date 3
Program mission statements: Their audience and what they should communicate. **Facilitator - Catherine Andersen & Jack Bates**	August 25, 2014 2pm – 3:30pm	August 28, 2014 10:15am – 11:30am	January 2015 TBD
Program-level student learning outcomes: Objectifying the behaviors, conditions, and criteria of learning. **Facilitator – Sandra Hill & Jack Bates**	September 8, 2014 2pm – 3:30pm	September 11, 2014 10:15am – 11:30am	February 2015 TBD
Curriculum mapping: The scope and sequencing of learning opportunities. **Facilitator – Heather Wyatt-Nichol**	September 22, 2014 2pm – 3:30pm	September 25, 2014 10:15am – 11:30am	February 2015 TBD
Characteristics of master teaching: Learning Opportunities (high-impact activities) and Assessment Tools **Facilitator – Nancy O'Neill**	October 6, 2014 2pm – 3:30pm	October 9, 2014 10:15am – 11:30am	March 2015 TBD
Direct assessment of program success: Course-embedded artifacts of learning. **Facilitator - Jack Bates & Catherine Johnson**	October 20, 2014 2pm – 3:30pm	October 23, 2014 10:15am – 11:30am	March 2015 TBD
Indirect assessment of program success: Graduation rates, satisfaction surveys, employment, et al. **Facilitator - Heather Wyatt-Nichol**	November 3, 2014 2pm – 3:30pm	November 6, 2014 10:15am – 11:30am	April 2015 TBD
Closing the loop: Moving from data collection and analysis to program evolution. **Facilitator - Jack Bates & Catherine Johnson**	December 1, 2014 2pm – 3:30pm	December 4, 2014 10:15am – 11:30am	April 2015 TBD

**RSVP to Alicia Campbell (acampbell@ubalt.edu)

***Additional facilitators to be added

Specific Resources

IX. How to Write a Mission Statement

The foundation for an assessment planning process is a shared, clearly articulated mission statement. Aligned mission statements are mutually supportive. A mission statement is a brief statement that identifies the purpose of your program, who is served, and how they are served. A mission statement is clear, concise, short enough to recite from memory and contributes to assessment. Program level mission statements should be aligned with schools or divisions as well as the university mission.

General Program Mission Statement Template
The mission of the _____ degree program is to __[Primary purpose]__ for __[Stakeholders]__ by __[Primary functions, including examples of student learning opportunities]__.

Sample Mission Statement
The mission of the Biology B.S. degree program is to prepare students for employment in various biology-related areas and/or for advanced degrees in biology and other related fields. The program curriculum provides students with instruction in the fundamental concepts, knowledge, and laboratory/field techniques of the life sciences, and offers hands-on learning opportunities ranging from small-group problem solving exercises to practice in formal laboratory methods to the conducting of field-based research projects in the greater Baltimore area.

Checklist for a Mission Statement

- Is the statement clear and concise (ideally no more than 90 words)?
- Is it distinctive (i.e., setting your program apart from those offered elsewhere)?
- Does it clearly state the purpose of the program?
- Does it indicate the primary stakeholders?
- Does it support the missions of the school/division, the college, and the university?
- Does it reflect the program's priorities and values?

(Based on material from the University of Central Florida: "UCF Academic Program Assessment Handbook," 2005; and, on material from the University of San Diego.)

X. How to Write Program Level Outcomes

How to write learning outcomes

by Alan Jenkins (Oxford Brookes University) &
Dave Unwin (Birkbeck College London)

As a result of reading this text and then applying it to the materials you write for the project you will be able to:

- state what is meant by a learning outcome
- give reasons why learning outcomes are valuable in designing a lecture

- use learning outcomes when planning and writing a lecture
- have a view as to whether you think they better enable you to describe to students what they are expected to learn from your material.

What are learning outcomes?

Learning outcomes are statements of what is expected that a student will be able to DO as a result of a learning activity. For this new version of the Core Curriculum the activity will be following your materials on WWW or listening to a lecture based on them, but it could also be a laboratory class, even an entire study program.

Note how we emphasize what students will be able to do. This distinguishes an approach based on learning outcomes from one which uses more intangible ideas related to educational aims and objectives. In the educational literature there are important debates about the differences between objectives /outcomes and competencies, but this introduction will not bother you with these niceties.

The key word is DO and the key need in drafting learning outcomes is to use active verbs. Note how in the introduction we used words such as give, use and have a view.

Why learning outcomes?

Learning outcomes help instructors more precisely to tell students what is expected of them. By doing this, educationalists assert that they:

- help students learn more effectively. They know where they stand and the curriculum is made more open to them.
- make it clear what students can hope to gain from following a particular course or lecture.
- help instructors to design their materials more effectively by acting as a template for them.
- help instructors select the appropriate teaching strategy, for example lecture, seminar, student self-paced, or laboratory class. It obviously makes sense to match the intended outcome to the teaching strategy.
- help instructors more precisely to tell their colleagues what a particular activity is designed to achieve.
- assist in setting examinations based on the materials delivered.
- ensure that appropriate assessment strategies are employed.

Learning outcomes are particularly important in a project like this where materials and learning activities are produced by many people in order to be used by others. By stating what you expect students to be able to do as a result of what you have written, you can help colleagues elsewhere better judge its appropriateness to their circumstances and consider how to change it to meet their own local needs. Given the practical emphasis of GIS, specification of learning outcomes seems particularly appropriate.

Writing learning outcomes

We started this briefing with an example where we gave four possible outcomes for this exercise which you might like to revisit.

Here are some suggested ways in to the problem:

- think of what you expect students to be able to do / to know before reading your material NOW
- think of them after they have read it. What should they now be able to do as a result of reading it?
- always try to use active words. Some suggestions, each keyed to a particular type of intended outcome, are given at the end of this document.

- try writing them!
- try writing them, and then ask a colleague who is not a GIS specialist / or students whether they know what is expected of them

An example

By way of example, a laboratory module in a spatial analysis course using Bailey and Gatrell's INFOMAP software on the analysis of point patterns might have any or all of the following as learning outcomes:

On completion of this exercise you will be able to:

1. Access INFOMAP on the PCs in the Computer Based Learning Laboratory and load data into it from a file.
2. Use the MAP routine to draw and print a dot map and give a verbal description of the pattern revealed.
3. Use the spreadsheet facilities within the DATA module to compute a simple nearest neighbor test of complete spatial randomness.
4. Use the ANALYSIS routine provided to estimate a K function of nearest neighbor distances.
5. Do a kernel density estimation transformation of the point data into a continuous surface of densities.

Reference to the lists of suggested words will show that, as befits a laboratory class, these outcomes almost all relate to the application of knowledge.

What are the objections/problems?

- Some groups in the USA object to them as aiding education as social engineering.
- Some instructors say, with justification, that they can't predict what students will learn. Hence the use of the word 'intended'.

What comes next?

Well, once you have written your learning outcomes, the next logical step is to design an assessment method to test whether students have achieved the outcomes. Only then can one really say what form of learning materials / activities are needed to assist students to pass the assessment. Clearly, your suggested examination questions should attempt to test whether or nor the intended outcomes you specified have been achieved.

Further reading

ALVERNO COLLEGE FACULTY (1994) *Student Assessment as Learning at Alverno College*, Alverno College Institute, Milwaukee.

Bloom B (1956) *Taxonomy of Educational Objectives, Book 1 Cognitive Domain.*

Bloom B (1964) *Taxonomy of Educational Objectives, Book 2 Affective Domain.*

Verbs that you might think of using to specify different sorts of outcome

For Knowledge				
arrange	order	define	recognize	duplicate
label	recall	list	repeat	memorize
name	state	relate	reproduce	**

For Comprehension				
classify	locate	describe	recognize	discuss
report	explain	restate	express	review
identify	select	indicate	translate	**

For Application				
apply	operate	choose	practice	demonstrate
schedule	dramatize	sketch	employ	solve
illustrate	use	interpret	write	**

For Analysis				
analyze	differentiate	appraise	discriminate	calculate
distinguish	categorize	examine	compare	experiment
contrast	question	criticize	test	**

For Synthesis				
arrange	formulate	assemble	manage	collect
organize	compose	plan	construct	prepare
create	propose	design	write	**

For Evaluation				
appraise	judge	argue	predict	assess
rate	attach	score	choose	select
compare	support	estimate	evaluate	**

Modified version of *A good, concise "shopping list" of action verbs*
As compiled by the Assessment Office, Minnesota State University, Moorhead
http://www.mnstate.edu/assess/ActionVerbs.htm

Action Verbs for Student Learning Objectives

This chart can be a helpful starting point for programs developing or revising student learning objectives.

A learning objective should include an action verb that identifies an observable action students take in response to overarching student learning goals.

This list is not exhaustive, but is designed to initiate discussion about learning outcomes.

Knowledge	Comprehension	Application	Analysis	Evaluation	Synthesis
define	describe	apply	analyze	appraise	arrange
list	discuss	Calculate	appraise	assess	assemble
name	explain	demonstrate	classify	choose	collect
recall	express	Dramatize	contrast	contrast	compose
record	depict	Employ	debate	defend	construct
relate	locate	Illustrate	diagram	estimate	create
underline	paraphrase	Interpret	differentiate	evaluate	design
label	recognize	Operate	distinguish	judge	formulate
quote	report	Practice	examine	justify	integrate
locate	restate	Schedule	experiment	measure	manage
match	review	Sketch	question	rate	organize
cite	summarize	solve	test	revise	Plan
reproduce	translate	Use		score	prepare
identify				select	propose
state					

This checklist is used by the University of Central Florida and can be found in their Assessment Handbook.

This is a summary of the guidelines that you should keep in mind when developing student learning outcomes for your program.

1. ____Focus on intended outcomes that are critical and specific to your program.
2. ____Include in clear and definite terms the knowledge, abilities, values and attitudes a student who graduates from your program is expected to have.
3. ____Confirm that it is possible to collect accurate and reliable data for the outcomes.
4. ____Consider available resources when developing outcomes.
5. ____Include more than one measure that can be used to demonstrate that the students in a particular program have achieved the expected outcomes of the program.
6. ____Address how the students' experience in the program contributed to their knowledge, abilities, values and attitudes.
7. ____State the outcome so that assessments of the outcome can be used to identify areas to improve.

XI. How to Use Curriculum Mapping

Mapping learning outcomes is a critical discovery point. It verifies where in the curriculum and co-curriculum learning outcomes are being introduced, reinforced and mastered. Now that your major department or general education requirement outcomes have been identified, where will these outcomes be taught? Will the student be expected to demonstrate introductory knowledge, developing knowledge or mastery level knowledge?

Consider the map below. What does it tell you about the curriculum and its impact on students

Business Administration Curriculum Map

I = Intro R = Reinforce M = Mastery	Micro Soft for Bus 207	Econ 208	Intro to Bus 301	Marketing 314	Mgt. Finance 401	Internship 450
Demo Comp Literacy	I	I	R			M
Use Software for Bus Solutions			I	I	R	M
Recognize Ethical Issues			I	R		R
Translate Corp Social Responsibility Into Policies			I		E	R
Utilize Accounting Cycle	I	I	E	R	M	M
Compare Financial Plans		I	E		M	M
Eval Marketing Problems			I	R		M

Adapted from Maki, 2004 and Gallaudet University 2007

Mapping of Learning Outcomes across the Curriculum

Curriculum and Non-Curricular Opportunities to Achieve Outcome

Learning Outcome									
1.									
2.									
3.									
4.									
5.									
6.									

After completing the map – often referred to as a matrix - here are a few questions that should guide program discussions?

- What conclusions can be drawn about priorities, emphasis, and learning?
- What skill is taught in each course? Is it over taught? Under taught?
- Should majors leave with mastery in all areas?
- Would any co-curricular activities enrich this program?

XII. Assessing Student Learning and Direct and Indirect Measures

Examples adapted from Gallaudet University 2007 Assessment Handbook

Assessment can take many forms. Direct and indirect evidence of student learning offer insight into the outcomes of the students' educational experiences. Both have their place in providing evidence of student learning. Similarly both quantitative and qualitative add value to the assessment process. Below is what MSCHE has to say about the value of formative and summative assessment.

"Formative assessment is ongoing assessment that is intended to improve an individual student's performance, student learning outcomes at the course or program level, or overall institutional effectiveness. By its natures, formative assessment is used internally, primarily by those responsible for teaching a course or developing a program.

Ideally, formative assessment allows a professor, professional staff member, or program director to act quickly to adjust the contents or approach of a course or program. For example a faculty member might revise his or her next unit after reviewing students' performance on an examination at the end of the first unit rather than simply forging ahead with the pre-designated contents of the courses…

In contrast, summative assessment occurs at the end of a unit, course, or program. The purposes of this type of assessment are to determine whether or not overall goals have been achieved and to provide information on performance for an individual student or statistics about a course or program for internal or external accountability purposes. Grades are the most common form of summative assessment."

(MSCHE. Student Learning Assessment, 2003)

	Direct Measure	Indirect Measure
Course Level	Course and homework Examination & quizzes Standardized tests Term papers & reports Presentations Research projects	Course evaluations Hours of service learning Student hours doing homework Number of student hours at out of class cultural events

	Class discussion Case study analysis Rubric Artistic performance	
Program Level	Capstone projects Pass rates or scores on licensure, certification Student publication Internship supervisor ratings	Focus group interviews Course enrollment info Job placement Dept or program review Alumni surveys Student perception survey

Check off the multiple and varied assessment instruments that you will be using to assess the one or two learning outcomes that you identified.

<u>Direct Measures:</u>

1. _____ In-house pre-test or post-test for mastery of knowledge
2. _____ Performance assessment (e.g. rubrics or other standardized instrument that measures)
3. _____ Major project assessment by independent raters (according to criteria or rubric)
4. _____ Common test formats (e.g. completion, essay, matching, multiple-choice, true-false)
5._____Authentic Test
6._____Classroom Assessment Techniques (Angelo and Cross, 1993)
7._____Community Service and other Field Experience
8._____Capstone Experiences (e.g. papers, senior theses)
9._____ Homework Assignments
10.____In-class Presentations
11.____In-class Writing Assignment
12.____Poster presentations and student research conferences
13.____Exhibitions and productions
14.____Competence Interviews
15.____Portfolios
16.____Embedded assignments

("What differentiates embedded assessments from other class activities is that they are designed to collect information on specific program learning objectives. In addition, results are pooled across courses and instructors to indicate program accomplishments, not just the learning of students in specific course sections. Allen, 2004)

Indirect Measures:
1. _____ Job placement of graduating seniors
2. _____ Employer surveys and questionnaires
3. _____ Student graduation/retention rates
4. _____ Exit interviews
5. _____ Survey measuring satisfaction with learning that occurred
6. _____ Student program evaluations

7. _____ Focus group discussions
8. _____ Alumni surveys reporting satisfaction with program
9. _____ Analysis of student grade distribution
10. _____ Peer review of program
11. _____ Analysis of records, documents regarding program/clientele
12. _____ Community perception of program effectiveness
13. _____ Benchmarking
14, _____ Degree of increase or decrease of specifically targeted behaviors
15._____ Reflective essays
16._____Interviews

XIII. Closing the Loop- Using evidence to make change

Whatever it is that one learns thought the assessment process; one must take this evidence to do something. Nothing is worth assessing if you don't plan to use the results. Thus, the contentious assessment cycle of identifying what it is you want students to do, or for your program to accomplish, design ways in which this learning opportunity happens, gather evidence – direct and indirect as well, analyze the results, make sense of the results, do something and start all over again!

XIV. Common Syllabus

Here is an example that is currently being used in the Sophomore Seminar

SYLLABUS TEMPLATE

UNIV 20X:
Sophomore Seminar

I. Contact Information

Instructor name, office location, phone number, email address, office hours

II. Why Take This Course?

The ability to **think critically** and the ability to **make connections** are **critical for success** in every UB major. The Sophomore Seminar is designed to **enhance students' academic progress** into a major by developing their critical thinking skills and enabling them to explore and make connections across their **academic work, personal aspirations, and professional goals**. The Sophomore Seminar helps to focus students' academic work in **the second year**, when many students would benefit from greater direction and momentum.

While each section of the Sophomore Seminar will have a different **disciplinary focus**, all sections will share a **common reading** and **common activities** as part of the seminar's hands-on approach. In every section, students will work to **enhance core skills** in communication, career planning, research, quantitative and qualitative analysis, and team-building and apply these skills to **real-world issues**.

The Sophomore Seminar is a central element in UB's new **General Education** curriculum—the **core courses** that form the backbone of every UB bachelor's degree program and that help students develop key skills and abilities needed to advance their personal, professional, and civic lives.

III. Who Should Take the Course?

The Sophomore Seminar is **required** for all UB students with less than 45 college credits, whether they have transferred to UB or have enrolled at UB from the start. The course must be taken in a student's third or fourth full-time semester. The sophomore seminar is also optional for students with 45 or more college credits.

Pre-Requisite: WRIT101 (Reading and Writing Processes for College Composition) must be successfully completed prior to enrolling in the sophomore seminar.

Pre-Requisite or Co-Requisite: INFO 110 (Introduction to Information Literacy) must be taken previous to or in the same semester as the Sophomore Seminar.*

** INFO110 may be waived for students who enroll with 45 credits or more with permission of advisor*

IV. Course Goals/Outcomes/Expectations

Describe what is expected of the students in regard to course learning and skills; can be articulated as learning goals for the course, learning outcomes ("by the end of this course you will be able to …") or statements of what the instructor expects the student to accomplish in the course)

Student Learning Outcome	**Learning Opportunities/Product (Examples)**	**Assessment (Examples)**
1. Demonstrate quantitative and qualitative literacy to question and probe one's own or others' approach to a problem or challenge related to major themes of the course.	Research project, guided research paper or position paper _____ _____	Rubric, peer review _____ _____
2. Identify and apply critical skills and processes necessary for successful work in groups and teams, including core concepts of personal initiative, purpose, and social intelligence.	Group project(s), possibly in conjunction with the Common Read book _____ _____	Self/peer/instructor evaluation of teamwork skills _____ _____

3. Demonstrate an evolving sense of professional identity that results from new learning attained in the course, articulate appropriate "next steps" in their post-course development.	Experiential learning, possibly as part of a culminating assignment _____ _____	Written reflection pre- and post-experiential learning _____ _____
4. Apply insights gained from the common reading using critical reading and thinking skills as related to disciplinary/pre-professional perspectives.	Analytical writing assignment, debate, producing an artifact keyed to the Common Read book _____ _____	Oral or written demonstration of critical reading skills, artifact showcase _____ _____
5. Additional learning goal based on theme and disciplinary content/methods	_____ _____	_____ _____
6. Additional learning goal based on theme and disciplinary content/methods	_____ _____	_____ _____

V. Course Requirements/Assignments

Should include due dates and reflect point values found in grades section

VI. Grade Evaluation Procedure and Policy

Should lay out weight/point value assigned to various assignments and activities (e.g., attendance, class participation) and what constitutes a final grade of A, B, C, D, or F

Should include information about mid-term grade reporting, including where/how students can access their grades, date of mid-term grade reporting, and what to do if students are failing the course at mid-term

VII. Texts and Required Reading

List required and/or recommended textbooks and other materials needed for the course

VIII. Academic Dishonesty/Plagiarism Policy

For language to include on the syllabus, see the Academic Integrity Policy for the Yale Gordon College of Arts and Sciences, College of Public Affairs, and Merrick School of Business at www.ubalt.edu/campus-life/student-handbook.cfm#Academic_Integrity

IX. Turnitin.com

Suggested text: "The University of Baltimore licenses Turnitin, a commercial text matching service that analyzes students' submissions against its own archive of student papers, articles and web sites to report on student originality**.** Incorrect use of other individuals' work may result in plagiarism charges. I reserve the right to use other measures to evaluate your work for originality and proper attribution."

X. Accommodation for Students with Special Needs

Accommodation for students with special needs can be set up through the Center for Educational Access. For more information, see www.ubalt.edu/campus-life/center-for-educational-access/index.cfm

XI. Resources for Students

Academic, career, and personal support for students include but are not limited to:

- Academic Advisors – see your assigned advisor in your major
- Achievement and Learning Center: www.ubalt.edu/academics/academic-support/achievement-and-learning-center/index.cfm
- Career and Professional Development Center: www.ubalt.edu/campus-life/career-center
- Counseling Center: www.ubalt.edu/campus-life/counseling-services/index.cfm
- Langsdale Library: http://langsdale.ubalt.edu/
- Office of Community Life and Dean of Students: www.ubalt.edu/about-ub/offices-and-services/dean-of-students/index.cfm
- Rosenberg Center for Student Involvement: www.ubalt.edu/campus-life/csi/index.cfm

- Technology Services: www.ubalt.edu/about-ub/offices-and-services/technology-services/index.cfm and Sakai Support: ubsakaisupport@ubalt.edu or 1-855-501-0856

XII. Reading Day

Give date of reading day and brief explanation of what is expected of students on that day

XIII. Schedule of Course Activities/Assignments

Could include word "tentative" to allow for changes at instructor's discretion

XIV. Inclement Weather and Other Emergencies

For information about dealing with an emergency on campus, including inclement weather, see www.ubalt.edu/about-ub/offices-and-services/university-police/campus-safety/emergencies/emergency-preparedness/

Additional:

- Attendance Policy – it is strongly suggested that faculty teaching the Sophomore Seminar require attendance and include a policy on the syllabus
- Assignment make-up policy
- Cell phone policy

XV. Signature Writing Assignment

Sophomore Seminar

Signature Writing Assignment template

Students complete a two-part assignment:

(a) Keep a reading journal or blog (guiding questions provided) of the Skloot and any related/assigned research readings.

- allows students to compose in multiple media
- encourages students to connect the Skloot with your disciplinary focus
- keeps your paperload to a minimum: instructors may read but need not give individual responses or grades on this low-stakes, informal writing
- provides students with time to reflect on your subject content
- offers potential for student-to-student engagement via online and in-class discussion
- encourages metacognition to foster learning of key concepts
- helps students narrow down a focus for the more formal discipline-based assignment which follows this one

(b) Write a 1000-word review of at least three sources (guiding prompt provided) which show connections between the student's discipline and an issue raised in the common read.

- introduces students to the scholarship in your discipline
- offers instructor flexibility: instructors can assign the topic/issue or let students decide
- asks students to consider a range of perspectives on the selected topic
- gives students practice in identifying and evaluating a variety of relevant types of sources
- allows instructor to address the scope of writing in her/his field by assigning a disciplinary-based review
- offers opportunities for students to address a range of audiences: review can be "published" in various formats/venues

(a) Keep a reading journal or blog (guiding questions provided) of the Skloot and any related/assigned research readings.

Some suggestions for guiding questions

- Start by unraveling the complicated history of Henrietta Lacks' tissue cells. Who did what with the cells, when, where, and for what purpose? Who benefited, scientifically, medically, and monetarily?

- Recent political discourse and controversy have surrounded the issue of affordable health care in the US. How does the story of Henrietta Lacks and her family impact this issue? What do they add to the discussion? Do you think this book makes a case for universal health care?

- What are some specific legal and ethical issues raised by the book? Select one ethical question and discuss the facts of the case, including description of what happened, details about who was affected, examination of the resolution, and analysis of the outcomes for each person involved.

- Pharmaceutical companies yield huge profits for drugs that are developed using human cells, tissue, and other biological material. What are your thoughts on compensating donors for successful development of pharmaceutical drugs? Do you think that donors should be compensated? What are the potential issues or consequences that could arise from this?

- What are the legal ramifications regarding payment for tissue samples? Consider the RAND corporation estimation that 304 million tissue samples, from 178 million people, are held by labs. Should patient consent be required to store and distribute and individual's tissue for research?

- What are some spiritual and religious issues surrounding the living tissue of people who have died? How do Henrietta's descendants deal with her continued presence in the world, and even in the cosmos (in space)?

The timeframe in the book is set in a period of transition for people of color and some other marginalized groups in the US: in what ways are the issues addressing race and racism in *The Immortal Life of Henrietta Lacks* still relevant today? Identify and discuss your perspective on how those issues have evolved, improved, or not changed. What are some practical ideas or ways that these issues could be addressed or resolved?

Links to more details and additional resources

http://sciencenetlinks.com/lessons/immortal-life-henrietta-lacks/
http://www.litlovers.com/readingguides/14nonfiction/1251immortallifeofhenriettalackskloot?
http://libguides.dccc.edu/content.php?pid=203528&sid=1699965

Writing Assignment Ideas:

Informal, low-stakes	More formal, graded
Research journal/blog	Personal essay/Autobiography
Reading journal	Position paper
Reading questions created by students	Power Point presentation
Reading response	Research/Literature review
Personal reflection: pre-/post-discussion	Summary
Article or book report/presentation	Survey/Interview questions
Mixed media project	Case study
	Reports: critical, book, field, artist
	Ethnography

Content Connections:

Course Topics	
Business	Business of tissue harvesting and economic impact; Intellectual Property laws
Psychology	Impact on the Lacks family and descendants
Environmental Science	History of urban planning, segregation, and migration; Impact of industrial waste
English/Communication	Storytelling, fact checking; Impact of/responses to the book
History	Racism, classism, sexism in 1950s & 1960s; HBCUs in 1950s and 1960s; Books as historiography
Health Services	Treatment of oldest child of Henrietta Lacks and children after her death; History of mental illness
Philosophy	Standards for ethical research

from Delaware County Community College

(b) Write a 1000-word review of at least three sources (assignment guidelines provided) which show connections between the student's discipline and an issue raised in the common read.

Assignment guidelines:

Reading

Read the common text

suggestions—students could write informal journal entries about the reading: these could be blog posts, letters to a friend, comic strips, Sakai discussion posts, reflective paragraphs, responses to questions posed by students or to questions listed above, informal reports/presentations on chapters

Read a peer-reviewed scholarly article, chapter, or monograph provided by the instructor

suggestions—students could keep up the informal journal by writing entries about this sample article: they could discuss the research methods, article format, intersections with specific chapters of the Skloot, personal connections with the topic, disciplinary terms or concepts

Research

Locate and read an additional scholarly article

suggestions—in addition to informal journal entries, students could write a summary or annotated bibliography entry (idea for a class project: collaborative/collected annotated bibliography)

Locate, evaluate, and read at least two other sources

suggestions—as well as informal journal entries about the research process, students could research sources from well-informed news sites, popular media, or the arts

Writing

After locating at least three sources which address issues that connect your discipline to the events described in Rebecca Skloot's book, write a review of those sources for an audience of [suggestions—professors in your discipline; students considering your major; community members; discipline-related professionals; elected officials; a lay audience] which defines one selected issue and describes the ways in which your discipline studies that issue.

Minimum of three sources; at least one source is a peer-reviewed scholarly article, chapter, or monograph from the student's discipline
Minimum of 700 words
Guided peer review

This project helps you and your students achieve the following required components of Sophomore Seminar:

2. An assignment exploring the common reading through the disciplinary focus of the section.

4. At least one analytical or argumentative writing assignment of 700 words or more that provides opportunity for feedback and revision, and a minimum total of 2000 words across multiple assignments spread through the semester.
5. At least one of these assignments must be a researched based assignment requiring the student retrieve and evaluate information sources.
7. At least one reading assignment that is scholarly at a high professional level (peer-reviewed journal, scholarly monograph, professional publication).

Completion of this sequence provides a way for you to help students meet the following Sophomore Seminar Common Learning Goals:

1. Demonstrate quantitative and qualitative literacy to question and probe one's own or others' approach to a problem or challenge related to major themes of the course.
4. Apply insights gained from the common reading using critical reading skills as related to disciplinary/pre-professional perspectives.

Completion of this sequence provides a way to you to help students meet the following General Education Written Communication learning outcomes:

1. Address a range of audiences effectively; develop and organize focused and coherent messages, and use verbal and visual rhetorical strategies for informing and persuading.
2. Acquire a critical disposition to thinking, reading, and writing; understand writing as a process; and increase competence in rhetorical conventions.

Sample Peer Review script A:

After reading over the assignment sheet again, write your partner a 5-paragraph letter responding to the following questions with specific details and examples:

Paragraph 1: What is the selected issue your partner has focused on? What is the main point your partner makes about that issue? Where did you find that main point (in which paragraph? on which page?)?
Paragraph 2: Where in the draft does your partner define the selected issue? How clear is the definition? What other information would be useful for readers to know?
Paragraph 3: Where in the draft does your partner discuss relevant events from Henrietta Lacks' history? What are some other relevant events that your partner could include?
Paragraph 4: What are the three types of sources your partner reviews? How does each source inform the selected issue? How is the connection clearly made to show readers ways in which each source is relevant to the selected issue?
Paragraph 5: What is one main strength of this draft so far? Which parts of the assignment does this draft not yet do well? What other suggestions can you give your partner to help him or her improve this draft?

Sample Peer Review script B:

Review: Writer's Workshop
Review author: _____
Peer Responder: _____

1. Read the review's introduction paragraph: what clues does the introduction give about the issue addressed in this review?

1. What clues does the introduction paragraph give about the connections between all the sources, including the scholarly article and the other research sources?

3. Now, read each paragraph: what key words appear regularly to help readers keep up with the main ideas? What other key terms could be usefully added?

4. Write one sentence in which you describe the relationship between your partner's selected issue and the Skloot book. What other information from that book would be a useful addition to this review?

5. What is one thing you have learned from reading this review? What else would you like to know?

6. What is the least convincing part of the argument in this draft? Suggest a way to strengthen that part of the draft.

**The AAC&U Value Rubric is used to assess this writing.*

XVI. Timelines

Each school and division will have its own timeline. Check with your assessment fellow or associate dean for details. Below is a timeline for the College of Arts and Sciences to use as an example. It is expected that all colleges, with the exception of the law school which is just beginning to implement student learning outcome's as a result of new (August 2104) ABA accreditation guidelines, will have completed all ten phases below by December 2014 and to the continue the process. Enrollment Managements and Student Affairs (EMSA) will have completed steps 1-7 by May of 2015 and will gather data fall 2015. This work will become part of EMSA's annual reports.

ASSESSMENT REPORT for AY 2013-14

(Plan, Data, Analysis, Sharing & Discussion)

TIMELINE

*Please work with Assessment Fellow, Jack Bates, to ensure documents meet requirements as per the Provost's office

**Use assessment template provided to create plan and report; timeline here follows format of template
***Workshops provided for elements 1-7 (schedule provided) by Provost's Office w/ CAS

ELEMENTS	DUE DATE – 2014	CHECK-OFF
1) Vetted Mission Statement	Sept 5	
2) Measurable Student Learning Outcomes	Sept 19	
3) Mapping of Outcomes (3-yr cycle)	Oct. 3	
4) Choice of ~2 outcomes to assess/were assessed for AY13-14	Oct. 3	
5) Student Learning Opportunities & Assessment Methods/Tools	Oct. 17	
6) Analysis & Use of Results: Direct Assessment Measures identified (i.e., artifacts, papers, presentations, etc.) from fall '13, spring '14	Oct. 31	
7) Analysis & Use of Results: Indirect Assessment Measures identified (i.e., surveys, interviews) from fall '13, spring '14	Nov. 14	
8) Analysis (from data) and Use of Assessment Results (Actions taken)	Dec. 19	
9) Sharing	Dec. 19	
10) Reflections, Suggestions, Supplemental evidence of learning	Dec. 19	
FULL PLAN & REPORT W/ DATA ANALYSIS for AY13-14	**Dec. 19, 2014**	

Terms Defined for purposes of template:
Student Learning Opportunities – the opportunities you give students to learn and show learning, e.g., papers, presentations, projects, class discussions etc.
Assessment Methods/Tools – things you use to measure learning opportunities, e.g. rubric, peer evals, established criteria in your field (ex. AACU writing rubric)
Direct Assessment Measure – rubrics for papers, scoring chart for presentations
Indirect Assessment Measure – surveys, interviews, other opinion-type measures.

XVII. General Education

See the General Education Assessment Plan for specific details for General Education, also located on the General Education Website.

Appendix D
Support for Assessment

List of CELTT Faculty Cohorts and Major Events
2012 - 2014

Since 2012 the Bank of America Center for Excellence in Learning, Teaching, and Technology (CELTT) has offered /sponsored a number of faculty cohorts and events geared toward improving the quality of teaching and learning

Faculty Cohorts

Anticipated, Spring 2015

Online Course Continuous Improvement (for newcomers)
Community-Based Learning
Entrepreneurship across the Curriculum

2014-2015

Graduate Student Writing
Reading Critically

Fall 2014

Online Course Continuous Improvement
Community-Based Learning

2013-2014

Community-Based Learning
Student Course Performance and Learning Behaviors
Entrepreneurship across the Curriculum
Networked Learning

Selected Future Events

Fall 2015

Adjunct Faculty Appreciation/Welcome

Spring 2015

Online Course Continuous Improvement Meet-Ups (for cohort graduates)
Community-Based Learning Meet-Ups (for cohort graduates)
Writing Across the Curriculum Day (February 2015)

Fall 2014

OAI Open House
3rd Annual Teaching & Learning Day (October 17, 2014)
Preconference Workshops: 3rd Annual Teaching & Learning Day (October 16, 2014)
Workshop: Aligning Learning Tasks with Course-Level Outcomes (October 6 and 9, 2014)

Past Events

2014

- Breakout Session: High-Impact Practices at UB (August 21, 2014)
- Sophomore Seminar Workshop, part 2 (August 20, 2014)

- New Faculty Orientation (August 18-19, 2014)
- Scholarship Jumpstart Kickoff with Langsdale Librarians (August 14, 2014)
- Sophomore Seminar Workshop (co-planner) (May 16, 2014)
- Achieve UB Symposium (closing remarks) (April 30, 2014)
- Technological Fluency Learning Outcomes Convening (March 31, 2014)
- Book Discussion: Why Teach? -- Co-sponsor with the Hoffberger Center for Professional Ethics (March 5, 2014)
- CAS Scholarship Day (session moderator) (March 4, 2014)
- Workshop: Using Rubrics to Advance Program-Level Assessment -- Featuring Dr. Terry Rhodes, Vice President for Quality, Curriculum, and Assessment at AAC&U, co-sponsor with the General Education Council (February 21, 2014)
- Consultation with Dr. Terry Rhodes and members of the UB General Education Council (February 21, 2014)
- Coffee and Conversation with New Faculty (February 7, 2014)
- Enhanced Course Initiative, Orientation Workshops --Co-sponsor with the Office of Academic Innovation and Denit Honors Program (February 6 and 17, 2014)

2013

- *Experiential Learning Without Leaving the Classroom* -- Co-sponsor with the Merrick School of Business (November 18, 2013)
- *Dialogue on Scholarship Series: Imagining the Future of Research at UB* -- Featuring special guest Dr. Eugene Rice, Senior Fellow, Association of American Colleges and Universities; co-sponsor with the University Faculty Senate Council on Research, Scholarship and Creative Activities and the Office of Academic Innovation (December 5, 2013)
- *Dialogue on Scholarship Series: Examining the Climate for Research at UB* -- Co-sponsor with the University Faculty Senate Council on Research, Scholarship and Creative Activities and the Office of Academic Innovation (November 6, 2013)
- *2nd Annual Fall Teaching & Learning Day* -- Featuring Dr. MJ Bishop, University System of Maryland Center for Academic Innovation (October 18, 2013)
- *Workshop: An Introduction to Adobe Captivate* (October 1, 2013)
- *New Faculty Orientation* (August 22-23, 2013)
- *Sophomore Seminar Summer Workgroup* -- In July 2013, a faculty workgroup met to flesh out the General Education Council's (GEC) recommendation that a Sophomore Seminar be added to the General Education curriculum to facilitate student retention. The members of the workgroup detailed a template for any Sophomore Seminar that includes a course description, common learning goals, course guidelines, required elements for every section, and a possible framework for assessable units within each section. (July 9-11, 2013)

- *Capstone Course Summer Workgroup* -- In AY2012-2013, the General Education Council at UB recommended that all undergraduate degree programs incorporate a culminating capstone experience into their curricula by 2015. In July 2013, a faculty workgroup developed a framework for a capstone experience, including general education learning outcomes that would be included and assessed across program-specific capstone courses. (July 9-11, 2013)
- *Networked Learning Series: Games in the Cross-Disciplinary Classroom* (May 15, 2013)
- *Networked Learning Series: Video in Your Course* (May 8, 2013)
- *Networked Learning Series: Presentation Tools and Skills* (May 1, 2013)
- *Teaching on an Accelerated Course Schedule* (April 22, 2013)
- *Community Engagement Series: Teaching with Baltimore "Vital Signs" Data* (April 18, 2013)
- *Networked Learning Series: Social Media in the Classroom* (April 17, 2013)
- *Teaching in a Larger Classroom* (April 2013)
- *Community Engagement Series: Community-Based Experiential Learning at UB* (April 4, 2013)
- *Networked Learning Series: Thinking Outside of the CMS* (April 3, 2013)
- *Networked Learning Series: Google Apps and Docs* (March 27, 2013)
- *Networked Learning Series: Digital Scholarship* (Wednesday, March 13, 2013)

2012

Speaker: Carol Geary Schneider, AAC&U President -- Part of the CAS Visioning for Excellence Symposium on the Future of Integrative Applied Liberal Arts and Sciences at UB; co-sponsor with the Yale Gordon College of Arts and Sciences; also led faculty group responsible for writing related white paper and submitted the final edited version to CAS dean in April 2013 **(December 4, 2012)**

Inaugural Fall Teaching and Learning Day -- Featuring Dr. Lee Knefelkamp, Professor of Psychology and Education, Teachers College, Columbia University **(November 9, 2012)**

Day with Faculty and Staff – August 21st

9:00am–9:30am	**Welcome from Provost Introduction of Speaker** (*BC Auditorium*)
9:30am–10:30am	**Keynote: From Data to Action** Dr. Jillian Kinzie, Associate Director National Survey of Student Engagement (NSSE)– from Data to Action. NSSE and LSSE -Law School Survey of Student Engagement (*BC Auditorium*)
10:30 am–10:45am	**Refreshment Break** (*BC Atrium*)
Concurrent Sessions: 10:45am–11:30am	o Academic Integrity and Turnitin (*BC 205*) ▪ Carol Molinari and and Terry Ross o High Impact Practices at UB (*BC 207*) ▪ Nancy O'Neill and Paul Walsh o Common Read – a community event (*BC 219*) ▪ Daniel Page, Mike Kiel, Darien Ripple o Dr. Kinzie, Provost and Associate Provost and Deans, General Education, UFS Leadership and other invited guests (*BC 221*)
11:30am–12:15pm	Emergency Preparedness- How to Respond to a Crisis (*BC Auditorium*) Sam Tress, Chief- University Police
12:15pm–1:00pm	Lunch Provided
Concurrent Sessions: 1:00pm–1:45pm	o Academic Integrity and Turnitin (*BC 205*) ▪ Carol Molinari and and Terry Ross o High Impact Practices at UB (*BC 207*) ▪ Nancy O'Neill and Paul Walsh o Common Read – a community event (*BC 219*) ▪ Daniel Page, Mike Kiel, Darien Ripple o Dr. Kinzie, Associate Provost, VP EMSA, Assistant Deans and Director Institutional Research (BC 221)
Concurrent Sessions: 1:45pm–2:30pm	o Academic Integrity and Turnitin (*BC 205*) ▪ Carol Molinari and and Terry Ross o High Impact Practices at UB (*BC 207*) ▪ Nancy O'Neill and Paul Walsh o Common Read – a community event (*BC 219*) ▪ Daniel Page, Mike Kiel, Darien Ripple o Dr. Kinzi, Associate Provost and Law School Faculty and Staff (*BC 221*)
Closing Session 2:30pm–3pm	MSCHE updates progress and plan. Associate Provost Catherine Andersen

Appendix E
Exemplary Practices

Table of Contents

I. Assurance of Learning

This section provides a brief analysis of the work that has been done during the last five years to continually improve the learning process within the Merrick School of Business. It is split into two major parts and several subparts. The first section details the curriculum changes that MSB has instituted over this period. As mentioned previously, the University of Baltimore/Towson University MBA (UB/Towson MBA) curriculum was redesigned during the last eighteen months. The rationale for these changes will be discussed in the first subpart, while the second subpart will discuss the several changes in our undergraduate degree programs since 2009. The second part covers the learning goals for each of our seven degree programs that are included in this review, along with our attempts to measure our success at meeting these learning goals and the activities that we have taken to improve student learning.

CURRICULUM DEVELOPMENT: UB/TOWSON MBA PROGRAM

The dramatic decline in UB/Towson MBA enrollments beginning in 2010 caught the attention of administrators at both schools. The MBA Program Redesign Committee was constituted in late August of 2012. Five faculty members from each school served on the committee along with the MBA program director. During the fall 2012 semester, the committee undertook a comprehensive review of best practices in management education, domestically and globally. It identified the critical knowledge and skill sets required by employers, and surveyed the opinions of faculty, students, and alumni. The December 2012 committee report of the committee summarized its findings. A two-day faculty retreat was held in January 2013 to share research findings and brainstorm alternative designs for the MBA program. Based on the market feedback and faculty retreat, two alternative models emerged. These models were subjected to concept testing in April 2013, conducted by an independent firm. Feedback from the concept tests resulted in further refinement of one curriculum proposal. Another report produced in May 2013 highlighted the proposed restructuring/redesign of the UB/Towson MBA program, and documented the underlying market research that supports its design. Some further refinements were made during the summer and fall of 2013. The final redesigned MBA curriculum was approved during the fall 2013 semester, and will be implemented this coming fall.

With the approval of the redesigned MBA curriculum, necessary adjustments have been made to the curricula of the UB/Towson joint M.S. in Accounting and Business Advisory Services (MSABAS) and MSB's M.S. in Business-Finance. Further, faculty members in both of these programs are looking into more comprehensive redesigns, with serious work on MSABAS planned for this fall 2014.

CURRICULUM DEVELOPMENT: UNDERGRADUATE DEGREE PROGRAMS

Curriculum changes during the last five years in MSB's undergraduate degree programs have resulted from two primary stimuli. The first is due to MSB's ongoing Assurance of Learning (AoL) activities since 2004. More importantly, the decision to admit first-time, full-time first-year students beginning with the fall 2007 semester caused a substantial reconsideration regarding the educational background, skill set, and motivation of UB students in general, and particularly students taking MSB classes, whether or not they planned to major in business when they were admitted to the University.

From 1975-2007, The University of Baltimore served as a transfer-friendly institution for local and regional community college students and returning adult students, since the University only offered upper-division undergraduate programs, with few classes intended for sophomores or first-year students. The general admission requirement was 56 credit hours of completed college work with a cross-cumulative GPA of 2.0. In addition, a small number of sophomores (fewer than 40) with fewer than 56 credit hours were admitted to UB each year—with a somewhat higher GPA requirement. In the fall 2007, the university admitted its first freshman class in over 30 years.

A secondary effect of this change was a significant increase in the number of students transferring with sophomore status (25-56 credit hours). This increased sharply the need to develop and implement the lower-division curriculum, including general education requirements, lower-division business requirements, skill development across a student's academic program, and admission and continuation standards for MSB students to support their academic and skill development.

As a result of both AoL activities and changes in UB's admission policies, MSB's undergraduate curriculum has been changed almost continually during the past five years. We will cover the major revisions in MSB's undergraduate curriculum in this subsection, while highlighting changes within specific courses due to AoL loop-closing activities in the subsections that follow.

During the 2009-10 academic year, three curricular changes were based on AoL findings. OPRE 330, Statistical Data Analysis, became a lower-division course, OPRE 202. Results from student testing and course-based embedded assessment showed an uneven level of quantitative preparation. Moving the course to the lower division was intended to ensure that students would have the quantitative and analytical readiness for the upper-division business courses. Results from student testing and course-based embedded assessment showed some missing knowledge regarding principles of management. We redesigned and renamed the introductory organization behavior course, MGMT 301 Management and Organizational Behavior. Content was added in MGMT 301 to reinforce this knowledge. MSB's human resource management core course was

renumbered, now MGMT 315 to better reflect its desired place in the sequence of management courses to follow the revised MGMT 301.

Feedback from faculty, staff, alumni and the business community indicated that our students could benefit from further development of their professional business skills. MSB's response was to offer the first required professional development course at UB, MGMT 330 Personal and Professional Skills for Business, a one-credit hour course. This course is designed to better prepare students to enter the workforce successfully or to advance their career by teaching the skills, attitudes and behaviors demanded in today's high performance workplace. It is a requirement in all of MSB's undergraduate degree programs. The B.S. in Real Estate and Economic Development (BS REED) program added a new required course in Property Management, and FIN 330 EXCEL for Financial Analysis to its required business fundamentals courses to enhance the career readiness of real estate students.

Prior to admitting first-year students, the concept of an academic minor was not important, since students who came to UB were on a fast track towards completing their bachelor degree requirements. MSB in conjunction with the College of Arts & Sciences (CAS) established the first policy at UB to set the parameters for academic minors in 2010. MSB also developed minors in Business Management, Economics and Public Policy, Marketing Communication, and Entrepreneurship. MSB also worked with CAS to create a minor in Social Entrepreneurship.

During the 2010-2011 academic year, content in the B.S. in Management Information Systems program was revised and the program was renamed the B.S. in Information Systems and Technology Management (BS ISTM). Content revisions were based on both AoL findings and input from stakeholders regarding relevant topics. That year, MSB strengthened the prerequisite structure for business courses. Historically, there were very few prerequisites. With the addition of first-year student pre-majors and minors, prerequisites were added to best ensure student success, and to help identify and reinforce for students the appropriate layering of required courses. MSB developed a policy requiring that students must earn a grade of C or better (the minimum grade had been C-) in all lower-division business core courses, and in all business competency, core and specialization courses required by one of our degree programs. MSB also developed a policy to limit all 400-level courses to MSB students (or permission of the instructor), which was designed to ensure that all students will have the background, skills, and knowledge in advanced-level business courses. In addition, after a detailed review of student retention and enrollment data, recommendations were developed to increase admission standards to a cross-cumulative GPA of 2.25 to 2.5 for accounting and from 2.0 to 2.25 for finance. Finally, MSB created a repeat-course policy designed to minimize the risk of a student being placed on academic probation, suspension, or academically dismissed.

In 2011-2012, MSB modified its course prerequisite structure to reinforce earlier learned skills in writing, oral communications and information literacy. Beginning in the fall of 2012, the majority of core courses had a prerequisite, which results in a more structured curriculum. MSB provided a number of faculty members summer stipends to pilot new modules to reinforce oral communications in MGMT 315, writing in MGMT 301 and information literacy/library skills in MKTG 301 in undergraduate business core courses. The proposed admission standards for accounting and finance were approved by the MSB Faculty Senate and the University Faculty Senate in spring 2011 and by the University's Executive Committee effective fall 2012. In addition, continuation standards were adopted in accounting with students now being required to earn a B- or better in Intermediate II. The University also approved a new certificate in accounting to provide individuals with bachelor degrees the courses in accounting that are required to sit for the Uniform Examination for Certified Public Accountants.

This past academic year, MSB created a new general education course for sophomores, UNIV 203 Sophomore Seminar: Personal and Professional Skill Development. This course will be offered for the first time this fall (2014). This course incorporates the current content of MGMT 330 into the University's sophomore seminar in fulfillment of Learning Goal 3 of this seminar, which is to demonstrate an evolving sense of professional identity. The remaining learning goals, assignments and assessment strategies will be built around this core to develop students' critical thinking and reading skills, as demonstrated through research and reflection, self-evaluation and peer evaluation of teamwork skills, and oral and/or written demonstration of critical reading skills. The CareerLeader Assessment and the professional Networking Event will continue as important components of the MGMT 330 course to challenge students to link their academic work with a career option. In addition, to reinforce professional expectations and behavior in the Merrick School, students are introduced to the Merrick Code of Conduct. MSB is expanding its offerings that use experiential learning extensively, as this year the Merrick School had six course proposals accepted to be recognized as enhanced courses by the University's Helen P. Denit Honors Council. These six courses may be taken by Honors students to fulfill Honors course requirements.

ACADEMIC PROGRAMS, AND ASSESSMENT TOOLS AND PROCEDURES

This section contains seven subsections, one for each of the three undergraduate programs and four graduate programs included in this review. The program learning goals, course mapping of the assessments for each goal, and a summary table highlighting assessment activities are included in Appendix D. Faculty reports on assessment activities for each program's learning goals are found in a supplemental binder. We believe that this section will demonstrate that the Merrick School has taken seriously the AACSB dictum of continuous improvement in its curriculum and student learning outcomes.

It should be noted that the Merrick School assessed six of these programs when it went through its previous maintenance of accreditation review in 2009. To set the stage for what follows, this quote has been taken from the report MSB prepared for that review:

> …The Merrick School is now in the second phase of its assurance of learning initiatives. The first phase, 2004-2007, focused primarily on course learning objectives and their measurement. … Bloom's taxonomy was then used as a tool to revise course learning objectives, particularly at the M.B.A. level, to reflect the higher level of learning desired in graduate courses…. Phase II began in fall 2007 and continues to the present. During this time the focus shifted to program assessment.

MSB learning goals have not been dramatically changed since the last maintenance review. However, MSB has conducted multiple rounds of assessment for each program learning goal, with ongoing modifications to curricula and within individual courses.

BACHELOR OF SCIENCE IN BUSINESS ADMINISTRATION

Appendix D.1 contains the program learning goals and objectives, course mapping and assessment summary table for the BSBA. The following provides an overview of these results. Learning goal one (students will demonstrate competence and understanding of basic business disciplines and concepts) is assessed via the ETS Major Field Test in Business. This test was administered to students in the spring of 2011 and 2014. Table 7 shows the results for both years. Comparisons of MSB student percentile rankings show improvements in all but one of the disciplines from 2011 to 2014. Note also that a much larger number of MSB students took the test in 2014, therefore these results are most likely more representative of MSB's graduating senior's understanding of basic business concepts. Loop-closing activities based on the 2011 results may have affected these comparisons positively, as accounting, management and information systems made changes to how faculty covered material in these disciplines' introductory course(s).

Table 1

ETS MAJOR FIELD TEST IN BUSINESS[1] (UNDERGRADUATE)

SCORE BY MEAN	MSB 2014	NATIONAL DATA 2014	MSB 2011	NATIONAL DATA 2011
Students Tested	114	5,440	67	15,939
Mean Test Score	152.9	150.5	149	153.5
Percentile	≈ 53rd		≈ 30th	

RESULTS BY SUBJECT AREA

	MSB 2014 Mean % Correct (Percentile)	National 2014 (97 Schools) Mean % Correct	MSB 2011 Mean % Correct (Percentile)	National 2011 (259 Schools) Mean % Correct
Accounting	45 (70th percentile)	41.1	42 (30th percentile)	45.1
Economics	40 (42nd percentile)	39.8	46 (50th percentile)	45.6
Finance	44 (55th percentile)	42.4	41 (30th percentile)	43.9
Information Systems	57 (78th percentile)	50.1	52 (60th percentile)	49.6
International Issues	43 (60th percentile)	39.9	53 (40th percentile)	54.0
Legal & Social Environment	62 (52nd percentile)	60.0	54 (20th percentile)	57.1
Management	57 (53rd percentile)	54.9	56 (25th percentile)	58.4
Marketing	57 (54th percentile)	55.0	54 (25th percentile)	56.3
Quantitative Analysis	38 (51st percentile)	36.8	35 (5th percentile)	41.3

1. The percent of correct answers for each discipline for the 2014 test cannot be directly compared to 2011 results due to changes in the test between the two years. Percentile rankings are comparable, which is why the mean percent right for the entire national sample for each year is included in the table.

Learning goal two (global perspective) focuses on challenging students to determine a nation's potential to attract foreign direct investment (FDI) by assessing its socio-economic and political environment. Earlier assessment results had shown that student performance on questions related to understanding the factors that impact FDI potential and the major changes that occurred in the political economy of many nations was inadequate. To address this shortcoming, more emphasis was placed on these topics in MGMT 302 Global Business Environment. Assessment results indicate improved understanding since average scores increased. However, those who scored at the unacceptable level remained flat at 22% indicating that more work needs to be done to improve student performance.

Learning goal three is effective communication skills. There has been significant attention on the part of Merrick School faculty to improve both written (LO 3.1) and oral communication (LO 3.2) skills. In the spring 2012, MGMT 301 was identified as the upper-division business core course that would be used to reinforce writing skills. MSB participated in a writing skills workshop for faculty in summer 2012 and course modifications were piloted in AY 2012-13. All

students beginning in fall 2013 were required to have successfully completed WRIT 300 before enrollment in MGMT 301. In preparation for including writing skill development in the course, the faculty attended workshops on writing intensive courses at the end of the spring 2013 semester. Faculty developed a revised course definition document for MGMT 301 in fall 2013 which reflected written business communication in its learning objectives and assessment strategies.

A follow-up workshop in January 2014 was held to discuss approaches and results in MGMT 301 with the new Writing Center Director and Associate Director, the Director of the Achievement and Learning Center and the Co-Director of CELTT, the Center for Excellence in Learning Teaching and Technology. The faculty has expressed ongoing concern that student writing skills coming into MGMT 301 are not as strong as they should be. We will need to continue to examine ways to reinforce the ties with WRIT 300, assist faculty with efficient and effective ways to incorporate writing in their courses, and provide students with resources for improving their writing skills. These issues are being addressed as part of the University's continuing efforts to enhance student success.

Similarly, MGMT 315 was identified as the upper-division MSB core course that would be used to reinforce oral communication skills in spring 2012. Faculty were engaged to develop an oral communications module in the summer 2012 and course modifications were piloted in AY 2012-13. All students beginning in fall 2013 were required to have successfully completed a general education oral communication course before enrolling in MGMT 315 and all sections (day, night, online) reinforce oral communication skills. The faculty continue to adapt the assignment, rubric and methodology to ensure consistent use of the rubric across instructors.

Learning goal four (analytical thinking and problem solving skills) has two learning goals. LO 4.1 (students will use appropriate analytical techniques to understand the problem, generate and compare alternatives, and develop recommendations) contains higher order activities according to Bloom's taxonomy than does LO 4.2 (students will use quantitative tools to analyze a business situation). Loop closing activities appear to have improved student performance for LO 4.2, but less so for LO 4.1. LO 4.1 is assessed in the capstone MGMT 475 course. In the initial assessment, results showed that 12% of students performed poorly in generating and analyzing alternative solutions. Course enhancements were made to provide better guidance on generating and evaluating decision alternatives in case analysis. Subsequent assessment showed only slight improvement in LO 4.1 with unacceptable performance declining only from 12% to 10%. Further steps were taken to improve student skills in idea generation and analysis in spring 2014.

Learning goal five (ethical perspective) is assessed in IDIS 302 Ethical Issues in Business and Society, an upper-division general education requirement for all UB undergraduate students. Merrick School faculty participate in teaching this course. In preparation for a course redesign in

AY 2011-12, Merrick School faculty were a part of a review to clarify the course learning outcomes. Course assessment of the redesigned course was conducted in Merrick taught sections. The redesigned course is going smoothly. It was also noted that substantial improvement in the learning outcomes with regard to students' ability to deal with ethical dilemmas (increase of 16% in exemplary performance and decrease of 5% in unacceptable performance) with the implementation of the *ABCD Guide to Ethical Thinking* in the course.

Faculty members who assessed learning goal six (team skills and dynamics) believe that MSB students' learning outcomes are meeting standards and the educational process involved in teaching this goal is working well. Student learning outcomes in regard to learning goal seven (understanding information technology) also are quite strong, which is reinforced through the results for the information systems area of the ETS shown in Table 1.

BACHELOR OF SCIENCE IN INFORMATION SYSTEMS AND TECHNOLOGY MANAGEMENT

In 2010 the B.S. in Management Information Systems underwent a thorough review. The program structure had not had a major overhaul in over 10 years, although course materials changed almost annually to keep up with rapid changes in the fields of IT and business. A new MIS advisory board was formed, and the faculty, in conjunction with the board and student feedback, designed a new curriculum. While retaining the core features of the Association for Information Systems (AIS) core curriculum, focus was given to two increasingly important topics in IS: project management and service delivery. The program was also renamed to better reflect its currency and focus.

The new program structure included the creation of three new courses and the modification of remaining core courses. In addition, the goals and learning objectives of the program were modified slightly. Program changes included:

- Addition of a (for-credit) student internship option, to promote industry experience
- Addition of new courses in project management and service delivery, including alignment with relevant certification options where appropriate. The new project management course INSS 370 was designed to incorporate the Project Management Institute's project management body of knowledge, in order to prepare students for taking the entry level certification exam. A PMI certified adjunct has also been employed each year to teach the course. The service delivery course INSS 470 was designed to incorporate material from the ITIL certification exam, and students have the option to sit that exam in lieu of their final exam in the course. In 2012 25% of students elected to take this option, with 100% of them passing.

The revised learning objectives for BS ISTM, course mapping and a summary table of assessment activities are contained in Appendix D.2. As was previously true of the BS MIS,

some of the goals and objectives are similar to those of the BSBA program. Given that the program goals are so similar, and that the BS ISTM contains a substantial subset of the BSBA business core, those goals were assessed using the BSBA core assessment mechanisms.

A brief summary of the results of the assurance of learning process for the program is below.

Goal 1 Competencies in the Application of Technologies in the Development of Information Systems

LO 1 Students will demonstrate proficiency in the key information technologies used in organizations.

The percentage of students in either the meets or exceeds expectations categories improved from 73% to 85% from fall 2012 to 2013. The improvement was deemed the result of an increased use of video (for out of class reinforcement) and an increase in class time devoted to hands on practice exercises. These techniques (and the notion of the partially flipped classroom) will continue to be used in the course in question, and have shown positive results in other application areas.

Goal 2 Understanding the environment of information systems development and deployment

LO 2 Students will demonstrate understanding of the managerial and organizational issues and practices surrounding information systems.

The percentage of students in either the meets or exceeds expectations categories decreased slightly, from 75% in 2012, to 71% in 2013. This can be partly attributed to a shift in teaching approach: the standard textbook was replaced with industry texts that give a more applied explanation of the subject area, and more class time was spent in discussion rather than "drilling." The particular assessment mechanism used (multiple choice questions on an exam) was found to have a significant effect also, as other work by the same students in the same course showed improved results. While rote memorization of terms is not an objective, students do need a proper and accurate vocabulary in order to discuss and analyze issues. In order to improve this while preserving the benefits the course changes brought in other areas, a more conventional text will again be used but in conjunction with industry material, and a series of short, low-value quizzes will be used to ensure students are keeping up with terms. The final exam will also be made comprehensive, and will include a multiple choice section to ensure the students retain the breadth of terminology they need to acquire on this subject.

The same issue was debated by the department with regard to performance on the ETS field test. While performance on the MIS questions was high in comparison to overall school performance in other areas, to improve, students needed to increase retention of important terms and IT vocabulary. Recall of very specific terminology is required for the ETS test, and students often

take it quite some time after the courses that cover the material have been completed. The same approach was therefore adopted in the core BSBA and BS ISTM course on management information systems: constant repetition of important terms via quizzes and a comprehensive final exam. The most recent ETS results show a significant improvement, so this technique will be retained.

Goal 3 Effective Communication Skills

LO 3.1 Students will produce a professional quality written business document

Refer to BSBA assessment.

LO 3.2 Students will deliver a professional quality oral presentation, accompanied by appropriate technology.

The percentage of students in either the meets or exceeds expectations categories was both high and consistent (between 94 and 96%) in 2011 and 2013, but with a sharp drop in 2012 (to 79%) when expectations were raised significantly in the course in which the students were asked to present. In response to the 2012 results, short but frequent portions of class time over the entire semester were used to coach the students, and to force them to properly prepare *what* they were going to present, as much as *how* to present it. The cumulative preparation forced the students to know their material well, and this alleviated the previous problems with presentation techniques including audience engagement, time management and conveying information effectively. The rubric to be given to students was also updated following these results.

Goal 4 An Ethical Perspective

Refer to BSBA assessment.

Goal 5 Team Skills and Dynamics

Refer to BSBA assessment.

BACHELOR OF SCIENCE IN REAL ESTATE AND ECONOMIC DEVELOPMENT

The BS in Real Estate and Economic Development (BS REED) began in fall 2006, and much of this program was assessed once before 2009-2010. Since then, each of the program's learning goals have been assessed twice. The program learning goals, course mapping of the assessments for each goal, and a summary table highlighting assessment activities are included in Appendix D.3. Two of the learning objectives (LO 4.2 and LO 5.1) are assessed in the BSBA program and results will not be discussed here.

The first learning goal (real estate professional competencies) is assessed in REED 312, Real Estate Principles and Transactions. This course does not have any prerequisites, so it is not

surprising that students who have taken accounting and economics prior to taking the class do well, while those who lack these classes struggle with some of the concepts that are covered in these classes. Overall, given the nature of students in this class, this goal is being met.

FIN 332 Financial Modeling and Communications has been used to assess learning goals two (research skills) and three (effective communications skills). Students in FIN 332 are either finance or BS REED majors, with the majority in finance. This complicates the use of this class to assess the learning of BS REED students. Students in this class have continually struggled with the three learning objectives of these goals, and the results do not appear to be materially different between the two assessments of these objectives. In response to the weak performance on LO 2.1 and LO 2.2, a new required course, FIN 330 EXCEL for Financial Analysis, was developed and is required for all finance majors and BS REED students.

Learning goal three is communication skills. General concern with the writing skills of undergraduate students is also reflected in the weak assessment results for written communication of BS REED students. In response, REED 312 has been identified as the writing intensive course for the program where writing skills will be reinforced and assessed. The REED 312 course instructor participated in the writing workshops held for instructors of the writing intensive course in the BSBA program. The methodology and rubrics for written communication were piloted in fall 2013 and will be fully incorporated beginning in AY 2014-15. Students performed well on the first round of assessing LO 3.2 (oral communication), but less so the second time (19 percent below expectation). We will need to continue to examine ways to reinforce both the written and oral communication skills of our students by assisting faculty with efficient and effective ways to incorporate skill development in their courses and providing students with the resources for improving their skills.

Learning objective LO 4.1 (in solving a business problem, students will use appropriate analytical techniques to understand the problem, generate and compare alternatives, and develop recommendations) was assessed twice in FIN 332 and once in FIN 471 Real Estate Finance. The assessment in FIN 332 showed that students improved from the first to the second time, with the instructor attributing the improved performance due to a formal model of analytical thinking and problem solving that the instructor introduced following the poor first assessment. The FIN 471 results, which were much more real-estate specific, showed that more than half of the students exceeded expectations and over 90% met or exceeded expectations. Moving forward, objectives 2.1 and 4.1 will be assessed in FIN 471. Although both finance and real estate students are enrolled in FIN 471, the focus of the course is real estate specific.

During the forthcoming academic year, the Merrick School will undertake a thorough review of the BS REED program. The founding program director retired in spring 2014. The new leadership of the program, in cooperation with the faculty and a strong advisory board, will

review the curriculum, possible restructuring of the program, and the possibility of stimulating student demand through stronger ties with UB's community college feeder schools.

MASTER DEGREE IN BUSINESS ADMINISTRATION

Appendix D.4 shows the learning goals, course mapping, and assessment summary table for the MBA curriculum in effect from 2009-2013. The program learning goals and objectives, as well as the course mapping for the redesigned MBA effective in AY 2014-15 follow. MBA assessment activities continued through the fall 2012 semester, by which time, attention turned to the curricular redesign of the MBA. Assessment results provided one source of information for rethinking how some of the instruction/information could be better delivered in the design of the new MBA curriculum. In cases where the learning outcomes were satisfactory, the challenge will be to maintain this level of success within the new MBA curriculum.

Assessment of the redesigned MBA curriculum will not commence until all of the new MBA required and flexible core courses have been offered at least once. All of these courses will be offered multiple times each year so that there will be sufficient time for both delivery methods (face-to-face and online) to be assessed in the five-year AACSB review period.

MASTER OF SCIENCE IN ACCOUNTING AND BUSINESS ADVISORY SERVICES

The joint graduate accounting program was introduced in 2004, and all learning goals have been assessed at least three times since then. Appendix D.5 contains the program learning goals and objectives, course mapping and assessment summary table for the program. The following provides an overview of these results.

Learning Objective 1 (Analytical and Critical Thinking Skills) was assessed in three courses. LO 1.1 was assessed in ACCT 740. Since the first assessment in 2010, several changes were made to the course including adding supplemental reading material on Sarbanes-Oxley (SOX) and increased emphasis on independence rules using the AICPA's Plain English Guide to Independence. These changes resulted in all students meeting or exceeding expectations on an exam in 2012. In order to determine whether students could apply as well as understand independence rules, this learning objective was also assessed in 2014 using a case assignment. The results indicate that 80% of the students met or exceeded expectations on the case assignment. The added coverage of independence rules will be continued in the future because of the importance of independence to the accounting profession. In addition, additional coverage will be added on technical aspects of the securities laws.

LO 1.2 is assessed in FIN 640 Corporate Finance. In 2011, 56% of students failed to meet this standard (32% of students in face-to face sections and 80% of the online students failed the assessment). In order to address the difference in assessment results between online and face-to-face sections, Panopto was used to make recorded archives of the face-to-face sessions offered at

the University of Baltimore that were made available to the online students for weekly viewing. This enabled the online students to have access to presentation, examples, discussion, questions and answers related to the course content, thus blending the face-to-face and online learning experiences. This change resulted in a significant improvement in assessment results in 2012, since 29% more of the online students met the assessment standard, and 4% more of the online students exceeded the assessment standard. The results for the face-to-face students were about the same, resulting in an overall improvement of about 15% across all sections of the course.

LO 1.3 and LO 4.1 (Ethical Perspective) is assessed in ACCT 720 Design of Managerial Cost and Control Systems. In 2010, 93% of students met or exceeded expectations on the assessment involving cost and control systems. When this objective was assessed again in 2012, the concepts included in the class were discussed in class over a two week period in addition to the written analysis. In 2012, 94% of students met or exceeded expectations on the assessment involving cost and control systems. The changes significantly improved the assessment results for Learning Goal 4 involving ethical dilemmas. In 2010, 84% of students met or exceeded expectations while in 2012, 100% of students met or exceeded expectations.

LO 2.1 (Research Skills) has been assessed in ACCT 630 Contemporary Issues in Financial Reporting. In 2010, 91% of students met or exceeded expectations on the assessment involving research skills. In 2012, students were provided the research rubric used in the assessment. In 2012, 92% of students met or exceeded expectations. The only criterion on the rubric where students did not show improvement in 2012 was in the area of documentation of research. Instead of the research paper used for assessment in 2010 and 2012, a Trueblood case was used to assess research skills in 2014. In 2014, the results were similar to those in previous assessment. 91% of students met or exceeded expectations. In future semesters, students who do not meet expectations will be allowed to revise and resubmit their case analyses.

LO 3.1 and LO 3.2 are assessed in INSS 671 Systems Analysis and Design. For each of the 2012, 2013, and 2014 assessments of LO 3.1, more than 90% of students met or exceeded expectations. Despite these positive results in 2013, the assignment was structured to be more applied and focused and was offered later in the semester. This change in the assignment and its positioning in the course resulted in a greater percentage of students exceeding expectations. This practice will be continued in the future. LO 3.2 was assessed in spring 2014 with 100% of students meeting or exceeding expectations.

LO 5.1 (Effective Communication Skills) is also assessed in ACCT 630. The same assessment methods were used to assess written communication. In 2010, assessment results were lowest for criteria involving document organization (40% of the students failed to meet expectations) and presentation/document design (23% failed to meet expectations). In 2012, students were provided the writing rubric used in assessment. In 2012, between 90% and 100% of the students

met or exceeded expectations for all of the criteria used to assess writing, except for document organization, paragraph coherence, and support exhibits. In 2014, when a case was used for assessment, only 64% of the students met or exceeded expectations. This may have been the result of the larger number of students for whom English was a second language. In future semesters, to address this issue, an additional written assignment on an accounting topic will be added early in the course so students will receive feedback on their writing prior to submission of the case assignment. Students will be encouraged to work with a writing tutor from UB's Achievement and Learning Center. In addition, one class session will be devoted to an accounting writing seminar presented by the Writing Center in the College of Liberal Arts.

In light of the MBA redesign, it will be necessary to reconsider course objectives and the program learning goals. A meeting with the Towson faculty is planned in the fall for this purpose.

MASTER OF SCIENCE IN BUSINESS—FINANCE

The M.S. in Business–Finance program was re-established in 2009 after it was suspended in 2007 due to the faculty deficiencies and a re-assessment of the future direction of the program. The re-established program began its assessment activities in fall 2011. Appendix D.6 contains the program learning goals and objectives, course mapping and assessment summary table for the program. The following provides an overview of these results.

FIN 705 Advanced Financial Analysis assessed Learning Objective 1.1 (students are able to evaluate the role of the allocative function of financial markets…). The first assessment results in spring 2012 showed that 81% and 13% of the students met and exceeded the standard, respectively, while 6% of the students failed to meet the standard. As a result of that assessment, new reading and case materials were added to the course by the instructor. The instructor also allowed students more space in the form of a written assignment, in order to enhance their understanding of the material. The second assessment in spring 2014 showed the students' overall improvement, as none failed to meet the standard, with 54% of them exceeding and 46% meeting the standard.

FIN 705 also assessed Learning Objective 2.1 (students are able to evaluate the sustainability of a business operating model by conducting an analysis of financial statements and ratios). The first assessment was conducted in spring 2012, using an assignment based on a Kroger Company case in which students were asked to evaluate the sustainability of its business model. The results showed that 16% of the students failed to meet the standard. After adding another company to the assignment allowing students to compare the companies' financial statements and ratios, the second assessment conducted in fall 2013 showed much better students' performance, with 100% of the students meeting the standard.

FIN 780 Business Valuation covers Learning Objective 3.1 (students are able to use financial concepts, tools, and models to estimate a firm's cost of capital and value). The results of the first assessment in 2012 showed that there were 62% and 28% of students exceeding and meeting the standard, respectively, while 6% of them did not meet the standard. The suggestion from the results was to utilize a new instrument (textbook) in the next year. The instructor adopted a new and harder textbook, which was motivated by comments from students in 2012, who found it hard to follow and integrate the mix of a custom book and various web-based resources. The results of the assessment in 2013 showed 33% of students exceeding and 54% meeting the standard, while 13% did not meet the standard. As a consequence, the course has been restructured to focus more on the core of the course, which is business valuation based on discounted cash flows methods and comparative multiple benchmarking metrics.

The finance program used FIN 715 Investment Analysis to assess Learning Objectives 4.1 (students are able to use a variety of statistical tools to measure and evaluate the risk of investment securities and instruments) and 4.2 (students are able to use a variety of financial tools and models to value investment securities and instruments). In fall 2011, 71% of the students exceeded the criteria and 23% of them met the criteria set by the instructor, while 6% failed to meet the standard. The assessment results implied that students needed to improve their implementation of the price/earnings ratio in valuing equities. As a result, a Sakai discussion forum on using price/earnings ratios for business valuation was employed and emphasized in fall 2013. In addition, the instructor added new material in the course's external links to increase students' familiarity with applications of the price/earnings ratio. In the 2013 assessment, there were 75% who exceeded the criteria and 14% met it, while 11% did not meet the standard. The instructor received extensive feedback from the students on the advanced financial modeling that was employed in the course. As a result, the instructor will be implementing more features of both FTS and TREFIS pedagogy software, with a view to improve students' knowledge of accessing EC filings and XBRL data.

Included in the final exam for FIN 720 Global Finance were ten multiple-choice questions designed to assess students' ability to meet Learning Objective 5.1, which deals with exchange rate risk and derivatives to manage/hedge this risk. In the first assessment (spring 2013), 29% exceeded the criteria and 53% met the standard, while 18% failed to meet it. The course was improved by providing students extra reading materials on the more advanced concepts such as Value at Risk (VaR) analysis and the dynamics of exchange-rate-risk management. As a result, in the spring of 2014, students' performance on the intermediate and advanced concepts questions improved, with 91% met or exceeded the criteria established by the department.

MASTER OF SCIENCE IN INNOVATION MANAGEMENT AND TECHNOLOGY COMMERCIALIZATION

This is a new program and has not yet been assessed. The learning goals for this program are shown in Appendix D.7. Enrollment in this program is very low, and the program's future is uncertain unless it attracts an increasing number of students.

II. College of Public Affairs

Program Level Assessment Report of Student Learning Outcomes

Spring, 2014

Due: June 15, 2014

Department/Program: B.S. in Health Systems Management

Chair/Director: Christine Spencer, Executive Director

Assessment Coordinator: Christine Spencer/Margaret Gillingham

Date Submitted: June 15, 2014

Mission Statement

Mission of the Health Systems Management BS Program

The Bachelor of Science in Health Systems Management program, housed in the School of Health and Human Services is oriented toward adult learners currently employed in health professions and related fields who seek greater knowledge of the complexities and interrelationships in the management and development of health systems organizations. This program provides students with policy, management, assessment, and quantitative knowledge and skills to prepare them for employment and career advancement in the health systems management field. Upon completion of the program, students will be able to assess critically, write lucidly, and speak clearly and persuasively in the profession of health systems management.

The program is a Fully Certified Undergraduate Member of the Association of University Programs in Health Administration and is housed in the nationally ranked College of Public Affairs.

Student Learning Outcomes/Goals at Program Level

The program learning goals for the B.S. in Health Systems Management program are fully consistent with the competencies prescribed by the accrediting agency, AUPHA. The overall goals for students successfully completing the B.S. degree in Health Systems Management include:

1. An understanding and evaluation of the organization, financing and delivery of health systems services.
2. The ability to conduct assessments of health status populations, determinants of health and illness, and factors influencing the use of health services.
3. An ability to analyze and evaluate the values and legal and ethical issues associated with the practice of health services administration.
4. The ability to convey ideas and information effectively in writing and in speech to a variety of health-related audiences.
5. An ability to assess, evaluate and utilize critical management skills in the health care field.

Outcome(s) Assessed for Fall, 2013 – Spring, 2014

1. Faculty will assess the student achievement within the **Management content area, focusing on the Managerial Skills competency**

2. Faculty will assess the student achievement within the Health Services content area, focusing on **the Health services organization and delivery competency and Unique Characteristics of Health Services**.

Learning Outcomes Linked to Student Learning Opportunities

Learning Outcome:	Courses and Integrative Courses	Student Learning Opportunities
Management content area, focusing on the Managerial Skills competency	HSMG 372	• To promote students' professional development and practical knowledge and skills. • To identify students' personal and professional strengths and to communicate them in a professional setting
Health services organization and delivery competency.	Courses: n/a Integrative: HSMG470, HSMG492, HSMG498	HSMG470 Individual research on an academically sound project of interest in the health systems management field. HSMG492 The internship serves as a bridge between theory and practice. Students apply their knowledge and acquire insights into the management of health service organizations. This practicum offers - opportunities for observation, participation, and applying administrative skills in the institutional setting. HSMG498 Examines strategic management in health care organizations. Includes discussions of the nature of strategic management, the environment of health organizations and methods of formulating, implementing and controlling the strategic management of health care delivery.

Unique Characteristics of Health Services.	Courses: HSMG300 and HSMG491. Integrative: HSMG470, HSMG492 and HSMG498	HSMG300 A basic introduction to classical approaches typically used to describe population health. Emphasizes appropriate summaries and methods of health utilization data display in tables and in graphs. Use of rates, ratios and proportions are addressed. Introduces basic data management, exploratory data analysis and report generation. HSMG491 Enriches the student's understanding of the complexity of the planning and evaluation processes used by health care organizations. Covers theoretical and historical foundations of health planning, the relationship between health planning and regulation, and the application of planning methods. Also presented are various planning and evaluation models and techniques necessary to equip the student with practical evaluation and planning skills. HSMG470 Individual research on an academically sound project of interest in the health systems management field. HSMG492 The internship serves as a bridge between theory and practice. Students apply their knowledge and acquire insights into the management of health service organizations. This practicum offers - opportunities for observation, participation, and applying administrative skills in the institutional setting. HSMG498 Examines strategic management in health care organizations. Includes discussions of the nature of strategic management, the environment of health organizations and methods of formulating, implementing and controlling the strategic management of health care delivery.

Learning Outcome and Assessment Method

Learning Outcome:	Assessment Methods (Direct and Indirect)
Management content area, focusing on the Managerial Skills competency	**HSMG 372 Professional Development** **1) Developed and presented a personal "professional" pitch to class** Each student's presentation was evaluated on the following criteria: professionalism, organization, and delivery. Student rated by peers and instructor
Health services organization and	**HSMG470 Individual research** 1) Written proposal for independent study.

delivery competency.	2) Final Project or paper **HSMG492 Internship** 1) Reflective writing - Agency assessment prepared by the student. * (attached) 2) Formal or written evaluation of the student intern by his/her agency supervisor. (attached) **HSMG498 Strategic Management** **1)** Multiple choice Test on the service area competitor analysis **2)** Case studies -- Having students work in pairs or small groups to solve problems in the case studies in class and then write up solutions individually.(a case study is attached.)
Unique Characteristics of Health Services.	**HSMG300** 1) Multiple choice assessment on "Health System Navigation" 2) Essay questions on "risk management and law" (attached) **HSMG491** **1)** Program Planning Assignment (see attached.) **2)** Program Evaluation Assignment (see attached). **HSMG470 Individual research** 1) Written proposal for independent study. 2) Final Project or paper **HSMG492 Internship** 1) Reflective writing - Agency assessment prepared by the student. 2) Formal or written evaluation of the student intern by his/her agency supervisor. **HSMG498 Strategic Management** 1) Multiple choice Test on the service area competitor analysis 2) Case studies -- Having students work in pairs or small groups to solve problems in the case studies in class and then write up solutions individually.

Analysis and Use of Assessment Results

Learning Outcomes *Student will be able to:*	Analysis of Assessment Results	Use of Assessment Results (Action Taken)

<table>
<tr>
<td>Identify their personal and professional strengths and to communicate them in a professional setting</td>
<td>
<table>
<tr><td>Criteria</td><td>Average Score (n=21)</td></tr>
<tr><td>Being Professional (2 points)</td><td>2.0</td></tr>
<tr><td>Organization (3points)</td><td>2.6</td></tr>
<tr><td>Use of technology</td><td>2.8</td></tr>
<tr><td>Total (8 points)</td><td>6.7 points</td></tr>
</table>
</td>
<td>Students quickly learned about each other and thus the activity sparked connections and interactions. The implication being that student might be better served if this type of assignment were conducted early in the semester.</td>
</tr>
<tr>
<td>Demonstrate knowledge of Health services organization and delivery</td>
<td>Please find analysis of (1) HSMG498 Test on the service area competitor analysis and (2) HSMG492 Internships mentor evaluations.
Both are provided below.</td>
<td>For HSMG498, this test on service sector competitor analysis will continue to be included in the course. As a follow-on activity, the students participate in a case study exercise that includes a competitor analysis.

For HSMG492, some actions include (1) discussing the factors that have influenced the recent decline in hospital internship placements. (2) sharing strategies that students have used to complete the internship while maintaining a healthy life balance and (3) discussing any changes to curriculum in light of the demonstrated demand for increased software knowledge.</td>
</tr>
<tr>
<td>Demonstrate knowledge of unique Characteristics of Health Services.</td>
<td>Please find analysis of (1) HSMG300 Multiple choice assessment on “Health System Navigation” and (2) HSMG300 Essay questions on “risk management and law” and (3) HSMG 491 Evaluating Health Programs Paper.
All three are provided below.</td>
<td>For HSMG300, the first assessment, a quiz on Health System Navigation, will be rewritten to add more challenge. Additionally, the essay test, also for HSMG300, on risk and health law had the challenge of being the first essay based test in the class. This test, unlike the prior multiple</td>
</tr>
</table>

		choice test on navigation, was hard for students. Many essays were not picking up on central ideas. It also will be considered for a redesigned. For HSMG491 evaluating health programs, students are asked to select and describe and evaluate a health program. The planned action is to update the selection of health programs that the student can choose from in creating the evaluation. The essay test on risk and health law had the challenge of being the first essay based test in the class. This test, unlike the prior multiple choice test on navigation, was hard for students. Many essays were not picking up on central ideas and perhaps it too could be redesigned. For HSMG491 evaluating health programs, students are asked to select and describe and evaluate a health program. The planned action is to update the selection of health programs that the student can choose from in creating the evaluation.

Analysis of Assessment Results (Demonstrate knowledge of Health services organization and delivery)

HSMG 372 Feedback from students:

Student reflections re: the presentation (n=16)

Key professional learning from your self-marketing presentation

- Clearly and succinctly state my knowledge and skills

- Be prepared
- Tie my background to the job
- Use my knowledge and skills to help me stand out from all the other applicants
- Help me sell my skills and background
- Don't use jargon and acronyms
- Build on my strengths
- Dress professionally
- Treat others with respect
- Getting comfortable with talking about myself
- Meeting people and making contacts

Key personal learning from your presentation

- Make a positive first impression
- Be confident
- Use body language to communicate
- Make eye contact
- Smile and project confidence
- Know limits of what personal information to share
- Be sociable and friendly
- Professional traits will help you stand out from the rest
- Learned more from observing my classmates' presentations

How will you apply what your learned to develop your career in the next year?

- Network
- Practice presenting and interviewing
- Helped me interject more personality into a job interview
- Feedback help me to improve my interviewing skills
- Get more comfortable with sharing my strengths
- Focus on public speaking
- Realize the knowledge and skills I bring to jobs

This assignment can be used for face-to-face and online classes. The latter will require students to post their personal videos to get feedback from class and instructor.

Conclusion/Implication

In building confidence and self-esteem, students need the opportunity to practice these leadership skills to develop them. This self-marketing presentation was just one way to do this. Additional activities should be sought as well as continual improvement in delivery and evaluation of teaching methods.

HSMG498 Test on the service area competitor analysis

The process of service area competitor analysis begins with understanding and specification of services or service categories that the organization provides to its customers. Next, the service area must be identified. Then the service area structure or competitive dynamics should be assessed. Competitors providing services in the same category in and around the service area must be analyzed. Each of the organizations can be positioned against the important dimensions of the market and assessed as to their likely strategic moves. Finally, the results of the analysis must be synthesized and implications drawn.

Part of that analysis may include Porter's five forces analysis which theorizes that the level of competitive intensity within the industry is the most critical factor in an organization's environment. In Porter's model, intensity is a function of the threat of new entrants to the market, the level of rivalry among existing organizations, the threat of substitute products and services, the bargaining power of buyers (customers), and the bargaining power of suppliers.

This test was a multiple choice test on related concepts. It was completed by all 27 students in the class. The analysis provides a check back method that suggests that most of the students 25/27 (92%) did follow the material related to identifying competition in the health care service sector.

From the very low scores of two of the students, I can see that there was confusion on this topic. The feedback is shared with the students. As an aside, following week, the two students who failed this test, had much improved scores on the test which was given the following week.

Number of Points	**Number of Students**
3 - 4	1
>4 - 5	1
>5 - 6	0
>6 - 7	0
>7 - 8	6
>8 - 9	8
>9 - 10	1 1
Submissions	27

Number of Points	**Number of Students**
Total Score Possible	10
Mean	8.81

HSMG492 Internships Mentor evaluations

On-site Mentor Evaluations

Student	Score	Mentor Placement Area
#1	0.0	Incomplete.
2	90.0	Multi-Specialty Provider
3	88.0	Center
4	90.0	Provider (dental)
5	0.0	Incomplete
6	90.0	Hospital
7	98.0	Emergency Medicine Associates
8	95.0	Center
9	95.0	Rehabilitation
10	90.0	Center
11	95.0	Embassy
12	95.0	Hospital
13	95	Center
14	90.0	Hospice
15	90.0	Center

Analysis of Assessment Results (Demonstrate knowledge of unique Characteristics of Health Services.)

HSMG300 Navigation and Advocacy

This is a 8 question quiz and the entire class did very well. My sense is that I need to add more questions and more challenge. So this is a quiz that I will redesign.

Number of Points	**Number of Students**
14 - 15	6
>15 - 16	10

HSMG300 Risk Management and Law Test

This test is an essay test. For question 1, I was looking for discussion that might include the elements of medical liability which would include elements of duty, breach of duty (derelict), causation (direct cause) and injury (damages).

For question 1, an example of a higher scoring answer would be:

In order for a plaintiff to be successful in a medical malpractice case against a physician or hospital, the plaintiff must be able to prove four vitally important elements which are duty, derelict, direct cause and any damages that occurred. If any of those essential elements are missing its most likely that the accuser will not be successful in winning the case, unfortunately the burden of proof fall on the accuser.
Duty is the legal relationship that is between the patient and the physician. This duty has set a precedence that requires that a health provider must deliver healthcare in accordance with the standard care.. The accuser must establish proof that there was a relationship already established prior to any duty that arises. Once this relationship has been established the physician is now legally accountable for their actions. Standard of care can sometimes be difficult to define and sometimes objective in healthcare today. …
The second element is derelict or breach of duty... the plaintiff must be able to show that there has been a breach of duty at some point in the relationship. The breach of duty can be an act or omission, just note the breach no matter what it is must have been foreseeable by the provider. Another element is the proximate cause or causation. It has to be proven that a relationship was established with alleged negligence and accuser injuries. It must also be proven that the injury sustained by the plaintiff was a direct result of the physician actions and or omission. The truth of the matter is that a physician will not be found liable for any injury simply because they performed negligence, there has to be a connection with the two, because the defendant can argue they did not cause any injury to the patient. The response might be that it was a direct result and it would have happen anyway, this defense will probably say it could just be a result due to the side effects of the patient illness.
The final stage is damages. This could be economic and non-economic damages. The plaintiff could be compensated for post and future healthcare cost, any wages lost and pain and suffering whether post or future."

A lower scoring answer would be:

"In order for a plaintiff to be successful in a medical malpractice case the following must be proven: A. Is this a case of negligence"

In question 2, I am looking for concepts such as the informed consent must contain: A detailed description of procedure; a detailed description of risks, including death; the experimental nature of device; and disclosure regarding clinical trial.

I find that the essay format seems to be hard for many students. I later gave an essay based final to find that expressing oneself in essay format was creating a challenge for the class that I hadn't seem with the multiple choice tests.

Final Score

Number of Points	Number of Students
5 - 6	3
>6 - 7	1
>7 - 8	1
>8 - 9	6
>9 - 10	5
Submissions	16
Total Score Possible	10
Mean	8.5
Range	5 - 10

HSMG491 Health Planning Spring 2014

The assessment below relates to the selection of a program to evaluate. All were able to select a health program. The notes on the paper objectives (see rubric) is my assessment notes on how well the student discussed the goals and objectives of the organization while also applying material discussed in the course. These were evaluated on a scale of 1 to 5 where 5 is a correct and complete answer and 1 is an incorrect or less complete answer. The paper specified that three references were to be included.

	Program That was evaluated	Objectives #1	Activities/logic #2	Referencing
18	B'More	3	5	3
11	B'More	4	5	3
9	B'More	5	3	3
20	B'More	5	2	2
22	B'More	5	5	3
14	B'more	3	5	3
16	B'More	3	5	3

15	Elehr	2	2	2
8	Elehr	2	3	5
10	Elehr	5	5	3
4	Elehr	5	5	>3
2	Elehr	3	5	5
3	Health Sup	2	2	2
5	KEEP	5	5	3
21	KEEP	5	5	>3
6	NEP	5	5	>3
7	NEP	5	2	3
12	NEP	5	2	3
13	NEP	5	3	3
19	NEP	2	4	3
1	PEPFAR	5	5	3
17	PEPFAR	5	4	4
22	KEEP	5	5	5

Sharing of Results

With whom will you share these results and why?

These results will be shared with the HSMG Advisory Committee to discuss methods to improve relevance to the working world. We will seek advice from the advisory committee on the appropriate assessments and will discuss the addition of student portfolios as an indicator of students' achievement of learning goals and potential for showcasing skills acquired to prospective employers.

Closing Reflections

Please discuss these questions at a department meeting. The answers should reflect the thoughts of the department and note where there are different perspectives.

1. In addition to what you have already indicated, what else did you learn as a result of this assessment process that will help you improve your program? Please elaborate.

Faculty discussed the prospect of building student portfolios (See above). Although this idea has excellent potential, it was observed that this could add substantially to the workload of the faculty overseeing the creation of these portfolios. We resolved to learn more about the process and will proceed with an information gathering time period next semester.

2. Did you have a positive or negative experience with assessment this semester? If any, what were the barriers of challenges to assessment? Please elaborate.

The experience this semester was difficult because the new format for assessment posed problems for completion. It would be helpful to have an example or two of properly completed program assessment forms to aid faculty and coordinator in focusing on the desired assessments. The situation was particularly difficult because the chair had a last minute family emergency and was not able to attend the meeting.

3. What suggestions do you have for improving the assessment process?
   The assessment process would be improved by having an example or two to work from. These would be less necessary over time, but the materials are difficult to understand when one is not overly familiar with the process.

Supplemental Evidence of

Academic Rigor, Effective Pedagogy and Student Learning

Please share electronically other evidence of effective teaching, student learning, and assessment related to your department program's outcomes. This might include syllabi, curriculum mapping, program or the accreditation review, a few (2-4) samples of student work, rubrics, etc.

HSMG492 Internship Agency Assessment

In your assessment of the agency, please...
1. Describe the historical background, philosophy and mission of the agency.
2. Describe, analyze, and interpret the context in which health services in the agency are delivered. Include social, economic, political, and technical dimensions.
3. Describe and discuss the organizational and administrative structure of the agency.
4. Cite the official statement of goals which describe the mission of the agency.
Describe the methods that the administrative management team uses to achieve these goals: e.g. management by objectives, specific committees.
5. Did the project you were working at this agency further your own personal and/or professional development goals?
6. Would you recommend this agency as an internship site for other students?

HSMG492 Mentor Evaluation

University of Baltimore Health Systems Management

<u>Internship Evaluation by the Sponsoring Supervisor</u>

1. Name of Sponsor:
2. Sponsor's Title:

3. Name of Organization:
4. Name of Intern:

5. Description of Intern's Assignment and Activities:
   A. Was the Intern allowed to have experiences (i.e. staff meetings with you, observe your preparation of budgets, dealing with the public, dealing with other administrations) beyond the daily routine of your office?

   B. If you are a supervisor of a specialized staff, was the Intern familiarized with the relation of the specialized activities to the overall functions and mission of the organization

6. What were your objectives in supervising the Intern?

7. Did the Intern's performance meet the objectives?

8. Was the Intern academically prepared for the assignment? Please use grid below

	OUTSTANDING	**EXCELLENT**	**ABOVE AVERAGE**	**AVERAGE**	**NEEDS IMPROVEMENT**
KNOWLEDGE					
ANALYTIC SKILLS					
WRITING SKILLS					
ORAL COMMUNICATION SKILLS					
INTERPERSONAL SKILLS					

9. Were there particular courses, books, reports, and skills that would have better prepared the Intern for the assignment?

10. What unanticipated positive contributions or negative developments were involved in your work with the Intern?

11. How would you compare the Intern to members of your staff?

12. Would you hire this particular Intern for a position in your agency based on the Intern's performance and capabilities?

13. How would you rank the Intern's overall performance? Please use grid below

OUTSTANDING	EXCELLENT	ABOVE AVERAGE	AVERAGE	NEEDS IMPROVEMENT

14. What changes would you recommend in the UB Health Systems Management Internship Program?

15. Will you participate in the UB Health Systems Management Internship Program in the future

16. Did you discuss this evaluation with the Intern assigned to you?

Signature of Sponsor: Date:

PLEASE COMPLETE AND RETURN THIS FORM

TO THE INTERNSHIP DIRECTOR AT THE ADDRESS BELOW

WITHIN ONE WEEK OF THE COMPLETION OF THE INTERNSHIP

Margaret Gillingham

Health Systems Management

University of Baltimore

10 W. Preston St. rm 422

Baltimore, Maryland 21201

(410) 837-6090 office

HSMG300 Health Risk Management and Law

Name: _____

Score: _____ / _____

1 Mary Jane has suffered from insulin-dependent diabetes since childhood. She is now 35 years of age and has grown tired of managing her diabetes herself. At times, she has failed to follow her insulin regimen and has been hospitalized near death as a result. She has learned that the Acme Device Company is conducting clinical trials for an artificial pancreas and is a possible experimental treatment for insulin dependent diabetes candidates. If this device, called the "Marvel", works as its engineers have designed it, it will automatically detect the glucose level in the patient's blood AND automatically provide the correct dose of insulin without the patient having to lift a finger. The Marvel must be surgically inserted into the abdominal cavity of the patient.
Mary Jane and her doctors are concerned that if she does not receive the Marvel soon, Mary Jane could die as a result of her lack of control over her current care regimen. Her physicians and Mary Jane contact Acme and Acme is willing to provide the Marvel to her if she is willing to pay the $100,000 cost and agree to provide a product endorsement if she lives. Mary Jane has the money and is willing to proceed. Mary Jane finds an experienced surgeon by the name of Dr. Golden who is willing to insert the Marvel. Before proceeding with the surgery, Dr. Golden requires Mary Jane to sign an informed consent, which she did but never discussed with Dr. Golden.
The surgery goes fine but the Marvel does not work as designed and Mary Jane dies.

What are the standard elements for a plaintiff to be successful in a medical malpractice case? Please discuss.

2 (This question is from the case described in question 1)
Dr. Golden's form of informed consent for the insertion of the Marvel was short and sweet: "I hereby consent to the procedure in the space below." The space was blank. Advise the CEO on your suggestions for amendments to this form reflecting the surgery in this case and the experimental nature of the device.

HSMG498 Case: The Rosemont (#10 in your book)

Please address each of the following questions in your write up of the case. Remember to include facts from the case and idea from the class to support your ideas. Outside reading about the industry is encouraged. The suggested length is 3 to 5 pages. (If you are at one page, please keep writing.)

Questions:

1. What are the trends impacting the Rosemont and the behavioral health marketplace? What service category is the Rosemont operating in? (Note: External Environment)

2. What are some of the strengths and weaknesses of the Rosemont? What are their competencies, capabilities and resources? (Note: Internal Analysis)

3. How dire is the situation for the Rosemont?
(use data from the case to evidence your statement .. calculate a breakeven point.) (Important concept for the business)

4. Use your analysis of the internal analysis and the external environment to provide some possible strategies that might help the Rosemont. (Note: Internal Analysis)

Specifications:
1) The case should reflect a good understanding of the case as well as any relevant coursework (ch 1 to 4). (Recall that the purpose of the case is application).

2) The paper should address each question posed and then writing should be clear and well organized into readable paragraphs (with correct spelling, grammar and complete sentences).

3) The paper should include your name. Please hand in your assignment and also keep a copy for your records.

HSMG491 1 Program Planning

Assignment Instructions

This assignment is designed to help you think about planning for a health need.

1. *Community health data reports* Please select one of the following community health data reports. What are the data collection methods? What are the community health problems? Do any stand out as priority areas that could be addressed by a pilot program?

Child Health USA 2011 http://mchb.hrsa.gov/chusa11/more/downloads/pdf/c11.pdf

Prevention Programs: Promoting Preventive Services for Adults 50-64: Community and Clinical Partnerships http://www.cdc.gov/aging/pdf/promoting-preventive-services.pdf

2. *Community Characteristics and Diversity:* Describe some of the characteristics of the community that is experiencing the health problem. Does the report discuss the impact of the health problem on minority groups? Is part of the problem related to health literacy? Are there any coalitions that might be formed to involve any identified underserved groups within the population?

3. *Planning Approaches*: From the viewpoint of a health care advocate, design a low-cost, effective program to address the selected health problem starting in a selected community. Your planning effort may involve a few different planning approaches such as incremental, advocacy, comprehensive-rational, apolitical among others. Discuss any of the approaches you would use to select the target community and design an intervention.

4. *Literature Review:* The health care advociate wants you to begin with a literature review. How would you go about pursing the literature review? What databases would you search? What search items would you use?

5. *Comparison Program*: With the information on the literature review, follow the plan to find an existing program that addresses the selected problem. Explain how the existing program attempts to resolve the problem and any lessons learned to bring to your pilot.

Specifications:

1. The submitted paper should reflect a good understanding of the material from the reading and/or webcasts.
2. The paper should be clear and well organized into readable paragraphs (with correct spelling, grammar and complete sentences).
3. It should be supported with examples whenever possible.
4. A bibliography will be included, using MLA formatting, and will include at least three references. (Note: If one of your references is a web page, here is a link on how to format for web page resources: http://owl.english.purdue.edu/owl/resource/747/08/ (please include the URL and access dates on the web references. If you are confused about references, please free feel to contact someone at the writing center or library. Please do let me know you were there and if it was helpful.)
5. Please do use your own words...and do not take more than 300 words directly from any single source. This assignment is going to use a program called "Turnitin" which will flag for sources and the results will be given to you. It is my understanding that “Turnitin” may give you a "red flag" indicating that you need to make corrections to your references or paraphrasing. If that is the case, you'll need to make the corrections and resubmit within a week.
6. Suggested length: 3 to 5 pages.

HSMG491 "2 Program Evaluation"

Assignment Instructions

This assignment will ask you to apply the material on evaluation, costs and ethics to an existing health program.

1. Select a project, program or initiative to evaluate from the list below. Who are the key stakeholders for this project (the clients, the funders, etc? What are the key goals for the organization? Give a few of the short term objectives. Please discuss and provide an example of what would be a program appropriate effect objective and a process objective. * Note you do need to do more research than the provided website but it is a good place to start.

B'More for Healthy Babies Initiatives (Safe sleep, Home visiting, etc) http://www.healthybabiesbaltimore.com/home

Baltimore City's Needle Exchange Program http://baltimorehealth.org/nep.html

KEEP http://www.kidney.org/news/keep/index.cfm

Medicare Health Suppot Program http://www.cms.gov/Research-Statistics-Data-and-Systems/Statistics-Trends-and-Reports/Reports/downloads/McCall.pdf

Electronic Health Records (the incentive payment program): http://www.gao.gov/assets/660/658534.pdf

PEPFAR http://www.gao.gov/assets/660/655764.pdf

2) Describe the activities: Describe the specific activities and resources that are designed to support the selected project, program or initiative. Develop a logic model that shows the anticipated inputs and outcomes.

(Example of a logic model: http://wweb.uta.edu/faculty/schoech/cussn/courses/3306/coursepack/Logic-1.jpg.)

3) Design an evaluation method

Design an evaluation method(s) to measure progress the program is making toward the goal. Please address the following: What baseline data should be collected at the outset of the program? Explain the significance of the theory of "diffusion of innovation" and it's relevance to showing change. Suggest some quantitative data that could be collected to show the value of the program. Suggest some qualitative data methods and data itself that could be used to show the value of the program (For example, if you are suggesting a survey, please provide any key survey questions.) What method or combination of methods would you use? Why?

4). Economic analysis of the project

Are program costs and benefits discussed in the paper? If so, please describe any cost drivers and benefits that were incurred as a result of the program. If not, please speculate as to the key cost drivers and try to identify an anticipated benefit. Please describe the value (costs and benefits) of this proposed program from two or more different perspectives.

5) Responsibilities and ethics

From an legal and ethics viewpoint, what concerns might be raised with this project? What privacy and confidentiality concerns should be noted? Consider the IRB or HIPAA policies that might be brought into question. Identify any groups that would be opposed to the program and their rational.

Specifications:

1. The submitted paper should reflect a good understanding of the material from the reading and/or webcasts.
2. The paper should be clear and well organized into readable paragraphs (with correct spelling, grammar and complete sentences).
3. It should be supported with examples.
4. A bibliography will be included, using APA formatting, and will include at least three references. (Note: If one of your references is a web page, here is a link on how to format for web page resources: http://owl.english.purdue.edu/owl/resource/747/08/ (please include the URL and access dates on the web references. If you are confused about references, please free feel to contact someone at the writing center or library. Please do let me know you were there and if it was helpful.)
5. Please do use your own words...and do not take more than 300 words directly from any single source. This assignment is going to use a program called "Turnitin" which will flag for sources and the results will be given to you. It is my understanding that "Turnitin" may give you a "red flag" indicating that you need to make corrections to your references or paraphrasing. If that is the case, you'll need to make the corrections and resubmit within a week.
6. Please remember to include your name on the assignment itself.
7. Suggested length 5 pages.

Course Assessment

HSMG 372 Principles and Practices II
Spring 2013 Carol Molinari

*
Purpose
To promote students' professional development and practical knowledge and skills. Confidence and the ability to communicate are critical competencies for work success. This assignment gives students the opportunity to identify their personal and professional strengths and to communicate them in a professional setting.

In today's competitive job market, working professionals need to know and assert their strengths. Students are often held back by lack of confidence. This assignment and assessment provides an effective example to teach career and leadership skills.

Methods:

Thirty undergraduates enrolled in a health management course developed and delivered personal marketing plans for use in a job interview. Students were given the opportunity to present to a group of peers for feedback and constructive comments.

Each student's presentation was evaluated on the following criteria: professionalism, organization, and delivery (Table 1). All members of the class and the instructor rated each student. The instructor compiled the ratings for each student as displayed in Table 2. The ratings are supplemented with a qualitative analysis of students' reflections re: personal and professional learning. with that included summary of ratings and comments.

A quantitative assessment of assignment ratings aggregated for the class for each of the criteria was used to evaluate the assignment. The ratings are supplemented with a qualitative analysis of students' reflections related to their personal and professional learning (see Table 3).

Results
As a result of completing your project, what did you learn, invent or create?

The importance and value of applied activities in professional development.
Students practiced their professional "elevator" speech in front of peers. They expressed satisfaction with the opportunity to get feedback in terms of their professional delivery.

Students were energized and remain engaged for all student presentations delivered on the last day of class. The concluding remarks indicated that they felt the activity was highly relevant and worthwhile especially as they prepare for internships and/or graduation. The majority of these students are working full time. About half of them are in the health industry. However, they all are seeking higher level jobs upon completion of their undergraduate degree.

Table 1: Evaluative criteria for student marketing oral presentation

Being Professional (2 points)	Organization (3points)	Use of technology (3points)

• Professional attire
• Respectful communication between you and committee
• Connecting and engaging with committee
	• Clear and orderly discussion of your background
	• Sound reasoning why you are well suited for the job
	  ○ Strengths
	  ○ How these align with organization's mission
		• Slides that clearly reflect your strengths
		• Ease with using the technology
		• Keep to allotted time limit

Table 2: Evaluation results of student marketing presentation

Criteria	Average Score (n=21)
Being Professional (2 points)	2.0

Organization (3points)	2.6
Use of technology	2.8
Total (8 points)	6.7 points

Table 3: Student reflections re: the presentation (n=16)

Key professional learning from your self-marketing presentation

- Clearly and succinctly state my knowledge and skills
- Be prepared
- Tie my background to the job
- Use my knowledge and skills to help me stand out from all the other applicants
- Help me sell my skills and background
- Don't use jargon and acronyms
- Build on my strengths
- Dress professionally
- Treat others with respect
- Getting comfortable with talking about myself
- Meeting people and making contacts

Key personal learning from your presentation

- Make a positive first impression
- Be confident
- Use body language to communicate
- Make eye contact
- Smile and project confidence
- Know limits of what personal information to share
- Be sociable and friendly
- Professional traits will help you stand out from the rest
- Learned more from observing my classmates' presentations

How will you apply what your learned to develop your career in the next year?

- Network
- Practice presenting and interviewing
- Helped me interject more personality into a job interview
- Feedback help me to improve my interviewing skills
- Get more comfortable with sharing my strengths

- Focus on public speaking
- Realize the knowledge and skills I bring to jobs

Conclusion/Implication

In building confidence and self-esteem, students need the opportunity to practice these leadership skills to develop them. This self-marketing presentation was just one way to do this. Additional activities should be sought as well as continual improvement in delivery and evaluation of teaching methods.

Another important outcome was that students quickly learned about each other and thus the activity sparked connections and interactions. The implication being that student might be better served if this type of assignment were conducted early in the semester.

This assignment can be used for face-to-face and online classes. The latter will require students to post their personal videos to get feedback from class and instructor.

The results and outcomes of this learning assessment were presented in a poster BUILDING STUDENT CONFIDENCE THROUGH A PROFESSIONAL MARKETING EXERCISE at the AUPHA annual meeting June 19, 2013, Monterey, CA.

UB MPA

Program and Learning Goals:
The UB MPA distinguishes between program goals and learning goals. Our overall program goals are as follows:

MPA Program Goals:

1. Prepare students to be effective leaders and administrators serving the public interest in public, nonprofit and private organizations.
2. Advance the study of public administration through scholarship and creative works.
3. Enhance the visibility and stature of the program to the profession, government and nonprofit organizations and the broader community.
4. Promote the intellectual and professional growth of faculty, students and alumni in a highly diverse environment.

MPA Learning Goals:
The Student Outcomes Assessment Plan is expected to measures whether or not program graduates have acquired the ability to:

1. Formulate evidenced-based recommendations from an analysis of public policy issues.

2. Use appropriate judgment in practicing current public organizational management and public budgeting techniques.
3. Demonstrate a broad based knowledge in public administration theory, research and practice.
4. Examine human resource issues and prescribe appropriate policies as they relate to a variety of personnel issues.
5. Demonstrate technical written and oral presentation skills needed to communicate to professional audiences.

Process for program assessment:

Outcomes assessment will be an ongoing, cyclical program to continuously improve the curricula of the MPA Program. Developed in consultation with current students, alumni and other relevant stakeholders, program faculty will have the principal responsibility for articulating program goals; designing and implementing assessment tools in their courses; and using data from these tools to improve and refine the MPA experience for its students.

Assessment will occur directly through assessment of individual course learning objectives; through analysis of the final project; and other indirect methods. Data will be collected through embedded course exercises, analysis of evaluation projects submitted by MPA candidates and other indirect mechanisms.

MPA Program goals

Strategies to be pursued under Goal 1: develop mechanisms to obtain data from employers of M.P.A. graduates and continue outreach to alumni and the advisory board to obtain regular feedback on the skills that are important to the field and stay at the edge of literature in the field for emergent knowledge and trends.

Strategies to be pursued under Goal 2: continue to develop new sources of support for faculty to engage in scholarship including development grants for untenured faculty; development of graduate student support for faculty research; and pursuit of grant funds to further develop scholarly activities within the School of Public Affairs.

Strategies to be pursued under Goal 3: continue to explore opportunities for the faculty to work on applied research through the Schaefer Center for Public Policy; develop funding for faculty who are serving in leadership positions in national organizations to attend important meetings; continue to support faculty engagement in community service activities.

Strategies to be pursued under goal 4: attempt to identify students who are in academic difficulty earlier and create supports through the Achievement and Learning Center (ALC); provide more workshops through the ALC in areas such as basic Excel, writing and mathematical foundations for public administration; continue to enhance student participation in College of Public Affairs-sponsored speaker series such as the Rosenberg Speaker series; provide support for the M.P.A. Student Association Workshop and speakers; continue to recommend that students apply for ASPA Founders Forum Fellowships and internal awards such as the Turner Research and Travel Award.

MPA Learning Goals
Table 1 provides a curriculum map of the MPA learning goals and MPA core courses.

Table 1: MPA Learning Goals and Courses

Core Courses	**Goal 1**	**Goal 2**	**Goal 3**	**Goal 4**	**Goal 5**
PUAD 621 PUBLIC PERSONNEL AND HUMAN RESOURCE MANAGEMENT	X	X	X	X	X
PUAD 622 PUBLIC BUDGET AND FISCAL ADMINISTRATION	X	X	X		X
PUAD 623 BUREAUCRACY AND THE POLITICAL PROCESS	X		X	X	X
PUAD 624 PUBLIC ORGANIZATION THEORY		X	X	X	X
PUAD 625 INNOVATIONS IN PUBLIC MANAGEMENT	X	X	X	X	X
PUAD 626 INFORMATION RESOURCE MANAGEMENT		X	X		X
PUAD 627 LEGAL AND ETHICAL ENVIRONMENT OF PUBLIC ADMINISTRATION	X		X		X
PUAD 628 STATISTICAL APPLICATIONS IN PUBLIC ADMINISTRATION		X	X		X
PUAD 629 PUBLIC PROGRAM EVALUATION	X	X	X		X
PUAD 630 ANALYTICAL TECHNIQUES FOR PUBLIC SECTOR DECISION MAKING		X	X		X
PUAD 798 PROBLEM SOLVING SEMINAR IN PUBLIC ADMINISTRATION	X	X	X	X	X

III. Yale Gordon College of Arts and Sciences Advising Office Vision, Mission, Goals and Assessment Plan

Vision:

The Yale Gordon College of Arts and Sciences (YGCAS) advising team aspires to establish partnerships with students that will enrich their educational experiences and empower them to develop and achieve their educational and career goals. The advising program aims to do so through a balanced use of technological resources, student centered practices, and a profound commitment to student success.

Mission:

Our mission is to provide academic advising that fosters student success and promotes timely progress toward graduation. YGCAS advising is a student-centered, collaborative process that engages students in educational planning and instills in them a sense of responsibility. The relationship between students and advisors focuses on developing an appropriate individualized

academic plan with the goal of timely progress toward degree completion. The educational plans will be consistent with the student's academic, personal, and professional goals. We ensure that informed, effective, and easily accessible academic advising is available to all upper-level undergraduates as well as graduate students.

Goals:

- Provide individualized advising to students in a timely and proactive manner.
- Develop collaborative relationships with students to encourage a sense of responsibility over their own education.
- Utilize new technologies in order to advise students more efficiently and accurately.
- Provide information to students in order to allow for self-registration.
- Review degree requirements proactively with students.
- Support students with differentiated learning abilities through discussion and referral services.
- Provide guidance regarding academic policies and procedures.
- Encourage students to utilize support services and resources.
- Engage in discussions related to career and professional aspirations.
- Enhance students' awareness about educational resources and opportunities that are available to them (e.g., internships; on-campus work opportunities; tutoring; etc.).

Assessment plan and general timeline:

Develop an assessment plan:

- Develop an assessment plan through input from Academic Program Coordinators, Program Directors, Division Chairs, and members of the Dean's Office. **(Ongoing)**
- Assistant Dean for Advising, Enrollment, and Student Success conducted individual, structured interviews with all YGCAS Academic Program Coordinators in order to assess advising processes and procedures and to determine strengths, weaknesses, and areas for opportunities. **(July 2014; completed)**
- Assistant Dean met with Program Directors and Division Chairs to discuss a variety of topics and to solicit feedback regarding advising. **(August 2014; completed)**
- Report was prepared and shared with the Academic Program Coordinators as well as the Dean **(August 2014; completed).**

- Plans for process improvement and engagement opportunities with other offices are being prepared. **(Ongoing)**
- Ongoing, monthly meetings with Academic Program Coordinators will assist in implementation of the plan and enhance communication within the College. **(Ongoing)**

<u>Indirect Assessment Methods:</u>

Assessment of advising experience:

- Develop and administer a pilot survey that assesses the advising experience from the students' perspectives. Utilize NACADA's Academic Advising Inventory. **(AY2014-15; in process)**
- Review results and develop a plan for process improvement. **(AY2014-15)**
- Implement plan. **(Summer 2015)**
- Utilize data from recent survey administrations (e.g., CIRP Freshman Survey; Your First College Year Survey; NSSE; etc.).

Assessment of students:

- Develop and administer a pilot survey that assesses the advising experience from the advisors' perspectives. **(AY2014-15; in process)**
- Review results and develop a plan for process improvement. **(AY2014-15)**
- Implement plan. **(Summer 2015)**

Conduct focus groups:

- A focus group protocol will be developed and groups will be facilitated in order to gain more detailed feedback that will assist us in planning and process improvement. **(AY2014-15)**

<u>Direct Assessment Methods:</u>

- Prepare advising reports based on the utilization of Degree Audit which will be implemented in November 2014. This will help assess advising efficiency and accuracy.
- Prepare advising reports based on the utilization of Education Advisory Board (EAB) which will be implemented in AY2014-15. This will help assess advising efficiency and accuracy.
- Report self-registration rates. Prepare historical registration comparisons.
- Work with other offices to report the student utilization of support services.

IV. Reorganization of Developmental Studies

Beginning in 2012, UB has reorganized all aspects of its developmental studies programs, with the goal of measurably increased student success in these core offerings. While our average 2010-2013 pass rates of 55% in developmental mathematics were not discordant with rates for similarly prepared students nationwide, the slow progress through developmental course of almost half of these students (constituting nearly 40% of each fall's entering class), coupled with a 30% failure rate (2011) in the required first-year seminar, demanded direct action. These actions were organized around three principles: (1) Any reform of developmental studies would need to involve a broad range of campus stakeholders in an intensive conversation about the academic progress of first-time freshmen in writing and mathematics; (2) Organizational and staffing structures for each phase of our first-year writing and mathematics programs would need to be fully integrated on all levels. (3) Redesigned programs would need to be based on best practices in institutions demonstrating successful work in these areas with similar student populations. A team of campus delegates (faculty and administrators directly involved in student success initiatives at UB) conducted intensive on-site visits with several institutions which has successfully redesigned their first-year and developmental offerings, including Community College of Baltimore County, Georgia State University, and Northern Virginia Community College. Findings from these research trips, coupled with extensive data about patterns of student outcomes in first-year math and writing, informed the core questions addressed at a day-long Foundational Studies Summit, which involved approximately 35 key faculty and administrators in guided conversations, plenary talks, and planning sessions. From this summit emerged the basic principles for curricular and administrative reform in these areas at UB.

Key to enacting these principles by a presidentially-mandated deadline of fall 2014 was the establishment in fall 2013 of the Office of Academic Foundations and Transitions within the College of Arts and Sciences. Headed by the Assistant Dean for Undergraduate Studies, this new structure united for the first time at UB course placement testing, first-year advising, foundational mathematics and writing instruction, and a formal point of contact with general education curriculum in these areas. These functions had previously been housed in five different units on campus. The directors of foundational writing and mathematics, a newly-hired placement and success coordinator, freshman advisors, and the coordinator for first-year seminar and learning community coursework, and the university director of writing now work in the same office suite and constitute a formal team tasked with improving student outcomes in all of these areas.

Attached documents outline this workgroup's achievements over the past three semesters. A new foundational mathematics curriculum (MATH 100) builds on our established modified-emporium instructional model and aligns multi-variable placement markers with individually contracted, unit-based content. The new mathematics placement process involves an assessment

team of developmental studies and regular mathematics faculty. A new freshman composition model (combining general education writing for all new freshmen with a rigorously integrated co-requisite 'stretch course' for students so placed) is now being piloted with all new first-year students. Particularly important to this model is a newly-established directed self-placement process, which combines locally-designed writing prompts, nationally-normed assessments, student self-assessments, faculty team assessment, and one-on-one advising.

While initial results of these new programs cannot yet be measured, their holistic alignment of program learning goals throughout the placement, content, content delivery, and advising phases of first-year writing and mathematics will allow highly effective, directly actionable measurement of student learning in these core areas.

V. Fall 2013 Information Literacy Assessment -- Fall 2014 Update

Background

Information literacy, sometimes called information fluency or digital literacy, is the ability to effectively identify, find, evaluate and ethically use information to support academic success and lifelong learning. The information literacy program at the University of Baltimore should be considered an integral part of the way the university meets its goals of providing an educated and skilled student body capable of functioning both within the academic environment and in career and non-academic settings. Langsdale library has identified the following student learning outcomes for the information literacy program:

An information literate graduate from UB should be able to successfully:

1. Determine the extent of an information need
2. Access needed information
3. Evaluate information and its sources critically
4. Synthesize and use information effectively to accomplish a specific purpose
5. Recognize the complexities of information ownership and take responsible action

In support of the University and Library strategic plan, members of the library faculty are actively involved in building a culture of assessment and what better place to start than information literacy. During FY13 a campus team assessed student information literacy skills INFO 110: Introduction to Information Literacy and WRIT 300: Composition and Research. These courses were selected because they represent the only two clear points in the curriculum where information literacy is purposefully taught to all enrolled students. The assessment included a pre- and post-test in both courses as well as an assessment of student artifacts using a rubric.

The campus team was created with an eye toward campus-wide engagement in assessment and information literacy. The team included the following members:

- Catherine Johnson, Team Leader, Head of Information Literacy Initiatives, Langsdale Library
- Natalie Burclaff, Reference/Instruction Librarian, Langsdale Library
- Stephen "Mike" Kiel, Reference/Instruction Librarian, Langsdale Library
- John Chapin, Writing Services Coordinator, Achievement and Learning Center
- Nancy O'Neil, Director, Bank of America Center for Excellence in Learning, Teaching, and Technology

Assessment Design

The team began collaborating on this project in spring 2013. During spring and summer of 2013, the campus team planned the assessment, gained approval for the project from the UB Institutional Review Board, and designed the test instruments and rubric. In the Fall 2013 semester, librarians, in cooperation with the campus team, implemented the pre- and post-tests in INFO 110 and WRIT 300. The team also worked with the writing director to collect the course final research papers from all students who agreed to the informed consent form on the pre- or post-test. This work yielded 47 INFO 110 and 108 WRIT 300 students who completed the pre-test, 59 INFO 110 and 55 WRIT 300 who completed the post-test, and 29 INFO 110 and 60 WRIT 300 who submitted research assignments and gave us consent to include their data in our research.

Assessment Results

Though analysis of the data is ongoing, we were able to make some initial conclusions from the results. From this early assessment data, we learned that the research skill students demonstrate most clearly and strongly in their research projects is the ability to find sources of at least fairly reputable quality that are relevant to their topic. Students struggle most in their ability to use those sources to successfully make a point. Our rubric scores demonstrated that students struggled to successfully communicate information from sources. Our assessment found that while students were often capable of including information from sources in their research papers, they rarely synthesized or organized that information in a meaningful way. Along the same lines, the assessment of student artifacts showed us that students struggle to effectively integrate source material into their writing. In many cases, we saw evidence of quotes being "dropped" into the paper without context and we rarely saw the effective or appropriate use of paraphrasing or summarizing a sources argument.

What we learned from this research is that while students are often capable of finding sources, they struggle to understand the purpose those sources serve in supporting their arguments. As a result of this assessment data, the campus team made strategic changes to INFO 110 and WRIT 300.

Implementing Changes – INFO 110

Librarians are in the midst of re-writing the course goals for INFO 110. These new course goals will be more focused and arm the students with the necessary tools and understanding to be successful in research.

Current Course Goals:

Students completing this course satisfactorily will be able to:

1. explain the difference between data and information, facts and opinions
2. define an information problem and identify the type of information needed to solve it
3. select from various information seeking strategies
4. demonstrate proficiency with information search techniques using a variety of search tools (databases, search engines, etc).
5. evaluate the relevance, accuracy, and usefulness of information in the context of a problem or task
6. understand information in different forms, such as graphical or statistical data
7. synthesize and present information effectively
8. identify the components of valid arguments
9. understand the process of scientific research
10. identify and resolve ethical issues associated with the gathering and use of information

Proposed, Revised Course Goals:

1. Identify and describe a scholarly conversation.
2. Develop, employ, and adapt a plan to find needed information using a range of appropriate resources.
3. Assess the quality and value of a source when used in a specific context.
4. Demonstrate an understanding of current ethical issues concerning the gathering, use and dissemination of information.
5. Create a research product building on existing scholarly work.

We believe these revised, focused goals will give students the foundation on which they can build in later classes to create thoughtful research products that build on the work of others.

Implementing Changes – WRIT 300

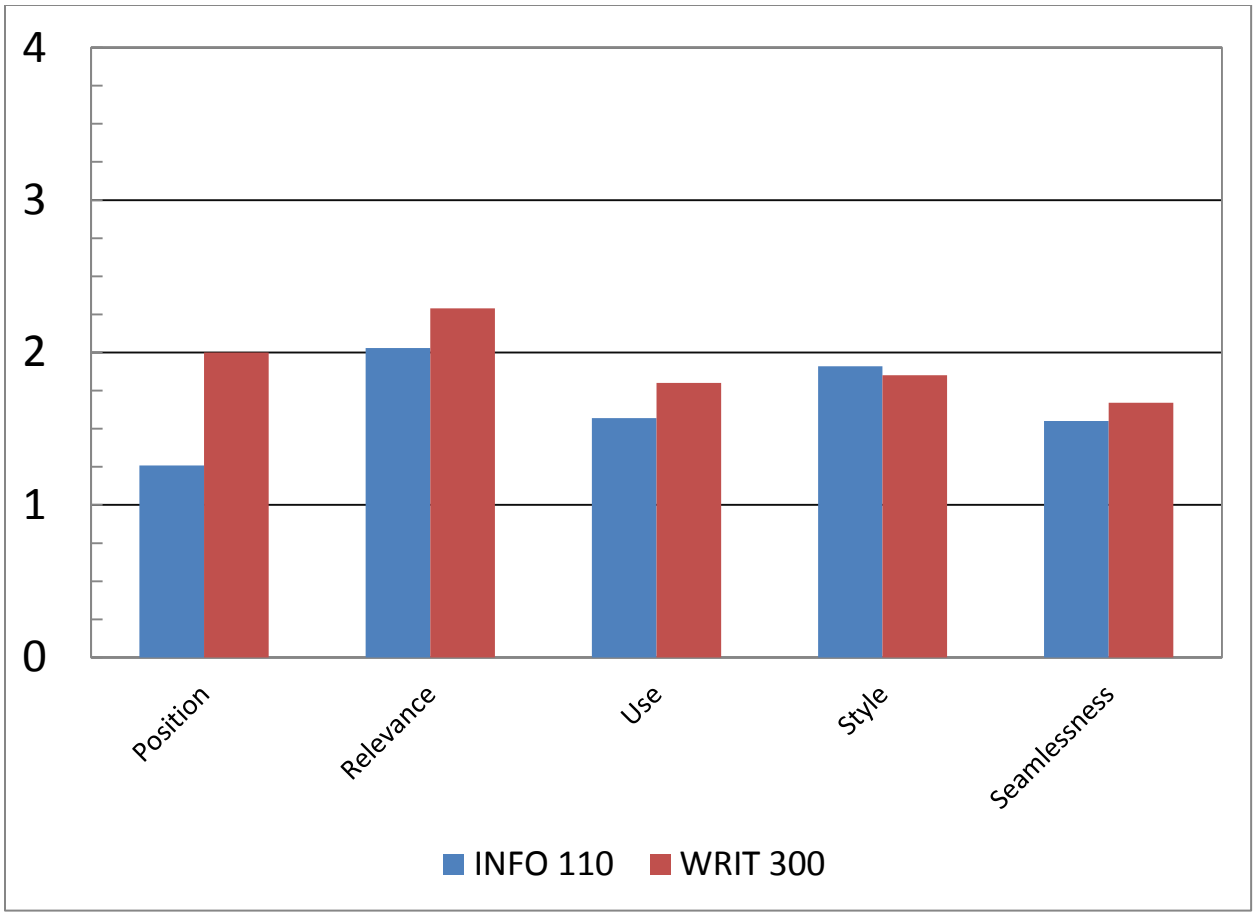
The most significant change based on the assessment data took place in WRIT 300. This is a mid-level, required writing course. This course has had librarian integration since 2009 but since that time, the role of the librarian has been largely undefined and left up to individual negotiations between the instructor and librarian assigned to each section. Often librarians visited each class for somewhere between 5 minutes and 1 hour and taught students how to navigate the library's website. This year, because of the assessment results, librarians are more strategically integrated into every section of WRIT 300. With the support of the Writing Director, Fiona Glade, librarians developed two mandatory 80-minute course sessions with the

librarian. These sessions will take place in all sections of WRIT 300 – in-person and online. In these sessions, librarians will guide students through the BEAM model, which provides a framework to help students better understand the role different sources play in helping to build an argument. In the first session, librarians discuss the research process, introduce the BEAM model, and show students how to search for reputable sources using the library's resources. Between session one and session two, students are required to identify six sources related to their focused topic for their final research paper. For each of these sources students must explain exactly what role each source will play as they build their argument. Students will do this using the rhetorical perspective provided by the BEAM model. In the second session, librarians will help students use the sources they've identified to revise and strengthen their argument, and create a more sophisticated search to identify additional sources.

Closing the Loop – Assessing the Changes

The changes listed above were implemented in WRIT 300 during the Fall 2014 semester. Although the INFO 110 course goals have not officially changed, instructors have been informed of the preliminary assessment results and encouraged to make changes to address the areas in which students have the potential to do better. During Fall 2014, the same assessment design is being used to learn what impact, if any, the revisions have had on student learning. A pre-test is underway, a post-test has been designed and student artifacts will be collected and scored using largely the same rubric.

Fall 2013 Rubric Results from Student Research Artifacts



VI. Upper Division General Education Assessment in Course Redesign Projects

Since 2012, UB has completed two major course redesign projects in upper division general education courses, Ethical Issues in Business and Society (IDIS 302) and Arts and Ideas (IDIS 304). Both of these courses had similar problems that prompted the need for the redesign projects:

- Significant course drift, due in part to lack of coordination among the colleges and departments
- Insufficient seat availability to serve the demands for students who needed to finish the courses as graduation requirements
- Lack of resources for instructional faculty, especially adjunct faculty, to ensure consistency in measuring learning outcomes

Thus, the course improvements were redesigned with a focus on the scope and consistency of learning outcomes and the need to increase costs flat while increasing access. Each of the projects resulted in these changes:

- Rewriting learning outcomes to address across-college needs
    - IDIS 302 team members developed outcomes that would meet the needs business and public affairs students (these areas had specialized outcomes) as well as those for arts and sciences students (ethics outcomes focused more generally on social responsibility)
    - IDIS 304 team members reduced the focus on literature and widened the scope of learning outcomes to include aesthetic evaluations of visual and musical arts.
- Establishing a common syllabus and common assignments to ensure that all students had consistent learning experiences across sections
- Building a repository of teaching resources available to all instructional faculty
- Creating hybrid ("flipped") models of instruction to allow students to practice their learning in teams (also increased access by allowing larger class sizes and maintaining individualized feedback opportunities)
- Developing a training manual for faculty and staff assistants

Each of the projects was carried out on a similar schedule:

- Planning semester: team members (faculty, CELTT staff, and Provost's Office staff) develop learning design and outcomes assessment projects and gather data on base year learning outcomes
- Pilot semester: Testing the new pedagogies and instructional materials; comparing learning outcomes with base year
- Implementation semester: Refining the design to address problems discovered in the pilot semester; comparing learning outcomes with base and pilot years

What follows is a brief description of the final outcomes assessments for the two courses. Copies of the full assessment projects, along with rubrics and sample instructional materials will be available in the documents library during the self-study process.

<u>IDIS 302: Ethical Issues in Business and Society</u>

Problem statements:

- The Merrick School of Business and the College of Public Affairs determined that the learning outcomes centered on ethical discernment were neither specific enough nor assessed in sufficiently rigorous situations to meet standards articulated in specialized accreditation processes; the concern was that the University might need to develop an additional course required in those majors to meet external accreditation requirements.
- All students are required to take the course, but seat availability could not keep up with demand. The traditional pedagogies that relied on face-to-face interactions and small class sizes required multiple sections and the need to staff a large number of those sections with adjunct faculty, resulting in course drift from stated learning outcomes.

<u>Results of Redesign</u>:

In the base year term, UB offered 12 sections of a traditional face-to-face course, serving 370 students; in the pilot year, 423 students were served in a wider range of modes over a total of 11 sections (F2F in larger sections with a teaching assistant; hybrid sections; online sections); in the full-implementation year, the number and mode of sections remained as in the pilot year, and 410 students were served. The cost per student was reduced by 15%, from $92/student to $78.11/student. Figure 1 shows the comparison of assessments of the capstone project, which was enhanced with more rigorous learning outcomes to meet AACSB and NASPA standards for outcomes in ethics.

Figure 1: Comparison of Capstone Assessments for Pilot and Implementation Years

Mastery Level	Pilot Year (2011) (n = 370) (Graded by instructors using individual grade standards)	Implementation Year (2013) (n = 410) (Assessed with Adaptation of LEAP Values Rubric for Ethics)
100 to 90	60.6%	27.1%
89 to 80	24.2%	55.9%
79 to 70	9.1%	8.5%
69 to 60	0.0%	3.4%
59 and below	6.1%	5.1%
Mean	85%	82.4%

The assessments of the capstone projects resulted in a lower mean score after the redesign. Most of the change occurred at the higher end: for the pilot year, nearly 85% of students earned an A or B, but in the full implementation year, that percent was reduced to 83%. The redesign team saw this result as an indicator that the project had achieved the goal of controlling for course drift and achieving strong learning outcomes while increasing rigor. The improved grade distributions carried through to final grades, as shown in Figure 2.

Figure 2: Grade Distributions between Pilot and Implementation Years

Final Course Grade	Pilot Year (2011) (n = 370)	Implementation Year (2013) (n = 410)
A to A-	54.50%	22.00%
B+ to B-	24.20%	47.50%
C+ to C-	12.10%	18.60%
D + to D-	0.00%	5.10%
Failed	9.10%	6.80%

The final grades here are not presented as assessed learning. It's understood that course grades cannot serve as proxy to assessing students' abilities in discrete skills. However, Figure 2 shows that when the instructional staff committed to common learning outcomes and shared methods of assessing those outcomes, the distribution of final grades assumed a less top-heavy curve.

Finally, by increasing the number of seats available both in the pilot and implementation years, the course redesign had yet another beneficial result: more students were able to complete this graduation requirement earlier in the academic career, thus setting the stage to use their learning in subsequent courses. Figure 3 shows the changes in the distribution of students across the academic classifications. In the implementation year, 85% of the students completed the requirement before the senior year, allowing for more efficient planning for graduation.

Figure 3: Class Standing Distributions between Pilot and Implementation Years

Class Standing	Pilot Year (n = 370)	Implementation Year (n = 410)
Senior	30%	15%
Junior	45%	64%
Sophomore	24%	21%

The academic department that coordinates the course is pleased with the results of the project and has sustained the redesign changes to pedagogy, faculty development, and assessment of student learning.

<u>IDIS 304: Arts and Ideas</u>

Problem statements:

- Correct curriculum content drift resulting from a reliance on English faculty to staff courses (there are no permanent faculty in the IDIS academic unit
- Assure alignment with a recently approved and implemented General Education model at the University of Baltimore
- Establish effectiveness and relevancy of pedagogy by drawing on high impact practices (including teamwork and appropriate experiential learning opportunities)
- Provide greater efficiency (increased seats available while holding costs fixed) through use of technology

What follows is a report by the team leader on the learning outcomes assessment project to address the first two problem statements above.

The assessment focused on three General Education Learning Outcomes for Humanistic and Aesthetic Thinking (HAT). These are part of the new overall General Education model at the University of Baltimore, implemented Fall 2013:

- Comprehend, interpret, and analyze texts/artifacts and explain the distinctive ways in which ideas are communicated within a given discipline and the methodologies and tools used for that communication;

- Compare and contrast the numerous factors and institutions that influence individuals, cultures, society, and the natural environment;
- Discuss relevant aspects of the historical or cultural contexts from which ideas and ways of communicating emerge.

Modified AAC&U Value Rubrics were the tool for assessing the three learning outcomes. During the baseline term (Spring 2013), the final project took the form of a paper. A sample of the final project submissions – a student curated "exhibition" of artistic and cultural artifacts, along a chosen theme – was used for this assessment for the Pilot and Implementation phases. This final exhibition project provides students with the opportunity to synthesize their experience in the course. The manner of presentation ranged from a final paper with visual images added, to PowerPoint or Prezi presentations, to web-based (WordPress especially) pages, depending on the student and the teacher.

The comparison of the redesigned course (Spring 2014) with the traditional/baseline course (Spring 2013) shows improvements in meeting the newly implemented General Education outcomes. Figure 4 shows the comparisons of achievement in the Humanistic Aesthetic Thinking (HAT) outcomes, as assessed by holistic evaluation teams (not the instructors).

Figure 4: Comparison of Assessed HAT Outcomes

Level of Achievement	Baseline, Spring 2013	Redesign Spring 2014	Resulting Improvement
4-Capstone	19%	23%	+4%
3-Milestone	31%	48%	+17%
2-Milestone	50%	28%	+22%
1-Benchmark	0%	1%	-1%

Further investigation of the nature of improvements reveals that students demonstrated the leading achievement in Outcome 1 – "Comprehend, interpret, and analyze texts/artifacts and explain the distinctive ways in which ideas are communicated within a given discipline and the methodologies and tools used for that communication." This has a mean score of 3.38 of 4.00. The second outcome of achievement was Outcome 2 – "Compare and contrast the numerous factors and institutions that influence individuals, cultures, society, and the natural environment." The mean score here was 3.21of 4.00. The third ordered area of achievement was Outcome 3 - "Discuss relevant aspects of the historical or cultural contexts from which ideas and ways of communicating emerge." This mean was 2.85 of 4.00.

The means for outcomes 1 and 2 were good and appropriate for the course. The mean of outcome 3 – related to aspects of communication and historical context – was lower than desired, however, as a goal for this course. This suggests that faculty could concentrate on aspects related to the outcome 3 to improve this aspect of meeting the course outcomes. This also aligns with some teacher feedback comments noticed on final assignments in the Sakai feedback

windows, while collecting assessment data, that the historical context needed additional work on some papers.

The overall improvement in both course completion/retention and student success was very good, through the redesign. In the three semesters considered -- Traditional Course – Baseline (Spring 2013), Pilot (Fall 2013) and Redesign Implementation (Spring 2014) --six face-to-face sections plus one online section were offered.

DFW Rates: W's – the number of W's remained almost identical. The number of F's dropped, however, from 29 (11%) in the Traditional course to 12 (6%) in the Redesign. The percentage of D's increased slightly in the Redesign, from 1% to 3% with student numbers increasing in the C range in the Redesign. This perhaps represents improvement of students, moving from the D to C range, while some student numbers moved from the level of F to D.

Concerning the Pilot Semester, Fall 2014: While enrollments increased slightly (230 students), the aggregate DFW was 14%, compared to 28% of in the Traditional-Baseline semester, 2013. Of the A/B/C successful completion, 86% of the students achieved this, compared to 75% of the Traditional course, again, a significant improvement in the Pilot compared to the Traditional-Baseline.

VII. Simulation and Digital Entertainment Assessment Review

Program's Mission and Organization:

The Simulation and Digital Entertainment program prepares students for careers related to the videogame and simulation industry by giving them a broad understanding of game design while focusing on honing career-specific skill sets. With a focus on applied knowledge, students are challenged intellectually with theory while applying it to design projects. Students are encouraged to explore games as a culturally relevant means of artistic expression. We foster a broader engagement with the local and global community by providing students with an understanding of how games intersect with the broader society and social issues. The program shall continuously change to address the needs of an evolving industry through the incorporation of new concepts and technologies in coursework and faculty research.

Program Student Learning Outcomes:

- Discuss the theoretical, cultural and artistic contexts of games and simulations
- Demonstrate proficiency in coding, web design, 2D and 3D art, audio, storyboard creation and game concept document writing in the creation of one major game design project
- Construct a major game or simulation project as a member of a team
- Explain and revise ideas in a team-based setting
- Defend concepts and prototypes in front of their intended audience through pitch presentations and a public-facing website detailing the work in progress
- Formulate a plan of research to fill gaps in knowledge needed to complete a game or simulation project
- Evaluate the game or simulation design work of others

A. List of current assessment projects:

We are currently assessing the program through a study of students in early core courses vs. those who have completed the senior capstone project. This gives us an idea of not only how well the individual core courses are functioning, but the nature of the capstone project allows us to see how well the program as a whole prepares students for roles in the industry and the creation of portfolio-quality content.

B. For each project, please complete the four sections below:

1. Results of assessment projects:

Our assessment results were based on a comparison of students at the beginning and ending of two core courses, COSC 150 Intro to Game Design and COSC 320

Game Concept and Design, as well as between students at the beginning of our program and end of our program, with the final capstone course, COSC 470 Game Development Project II.

COSC 150

Introduction to Game Design serves as the introductory course for the Simulation and Digital Entertainment major. It has three main objectives: (1) to survey the organization and procedures of professional development in games and interactive software; (2) to develop critical skills for observing and understanding game design through reflective play; and (3) to introduce a first game development tool and the fundamentals of programming.

The course objectives are:

- Learn the fundamentals of a first scripting language
- Apply game design concepts and best practices to creating a range of physical and digital prototypes
- Understand game genres and concepts and generate original game ideas
- Demonstrate an understanding of tools and principles of digital communication
- Work in teams and develop skills in both collaborative work and constructive critique

Students demonstrate their understanding of these core principles through developing several small games and two final games, one board game and one video game. Developing the board game requires multiple presentations and writing a ten-page game design document based on industry forms, thus incorporating teamwork and communication skills. All other assessment occurs through a series of reflective play writing and design exercises.

Out of 74 students over three iterations of the Introduction to Game Design course, 59 students earned a B or better and demonstrated mastery of the course objectives. As the course has evolved, it has been integrated into learning communities, leading to higher success rates and offering an opportunity for students to connect their designs to a broader awareness of a media genre and research skills. The quality of final games has improved along with success rates in the course.

In 2010-2011, the course was taught using introductory environments to teach the fundamental scripting and game logic skills. In 2012, the course was changed to use Unity, a professional-level development tool, to give students more time with a development environment suitable for their projects in advanced courses and their capstone class. Over the next years, course outcomes can be assessed to continue to balance the competing objectives of mastering complex digital environments and scripting with developing the fundamental principles of game design through board and card games.

COSC 320

Course Objectives

The course objectives as listed in the syllabus were:

- Critique classic and contemporary games
- Develop independent and original game ideas
- Communicate in game design documents
- Build graphics-based games using the Unity platform
- Provide feedback and support to others in workshop sessions

Types of evaluations

Students were assessed in their learning in three ways. The first way was through the use of a full semester development project in teams of three to four students. This final project was for each team to create a playable game, in Unity, which showcases an original approach to design. This was meant to encourage students to learn collaboration and team management skills as well as to give them a more realistic sense of professional game production. Alongside the software submission the teams were also required to submit a game design document as part of their final project. This is a technical document that formally presents the semester game concept and is meant to enhance student's formal writing skills and planning abilities.

The second method of evaluation was through the periodic submission of a game design journal to the instructor. The students were expected to keep up with at least one entry per week for the semester period. The purpose of this journal was to develop new game design ideas, maintain a record of your changing design, reflect upon other games/ideas and their potential for game design. It was meant to encourage reflection and critical thinking about games and help move students from a player mindset to a designer mindset.

The final type of evaluation was through peer review and workshop sessions. Three times during the semester student teams participated in a class review where they had to present their ideas in a semi-formal manner to their peers and begin a dialogue about the design of their games. Each team was expected to submit a peer evaluation form to the instructor which would be shared with the teams that they had evaluated. The goal of this was to encourage constructive criticism and evaluation in a collegial manner.

Objective Completion

Within a normal variation all students met the objectives and are expected to pass the class. Many of the students excelled at creating original game concepts and produced some excellent projects that show promise if they were to be developed

a bit further. The students also did well at providing feedback to others in a constructive manner that was useful without being mean. Students do need to work more on their writing skills and often produced written documents that didn't clearly represent their ideas or which lacked in sufficient detail. Students also did not expand their critical lens regarding games as much as was hoped and would often default back to viewing games from their personal perspective as players.

Suggestions for Improvement

More frequent writing evaluations that push students to analyze their ideas in depth and provide justification and arguments supporting their opinions. This would help to improve students' writing significantly as well as help them clearly express their ideas, an important part of professional design. This could be satisfied through the journals with a higher expectation of production (two or three a week) or through more frequent collection.

A broader array of programming options during the hands-on design days was also a suggestion students put forward at the end of the semester. Due to the level of the course, not all students had significant programming experience at the start of the semester. The programming classes were geared towards a middle of the road approach which was mean to explain to experienced programmers the unique aspects of Unity while also helping bring new programmers up to speed. One suggestion for improvement in this area is to provide higher level goals or option assignments to engage the more experienced programmers in the material during these days. The second option students put forward is to encourage the more advanced students to act as intermediaries during the programming days and help others near them understand and fix their code when errors occur.

One suggestion which students wanted to encourage for this course in the future was to continue focusing on a high level development platform like Unity or XNA. Although they are specific platforms the students were excited to feel like they were finally learning something that would be professionally helpful and could produce "real" games instead of dealing with what they felt was less satisfying alternatives like Inform7, GameMaker, or board games.

COSC 470

Game Development Project II is the second semester of the senior seminar project. The seminar consists of a major project that is completed and presented in the UB Student Center Theater at the end of this semester. The course focuses on simulating a team-based production environment where students work from conception to pitch, writing a concept document, creating a playable prototype, and finally a multi-level demo. Class discussions and activities concentrate on practical career matters such as interview skills for game industry jobs, talks from visiting professionals and strategies for putting together an effective pitch.

The main objectives are (1) for each group to take a game idea from conception to playable demo and (2) for each student to come away with an identifiable contribution to the project that they can put into a professional portfolio.

The course objectives are essentially the program's objectives, that by the end of their studies, students will be able to:

- Incorporate coding, web design, 2D and 3D art, audio, storyboard creation and game concept document writing into one major project,
- Complete this project as a member of a team, effectively communicating ideas to clients and team members,
- Communicate with their intended audience through a public-facing website detailing the final project,
- Use their prototype as a framework for the creation of content in the form of additional levels, narrative, and/or expanded environment.

There were two sections of this class taught in spring semester of 2012. The section taught on Shady Grove campus had 25 students who formed nine groups. One obvious factor that appeared to influence success or failure is the size of the group. The two projects that were not finished enough to show at the final presentations were solo projects (although another solo project was well above expectations). The average size of groups is generally five students. One group was composed on nine students and had difficulty coordinating its members, and so was less successful than many of the smaller groups. I have therefore been stricter in keeping groups to a medium size.

The variety of themes and technology present is a testament to the varied curriculum of the Simulation and Digital Entertainment program. The following projects were presented at the end of semester event in May:

- Cardiac Fitness Racer: a 3D racing game created in Unity3D incorporating a repurposed exercise bike that communicated velocity information to the game through the use of an Arduino microcontroller. The student was in marketing discussions with fitness centers.
- Mash'em Up! A two-player Portal 2 mod involving indirect conflict. These students began the program when the capstone program was one semester, so they were the only group that did not do a two-semester project.
- Captain Correction: an educational platformer teaching English grammar using XNA.
- Soccer Ultimatum: a mobile soccer platformer created with Corona.
- Exile: a 3rd-person exploration/fighting game created with UDK.
- Touchpad Heroes: a mobile real-time strategy RPG created with Corona.
- ARGOS: a game that incorporates computer vision using Processing, as well as augmented reality goggles to place the digital game on top of the player's view of the real world.

A major issue with the capstone courses is that over half of the projects were created with software with which the student was not experienced prior to taking the capstone. While it is important to allow students the freedom to choose that tool that best suites their content, learning the software cuts into valuable design time.

The SDE program through its theory courses such as Social Media and Games and Games, Simulations and Society, places an emphasis on serious and educational games. This shows in the Cardiac Fitness Racer and Captain Correction projects. We also encourage our students to experiment with new technology and design strategies in our Frontiers of Game Design course, as well as various special topics. These ideas develop into projects such as ARGOS or the mobile games that have now consistently been created every semester.

20 out of the 25 students earned a B or better for their final project and semester average demonstrating that their project was not only completed for presentation but that as an individual group member they contributed in a specialized way to the final product.

2. Program improvements, changes or modifications based on assessment results:

   Although this is the first formal Outcomes Assessment, all curriculum changes outlined in D.1 and D.2 were based on internal assessments. Particularly:
   - The creation of a lower-level scripting class as a prerequisite to ensure that students arrive at higher-level courses with similar levels of preparedness.
   - The creation of tracks of specialization will give students more obvious roles in group capstone projects.
   - Consistent teaching of Unity3D as a game engine throughout each level of the program, so that students can begin their capstone knowing at least one engine well. We will continue to allow experimentation with other software.

3. Planning and decision-making based on assessment data:

   The following year will focus on the implementation and evaluation of curriculum changes. These changes will be evaluated when the first group of transfer students to have been admitted under the new curriculum are estimated to take the final capstone course in spring 2015, and again in 2017 when students who entered the program as freshmen will finish their capstone project.

4. Funding activities requested or awarded tied to use of assessment data:

To assist with the development of new courses, particularly those that are technically rigorous, as well as to ensure consistency in the teaching of core courses, we are searching for an additional full-time faculty member.

VIII. Writing Program Summer Report

Revisions to developmental courses:

Prior to Fall 2014, UB's freshman composition offerings consisted of three courses; placement into coursework was conducted using Accuplacer. Two of the courses, DVRW90 and DVRW95, were not credit-bearing. Significant disjoints existed: no shared outcomes for the DVRW and WRIT courses were in place; no faculty development was conducted across the three courses; and no sequencing had been created in order to foster consistency and transparency throughout students' first-year writing experience. Additional problems were identified in the September 2012 Final Report of the Writing Workgroup (a Subcommittee of the UB21 Learning Committee):

- Students may not always heed the strong recommendations of advisors regarding attempting key elements of the writing curriculum in a timely fashion.

- Without appropriate curricula consultation, one of the development courses was taught independently, but concurrently, with the Freshman Composition Course (WRIT 101).

As a result, the developmental writing sequence was discussed at the Foundational Studies Summit in November 2013, and the following needs were identified:

- Foundational work in reading and writing which prepares students for lower-division assignments across the curriculum and articulates smoothly with upper-division curriculum.

- Transparent, ongoing connections between instruction and assessment.

- Shifting of instruction from a deficit-based, pre-baccalaureate curriculum approach which is time- and revenue-intensive toward a multidimensional, strategic curricular approach to coursework that is credit-bearing.

- Course goals and materials consistent across multiple sections (horizontally) as well as vertically (from course level to course level).

- Clearly sequenced, explicitly articulated learning outcomes for the range of First Year Composition (FYC) courses based on best practices in the field.

- Clear points of assessment for student learning outcomes and for program outcomes using proven best practices: portfolio-based assessment.

As a result of the Summit discussions, the following solutions were proposed:

- Writing Placement for Lower-Division or Entering Freshman students

The purpose of placement should be to determine how ready a student is to enter a university curriculum that requires him or her to read and write in particular ways and for particular purposes. A vast body of research in composition demonstrates that this is virtually impossible to divine from a single, timed writing sample and even more impossible from a timed multiple-choice skills test—indirect test of writing does not accurately predict student success with writing. Accuplacer uses indirect assessment--multiple choice questions—along with a single timed writing sample. To more clearly connect instruction with assessment, implement DSP, a placement method that provides students with a much broader set of information and advice about their placement options (the "directed" part of DSP) and places the ultimate decision in the students' hands (the "self-placement" part of DSP). When it provides adequate information, DSP encourages student engagement and self-efficacy: when students feel responsible for their own choices, they tend to be more invested in that class and to succeed in higher numbers. DSP also allows the University to align its placement process with the philosophy, pedagogy, and curriculum of its first-year composition program. Accuplacer will remain in place for the pilot period, serving two purposes: to gather comparative data for the new placements against the old, and to provide advisory scores to students about their own skills. In the new placement system, Writing Program will create a structure in which students are provided with a broad range of relevant information and support to make the decision about which writing class to take in their first semester.

- Variable Credit Options for First Year Composition

DSP is most useful when student course options are straightforward and clear. First-year writing courses will be redesigned and streamlined for greater curricular consistency. This will provide

a number of different variable credit options from which students choose based on advising and based on their writing needs. With support and assistance throughout the process, students at Orientation will receive guidance distributed across several self-assessment components and several advisory components to self-place into 3 credits (WRIT 101) or into 6 credits (WRIT 101 + WRIT 100: concurrent enrollment). A key component of this new structure is based on the Accelerated Learning Program (ALP), which has been successful with local student populations. The variable credit options are designed to enhance student success by integrating high-impact practices including structured schedules, co-requisite coursework, and portfolio evaluation.

- Supplemental Instruction

One credit course that is graded pass/fail: this small group writing studio instruction led by trained peers will be available via concurrent enrollment to all students in FYC courses (and in the vertical writing program, sections could subsequently be available to students enrolled in sophomore courses, in junior courses, and in senior courses).

- Assessment

As demonstrated by a vast body of research (Belanoff, 1991; Black, 1995; Eliot, 2005; Haswell & Wyche-Smith, 1994; Huot, 2002; Yancey and Weiser, 1997), and by position statements on assessment from the National Council of Teachers of English and the Conference on College Composition and Communication, portfolio assessment is the current best practice in writing assessment and placement. The new FYC sequence of courses will have a common Portfolio exit: every student will submit a culminating portfolio, which will be scored—using a rubric based on common outcomes—by a trained panel of FYC faculty. Portfolios demonstrate the products of a student's work by including several types—or genres—of writing; portfolios also demonstrate the process of a student's work by including several drafts which show the student building a paper over time. Best practices in decades of composition research make clear that effective writing programs and writing instruction attend not only to the products of student writing, but also to the process of that writing.

Electronic Portfolios, if available, could be used not only for assessment of individual students' coursework at a range of points across and up the curriculum, but also for program assessment by majors, colleges, etc., with students submitting coursework, experiential, and reflective artifacts for each year at UB. This allows for iterative reflection and evaluation.

- Vertical Writing Program

Strategic implementation of a sequenced reading and writing curriculum across the curriculum will provide a strong structural foundation for regular checkpoints for student progress: this can be effective not only for program and institutional assessment, but also for student self-assessment and reflection. In this model, writing is integrated across and up the curriculum using existing structures, and writing-based outcomes are clearly contextualized, sequenced, and assessed—at key points within existing curricula. Thus, a culture of writing is fostered which addresses the need for a more consistent approach to writing throughout GE and the major.

WRIT 300 Course Description and Course Learning Outcomes

Builds on skills developed in WRIT 101, focusing on research, analysis, reflection, and writing about the kinds of documents produced in academic and professional disciplines. Students produce a range of documents, such as informal reading responses, rhetorical analyses, and an extended research project, for inclusion in a course Portfolio. Emphasizes a process approach to writing projects.

Students will read, write, and analyze a variety of texts produced for multiple purposes, audiences, and genres in their field. They will produce documents which demonstrate that they can:

- identify, analyze, and apply rhetorical concepts such as audience, purpose, context, genre, format, and tone
- apply a repertoire of strategies for understanding, summarizing, and interpreting texts from their professional discourse community
- identify, analyze, and apply the rules of their disciplinary discourse community
- establish, develop, and support a controlling idea, which is focused by a clear sense of purpose and audience, in a range of documents
- revise and adapt documents for multiple audiences, purposes, and genres.

Students will engage in recursive reading, writing, and research processes to participate in the meaning-making of their field. They will produce documents which demonstrate that they can:

- set purposes and achieve goals for reading, writing, and research

- apply a repertoire of strategies for generating ideas, focusing on a purpose, and revising
- gather and synthesize information from relevant primary and secondary professional, technical, or scholarly sources
- select and organize evidence in ways that are ethical and appropriate to the genre
- evaluate, integrate, and engage appropriate academic print and electronic sources
- develop an argument which engages with a larger professional or academic conversation.

Students will engage in and critically self-reflect about reading and writing as social processes. They will produce documents which demonstrate that they can:

- successfully engage in self-reflective activities to assessing their own reading and writing in relation to their own learning goals and values
- use a variety of effective strategies for giving constructive feedback on peers' writing
- analyze and ethically incorporate feedback into their own writing
- use a range of effective strategies to revise documents for global concerns with purpose over several drafts
- use a range of effective strategies for editing and proofreading their own work for local concerns
- describe and analyze how language, power, and knowledge within their disciplinary discourse communities operate through their own literacy history.

Students will demonstrate an understanding of textual conventions appropriately to writing tasks in their field. They will produce documents which demonstrate that they can:

- identify and use discipline-specific guidelines for citing and documenting sources
- apply genre, format, and structure conventions appropriately to a range of documents
- employ electronic media appropriate to the disciplinary context
- demonstrate proficient control of grammar, sentence variety, word choice, and appropriate conventions.

WRIT300 Program Syllabus

Program Director: Fiona Glade Office: LC108 Email: fglade@ubalt.edu

Overview: This Program Syllabus is designed to supplement the Course Syllabus provided by the class instructor: this document contains important information about the expectations for WRIT300 students. In order to meet the upper-division Writing Requirement, students must earn a C or higher in WRIT300.

WRIT300 is a 3 credit course which builds on skills developed in WRIT 101, focusing on research, analysis, reflection, and writing about the kinds of documents produced in academic and professional disciplines. Students produce a range of documents, such as informal reading responses, rhetorical analyses, and an extended research project for inclusion in a course portfolio. The course emphasizes a process approach to writing projects. Prerequisites: successful completion of WRIT 101 or equivalent, and either a qualifying score on placement exam or successful completion of WRIT 200.

Students demonstrate that they have met the WRIT300 course learning outcomes by preparing a Course Portfolio according to the guidelines provided. The learning outcomes are for students to show that they can:

- read, write, and analyze a variety of texts produced for multiple purposes, audiences, and genres in their field.
- engage in recursive reading, writing, and research processes to participate in the meaning-making of their field.
- engage in and critically self-reflect about reading and writing as social processes.
- demonstrate an understanding of textual conventions appropriately to writing tasks in their field.

Completion of WRIT300 demonstrates that students have met the following UB General Education learning outcomes for the Writing Requirement:

GE #9 Acquire a critical disposition to thinking, reading, and writing.

GE #10 Understand writing as a process.

GE #11 Increase competence in rhetorical conventions.

Required book: *A Writer's Reference*, by Diana Hacker and Nancy Sommers, 6th or 7th Edition, published by Bedford St. Martins/McMillan. ISBN-13: 978-0312450250.

Expectations: In order to remain in good standing in this course, students must follow the policies on the Course Syllabus provided by their instructor regarding attendance, due dates, tardiness, and academic honesty. A student is eligible to submit a Portfolio only if she/he is in good standing in the course. Any student who is not in good standing, whose Portfolio does not meet minimum requirements, or whose Portfolio is not submitted on time will not be permitted

to submit a Portfolio and will earn an F for the course. In addition to the program requirements, an instructor may require that students include specific documents, or that students organize the Portfolio in a particular way. Therefore, students should follow instructor guidelines closely. Portfolios will be evaluated by the student's instructor and by one other Writing Program professor.

Evaluation:

Portfolio: The WRIT300 Portfolio earns a score of Pass or Fail. A student's Portfolio score determines the range of grades he/she is eligible to receive for the course.

Course grade: Instructors award a course grade to each student, following the policy outlined in their Course Syllabus, based on the student's writing, revision, and overall participation.

The following table shows how the WRIT300 Portfolio Score establishes a student's WRIT300 grade range:

Portfolio score	*Course grades possible*
PASS	A through C
FAIL	C- or lower

Student Resources

Sakai Support: Students with Sakai technical support questions should contact UB Online Sakai Support. They were contracted specifically to support UB. Students may call 1.855.501.0856 or Email ubsakaisupport@ubalt.edu

Langsdale Library: Students can access library services including the online catalog, electronic databases, electronic reference services, research help, reserved readings in full-text, intercampus borrowing, and interlibrary loan.

Center for Educational Access: Students who feel they have a disability that may affect their work, and for which they may require accommodations, should contact Center for Educational Access (CEA) so that their learning needs may be appropriately met. All accommodations must be approved through CEA Office. Accommodations are not retroactive; plan for accommodations as early as possible. Students can stop by AC-139 or call 410.837.4775 to schedule an appointment with a disability specialist. More information is available at CEA web site.

Achievement and Learning Center: The Achievement and Learning Center (ALC) is a free resource for all UB students; the ALC provides tutoring, individual writing consultations, workshops in writing and public speaking, and peer advising. ALC writing consultants offer

comments and advice on anything students are writing for UB courses at any point in the writing process, from brainstorming to editing. They do not proofread papers, but they can help students learn to proofread their own work. Students may work individually with a consultant or request a small-group tutorial to share questions and insights with other students. Consultants may be available days, evenings, or even weekends and may be able to provide assistance by e-mail, phone, fax, or web-based audio-conferencing. The ALC also offers workshops on various topics. Students can get more information or make appointments by calling 410.837.5383, visiting the ALC web site, e-mailing alc@ubalt.edu, or stopping by AC-113.

UB Academic Policies

Academic Integrity: UB comprises a community of students, faculty, administrators, and staff who share a commitment to learning. Since the practice of academic honesty is essential to learning, the university has established the following policy for academic honesty. The university's Academic Integrity Policy is derived from the following convictions: Honesty is the foundation of personal integrity; Honesty promotes substantive learning; Honesty validates the recognition of scholarly achievement; and Honesty demonstrates respect for the work of others, enabling effective cooperation. Students, faculty, administrators, and staff share responsibility for fostering academic honesty. The practice of honesty requires an ongoing discussion of activities that may violate the spirit of honesty. It requires active discouragement of dishonesty. While the Academic Integrity Policy places primary emphasis in fostering honesty, it recognizes the need for clear consequences of behavior that violates the policy, together with fair procedures for judging alleged cases of dishonesty.

Nondiscrimination Statement: UB does not discriminate on the basis of race, religion, age, color, national origin, sex, sexual orientation or disability in its programs, activities, or employment practices. Inquiries regarding discrimination related to educational programs and activities should be directed to Kathleen Anderson, Dean of Students, UB AC-112, 1420 North Charles Street, Baltimore, Maryland 21201-5779; 410.837.4755. Inquiries regarding employment discrimination should be directed to Rebecca Spence, Affirmative Action Officer, UB, 1030 North Charles Street, Baltimore, Maryland 21201-5779; 410.837.5410.

Accessibility Policy: UB is committed to providing barrier-free education to physically handicapped students and is actively working to bring its facilities and programs into full compliance with Section 504 of the Rehabilitation Act of 1973 as amended. It is the policy of the university to reassign classes to accessible buildings whenever conflict arises for a handicapped student.

Privacy Act: Public Law 93-380 (Family Educational Rights and Privacy Act of 1974, also known as the "The Buckley Amendment") provides certain rights to students (and in some cases parents) concerning access to educational records. Briefly, these rights are of two kinds:

Students have the right to examine his/her records, to challenge items the student believes are incorrect, and to appeal a decision made by the university concerning such items to the Department of Education

Student's privacy rights may not be waived without the student's written consent, except to authorize personnel of the university and other educational institutions. Certain items designated as directory information may be released by UB. A copy of HEW regulations from the Federal Register June 17, 1976 is available in the Office of the VP of Student Affairs and Enrollment Management. Offices where students' records are kept are Records and Transcripts and, in some cases, Financial Aid, VP for student affairs and enrollment management, Admissions, Law Admissions, and academic deans. For more specific information, see FERPA for Students page on the UB website.

Grades: University policy forbids the public display of student grades in any form including the use of the telephone to inform students of their grades. At the option of the instructor, arrangements may be made to inform students of particular course grades by personal mail only. Official grade reports are sent to each student within three weeks of the end of each semester period. Students may use MyUB to access their files for grades.

WRIT300 Course Portfolio: Required Contents

Arrange your Portfolio work in a binder or a folder that is marked clearly on the outside with the following:

- ✓ your name,
- ✓ the last four digits of your UB ID number
- ✓ your instructor's name.

Your instructor may require that you include specific documents, or that you organize your Portfolio in a particular way. Be sure to follow your instructor's guidelines as you collect, select, and reflect on your work.

In order to meet the program requirements for submission and be eligible to earn a passing grade in the course, you must present the following work in your WRIT300 Course Portfolio:

- ✓ Portfolio Submission Checklist completed by you and signed by your instructor

- ✓ At least 20 pages[1] of revised, polished writing

- ✓ At least four revised, polished documents in different disciplinary genres[2], as follows:
  - One document is a self-reflection which introduces the writer and the Portfolio to the reader, explains how the Portfolio demonstrates that you have met the WRIT 300 learning outcomes, and supports that explanation using Portfolio documents.
  - At least one document includes rhetorical analysis, including analysis of purpose, audience, genre, and context.
  - At least one document incorporates research using academic sources, and is 8 pages or longer.

- ✓ Each document is accompanied by these process documents:
  - the assignment sheet
  - an early draft marked with instructor's comments or peer responses.

WRIT 300 Portfolio Submission Checklist

Student _____

Last name First Name (please print clearly)

Student Identification Number _____

I certify that the work presented in this Portfolio meets my responsibilities as listed in the University of Baltimore Student Handbook at http://www.ubalt.edu/campus-life/student-handbook.cfm

Signed: _____

Student's signature

[1] The 20 pages is based on double-spaced, typed work or an equivalent number of pages for different formatting.
[2] The four documents should be written for different purposes and audiences and may include such genres as a reading response, White Paper, proposal, case notes, review, rhetorical analysis report, instruction/policy manual, abstract, research report, annotated bibliography, presentation materials, or other genres.

Student initials

Portfolio Minimum Requirements

Revised/Polished Self-Reflective Document Is a cover letter, narrative essay, literacy autobiography, or other self-reflective document: may be a combination of these. Includes the assignment sheet and an early draft with feedback.	
Revised/Polished Rhetorical Analysis Document Includes a piece of polished, revised writing which analyzes purpose, audience, genre, and context of a disciplinary document. Includes the assignment sheet and an early draft with feedback.	
Revised/Polished Report Document Includes a polished, revised report on a topic relevant to the writer's discipline Includes the assignment sheet and an early draft with feedback.	
Revised/Polished Research Document Includes a piece of polished, revised writing of at least 8 pages which incorporates research on documents in the writer's disciplinary field. Includes the assignment sheet and an early draft with feedback.	

As the Instructor of Record, I certify that this student is in good standing in the course. I believe this portfolio meets minimum requirements.

Signed: _____

Instructor's signature

Course Instructor's Score Fail Pass

Second Instructor's Score Fail Pass Outstanding

Outcome	**A Passing Portfolio:**	**A Failing Portfolio**
Read, write, and analyze a variety of texts produced for multiple purposes, audiences, and genres in the writer's Discourse Community (DC).	Demonstrates a clear and explicit awareness of the rhetorical situation in a variety of texts produced for multiple purposes, audiences, and genres in the writer's DC. The Portfolio documents: • identify, analyze, and apply rhetorical concepts such as audience, purpose, context, genre, tone • summarize and interpret texts from the writer's professional DC • identify, analyze, and apply the writer's DC rules • use controlling ideas focused by a clear sense of purpose and audience • are effectively revised and adapted for multiple audiences, purposes, and genres.	Does not meet the expectations of the writer's DC in one or more texts. The Portfolio documents: • incorrectly identify, analyze, or apply concepts such as audience, purpose, context, genre, tone • provide limited or ineffective summary and interpretation of professional DC documents • provide limited or inconclusive identification or analysis or the rules of the writer's DC • ineffectively apply the rules of the writer's DC • fail to give a clear sense of purpose and audience • demonstrate scant or ineffective revision and adaptation for multiple audiences, purposes, and genres.
Engage in recursive reading, writing, and research processes to participate in the meaning-making of their field.	Demonstrates purposeful, effective reading, writing, research, and discovery in the writer's field. The Portfolio documents: • achieve reading, writing, and research goals • apply a repertoire of strategies for generating ideas, focusing on a purpose, and revising • gather and synthesize information from a range of relevant sources including primary, secondary, professional, technical, and scholarly	Uses limited or inflexible strategies for reading, writing, research, and discovery. The Portfolio documents: • do not include purposeful goalsetting for reading, writing, and research • do not articulate and realize purposeful strategies for generating ideas and revising • rely on irrelevant sources or sources representing a very limited range of research perspectives • select and organize evidence in ways that are unethical or

	• select and organize evidence in ways that are ethical and appropriate to the genre • evaluate, integrate, and engage appropriate academic print and electronic sources • develop arguments which engage larger professional or academic conversations.	inappropriate to the genre • evaluate, integrate, or engage sources ineffectively • fail to integrate or engage both print and electronic sources • address or engage larger professional or academic conversations in a limited or cursory way.
Engage in and critically self-reflect about reading and writing as social processes.	Sustains purposeful use of composing processes, including successful incorporation of feedback, to engage audiences within and beyond the university. The Portfolio documents: • successfully engage in self-reflective activities assessing the writer's reading and writing in relation to her/his own learning goals and values • use effective strategies to give constructive feedback on peers' writing • analyze and ethically incorporate feedback • demonstrate purposeful use of revision strategies for global concerns over several drafts • demonstrate use of effective strategies for editing and proofreading their own work for local concerns • describe and analyze how language, power, and knowledge within the writer's DCs operate through his/her own literacy history.	Demonstrates limited or no use of successful composing processes or incorporation of feedback. The writer has not yet: • engaged in self-reflective activities assessing his/her reading and writing in ways that make connections to his/her own learning goals and values • demonstrated use of effective strategies to give constructive feedback on peers' writing • provided evidence of the ways in which he/she has analyzed and ethically incorporated feedback • demonstrated purposeful use of revision strategies for global concerns over several drafts • demonstrated effective strategies for editing and proofreading his/her own work for local concerns • described and analyzed how language, power, and knowledge within his/her DCs operate through his/her own literacy history.
Demonstrate an understanding of textual conventions appropriately to writing tasks in their field.	The writer has included effective documents which: • identify and use discipline-specific guidelines for citing and documenting sources • apply appropriate genre, format, and structure conventions • employ electronic media appropriate to the DC context • demonstrate proficient control of	The writer has included documents which: • do not use DC guidelines to cite and document sources • incorrectly identify or inconsistently apply genre, format, or structure conventions for the writer's DC • use electronic media inappropriately to the context • demonstrate generally ineffective or

	grammar, sentence variety, word choice, and conventions.	inconsistent control of grammar, sentence variety, word choice, or conventions.

IX. Achievement and Learning Center Catalyst Summary

PEER-ASSISTED LEARNING (PAL) REPORT

I. BACKGROUND

Thirty-nine (39) undergraduate courses have a D/F/W rate above thirty percent (30%); seventeen (17) of those are lower-division courses. However, students in lower-division courses seek academic resources with less frequency than their academic performance would predict. Reticence to seek academic support is related to the fact that our undergraduates are primarily first-generation students who may lack models for forming a "college identity."

II. ISSUES & ANSWERS

ISSUE 1: Can PAL "normalize" academic help seeking, by developing rapport in-class, resulting in increased use of academic coaching and tutoring in pilot courses?

> Yes, students participating in the PAL program demonstrated increased use of academic resources. 38% of students in the pilot sought out-of-class assistance, versus 17% in the general freshman population. Furthermore, ECON 100 saw a total of fifteen (15) contact hours, versus zero (0) in the previous fall.

ISSUE 2: Can PAL create an academic help-seeking culture that extends beyond pilot courses?

> Yes, students participating in the PAL program demonstrated increased use of academic support beyond the pilot. 34% of students independently registered for academic support in a non-pilot course, versus 17% in the general freshman population. Overall, 55% of students in the pilot used services for the pilot course and/or independently registered for academic support services in a non-pilot course.

ISSUE 3: Will PAL, which provides one-hour embedded-in-the-classroom peer support and one-hour outside-the-classroom peer support, result in increased student learning and performance?

> Yes, faculty members participating in the pilot[3] indicate that their students demonstrated (a) increased levels of engagement in class and (b) increased levels of achievement.

[3] Participatory faculty included Dan Gerlowski, John Chapin, and Cydney Delia, who was also the PAL coordinator.

ISSUE 4: Will PAL function as effectively in a stand-alone IDIS 101 course as it does within a learning community, where peers were embedded in IDIS 101 and ECON 100?

> Yes. Students in the stand-alone pilot were just as likely as those within the learning-community pilot to independently register for ALC services. However, whether they are as likely to use out-of-class sessions accompanying the pilot course needs further study.

ISSUE 5: Can this PAL approach be cost effective at UB?

> Yes, the PAL design provides a cost effective method of support, particularly when taking into account the increased utilization and broader impact on student behavior.

III. PROGRAM OVERVIEW

In Fall 2012, the Peer-Assisted Learning program pilot provided structured learning support to freshmen through Peer Academic Coaches (PAC) embedded in a skills course, IDIS 101, and a Peer Tutor (PT) embedded in a content course, ECON 100. The peers attended class for one hour per week in order to engage with students, remain current on teaching objectives, and refresh their knowledge and skills. The peers then hosted a one-hour weekly session outside of class, where students could review concepts and receive feedback and support on class material. Furthermore, PACs provided email outreach to students who were determined to be at risk, based on repeated absences and missing assignments.

The program piloted two models. In Model A, within a learning community, a Peer Tutor was placed with ECON 100 and a Peer Academic Coach was placed with IDIS 101. In Model B, a Peer Academic Coach was placed with a stand-alone section of IDIS 101. ECON 100 was selected as a target course because of the high rate of students receiving a D, F, or W. IDIS 101 was selected because it is a course that helps students transition to university expectations and provides an opportunity for mentoring students who are often first-generation college students.

The PACs and PT provided fifty (50) out-of-class contact hours (45 actual meeting hours) over the course of the semester. They worked with fifty-three (53) students during scheduled class time, and twenty (20) of those students opted to attend at least one weekly out-of-class session. Eighteen (18) students also independently registered for ALC services.[4]

The PACs and PT attended an eight-hour training session prior to the semester to learn about program objectives and meet with the teacher with whom they were matched. They also attended two small-group meeting during the semester with the program coordinator and one large-group meeting with all interested parties, including involved faculty and freshman advisers. PACs and the PT met every 2-3 weeks with their faculty member.

IV. ASSESSMENT METHODS

[4] Of those eighteen (18), half (9) overlap with the group who attended out-of-class PT/PAC sessions, and half (9) registered for ALC services though they did not opt to attend out-of-class PT/PAC sessions in the pilot.

The program anticipated that students in the pilot (1) would demonstrate increased use of tutors and academic coaching and (2) would demonstrate higher levels of mastery in their content course, ECON 100, and in their acquisition of skills necessary for college success.
The original proposal anticipated measuring progress toward these two goals by the following methods:

- Comparison of PT and PAC use by students in the pilot with use by their freshmen counterparts
    - Purpose: This method attempted to measure whether students were more likely to seek out-of-class academic support services as a result of program participation. This behavior is considered important, based on the assumption that students who engage in resource-seeking behaviors are more resilient and more likely to continue at UB.
    - Addition/change in assessment method:
        - The original method of measurement was retained.
        - Additionally, the number of students who registered academic support services, including tutoring, writing consulting, or academic coaching, for another course in Fall 2012 or Spring 2013 was compared with registrants by their freshmen counterparts.

- Comparison of improvements in study/life skills as measured by the Learning and Study Skills Inventory (LASSI) by students in the pilot with improvements by their freshmen counterparts.
    - Purpose: This measure was intended to reflect improvements in the acquisition of study skills necessary for college success.
    - Addition/change in assessment method:
        - After further research into use of the LASSI as a pre-/post-assessment method, reliability issues arose. First of all, it is nearly impossible to separate the impact of the course, the instructor, and the PAC on LASSI pre-/post-assessments. Additionally, measures of students in the pilot as compared to students outside of the pilot would fail to account for differences in course instruction between sections. Finally, the course and the PAC are intended to raise student awareness of their college-readiness, often resulting in lower self-reports as self-awareness increases. For these reasons, the LASSI comparison measure was abandoned.

- Self-report of student satisfaction and perception of learning progress with the additional support
    - Purpose: This method was meant to capture perception of learning progress in the content course, ECON 100, and college-readiness skills acquisition in IDIS 101.
    - Addition/change in assessment method:
        - The original method of measurement was retained.
        - Faculty, PACs, and PT were also surveyed on their perception of student progress, as they were uniquely positioned to report their impression of student progress.

V. PROGRAM OUTCOMES

(1) Students participating in the PAL pilot demonstrated increased use of tutors and academic coaching in pilot courses.

As predicted, PAC/PT attendance in the class one hour per week helped to establish a rapport with students that encouraged them to attend the out-of class review/study sessions. 38% of students in the pilot attended out-of-class review/study sessions led by a PAC or PT.[5] Of those 38%, nearly half attended out-of-class sessions more than once.[6] The PAL program provided a total of fifty (50) out-of-class contact hours.

ECON 100 saw a total of fifteen (15) contact hours, versus zero (0) in the previous fall. Coaching sessions that accompanied IDIS 101 resulted in thirty-five (35) contact hours, as compared to less than (5) contact hours made between the ALC's professional academic coach and UB freshmen the previous fall.

(2) Students participating in the PAL pilot also demonstrated increased use of academic resources beyond the pilot.

PAC/PT attendance in the class also established a normalized culture of resource-seeking beyond the course itself. Students who participated in the pilot were more likely to register for academic support services for other classes. 34% of students who participated in the pilot independently sought help for a non-pilot course by registering for academic support services with the Achievement and Learning Center for the first time in either Fall 2012 or Spring 2013.[7] Furthermore, 100% of survey respondents who used a PT/PAC report that they are "more likely to use campus academic resources, such as tutoring and academic coaching, in the future."

Overall, the number of students in the PAL pilot who used academic support services, either within the pilot or for another course, was significantly higher than the number of freshmen who would typically use academic support services. 55% of students in the pilot used services for the pilot course or independently registered for academic support services in a non-pilot course.[8] This is significantly greater than the number of freshmen

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[5] Twenty (20) students of fifty-three (53) students in the pilot attended out-of-class sessions led by a PAC or PT.

[6] Of those twenty (20) students, nine (9) attended out-of-class sessions more than once.

[7] Eighteen (18) of the fifty-three (53) students registered for academic support services. Of the eighteen (18) registrants, 56% followed through and attended a tutoring session, writing consultation, and/or academic coaching session.

[8] In total, twenty-nine (29) of (53) students in the pilot used academic resources for the pilot course or independently sought help for another course by registering for services at the ALC. Of those twenty-nine (29), four (4) students independently registered for help in a non-pilot course but failed to follow through and attend tutoring/coaching sessions, dropping the percentage of students in the pilot who used academic support services to 47%.

in the general population who registered for and/or used academic support services—17%.[9]

(3) Students participating in the pilot demonstrated increased engagement,[10] learning and performance in the pilot courses.

Two major themes arose in faculty feedback on program benefits. Students (a) demonstrated higher levels of engagement and (b) demonstrated higher levels of achievement in their content course, ECON 100, and in their acquisition of skills necessary for college readiness. Relevant faculty comments are below:

a) students demonstrated improved performance as a result of their work with a PT/PAC, and
    i. "Students did better with PT than they would have done without." [Dan Gerlowski, ECON 100 professor]
    ii. "Students who met with PAC achieved a higher course grade than those who did not work outside of class with PAC." [John Chapin, IDIS 101 instructor]

b) students were more engaged and participatory in class as a result of having a PT/PAC in the classroom.
    i. "Students more participatory and willing to ask questions" when co-teaching methods were used. [Dan Gerlowski]
    ii. "Students were more engaged and motivated toward the topic" when the PAC led class discussions. [John Chapin]
    iii. Overall, there was a greater level of cohesiveness among the students in the learning community than in prior semesters when I have taught in a learning community. [Cydney Delia, IDIS 101 instructor]

Additionally, the PT/PACs indicated that, as a result of being in the class, they built increased rapport with students: e.g, "The relationships built between the freshmen and PAC mentor. [I could] watch the freshmen grow and utilize the resources I taught them." Additionally, PT/PACs indicate that the out-of-class reviews provided effective reinforcement of concepts introduced in class: e.g, "For classes that are challenging, it gives the students another perspective on class material, and an accessible way to get quick help"; "Providing extra review and practice of concepts."

[9] Forty-one (41) of two hundred forty-five (245) freshmen, the total number of freshmen who did not participate in the PAL pilot, registered for ALC services.
[10] One inference that might be made is that this increased engagement and motivation in class as a result of PT/PAC attendance, resulted in motivation to also independently register for other academic services.

(4) While students in the stand-alone pilot were just as likely as those within the learning-community pilot to independently register for ALC services, they were less likely to use the out-of-class academic coaching sessions that accompanied the course.

28% of the students in the stand-alone model registered for ALC services for the first time in Fall 2012 or Spring 2013. Overall, 40% of students in the stand-alone model either attended a coaching session within the pilot or independently registered for ALC services.

However, the number of students in the stand-alone IDIS 101 course who attended out-of-class review sessions with a PAC was very low, and in keeping with the average of their freshmen counterparts. 12% of attended out-of-class review sessions with a PAC,[11] and of those 12%, none attended sessions more than once.[12]

(5) The PAL design provides a cost effective method of support, particularly when taking into account the broadened impact on freshmen behavior.

From the $2800 originally budgeted for the pilot, $932 was used. The major reason for the reduction in cost was that the original budget provided for one-to-one sessions where students could not conveniently attend scheduled out-of-class sessions. This did not appear to be an issue, as students who were interested in meeting with a PT/PAC simply attended the weekly scheduled session. Additionally, there were some weeks where no students attended the weekly scheduled session; in these instances, the PT/PAC left after 15 minutes and was paid for 1/4 hour. The only hours beyond the one (1) hour in class and one (1) hour outside of class for which the PT/PAC was paid were a small number of administrative hours. Administrative tasks included meeting with the professor, making outreach calls/emails to students who were repeatedly absent or missing assignments, and meeting with the PAL coordinator. To sustain the program in the future, each course would require an estimated $400 support budget.[13]

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[11] Three (3) of twenty-five (25) students attended out-of-class review sessions.

[12] The reasons for low attendance at out-of-class sessions are multi-factorial and difficult to isolate. For example, this course was populated with a greater number of older, non-traditional students than those in the learning-community model. The PAC matched to this course was strikingly "traditional" and may not have been a good match for the audience. Additionally, the course itself was functioning in isolation, whereas the learning-community model benefitted from a PT/PAC embedded in two of the three learning community courses. Additionally, the faculty members in the learning community courses collaborated closely. Furthermore, the PAL program coordinator was the instructor for the IDIS 101 course within the learning community model and may have more enthusiastically encouraged participants to seeking academic resources, both within the pilot and independently.

[13] Two (2) hours per week (one in class and one outside of class) for fifteen (15) weeks at $10 per hour + 10 hours paid training + 10 hours administrative pay = $500. However, based on actual use, accounting for occasional days off and occasional low attendance, $400 is a more accurate maximum.

VI. FUTURE RECOMMENDATIONS

(1) Continue and increase training and interaction opportunities between the PT/PAC and faculty member to improve co-teaching methods and to promote effective use of the PT/PAC.

Student use of PTs/PACs is correlated with faculty commitment to the program. All three faculty members and their PT/PAC reported a positive working relationship and had regular meetings throughout the semester. However, the faculty member and PT/PAC reported that they would like to see "better communication of expectations"[14] of the program. Faculty struggled with how to make the most effective use of their PAC/PT in the classroom. To address this issue, I would (a) require the PT/PAC to have a face-to-face meeting with the faculty member before the beginning of the semester and (b) invite the faculty member to attend more of the pre-program training[15] to, jointly with the PT/PAC, develop goals and methods of working together in the class.

(2) Increase training for PT/PACs that addresses resilience and sustained motivation in leadership roles.

The PT/PACs experienced small dips in motivation when out-of-class sessions were not well attended. We can see from comparisons of percentages of students in the pilot versus percentages of all other freshmen engaging in in academic-help-seeking behaviors that the pilot was very effective in increasing help seeking behavior. Yet the PT/PACs, and even faculty, reported throughout the semester[16] that they had the impression that students were not meeting, particularly those who needed support the most. The major impact of this perception, regardless of the degree of accuracy, is that it has the potential to negatively impact PT/PAC motivation. To counteract this effect, I would (a) directly address this issue during pre-program training and (b) conduct a mid-semester student-satisfaction survey and statistical summary, whose results I would share with PT/PACs at a mid-semester meeting/appreciation event so that they could be more aware of their impact.

VII. CONCLUSION

The Achievement and Learning Center has been challenged with effectively reaching UB's freshmen. Given that a disproportionate number of lower-division courses have high D/F/W rates but the students in these courses seek help with less frequency than their performance would predict, we wanted to design a model of academic support that would "normalize" academic

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[14] Reported on the PT/PAC end-of-semester program feedback form. Wanting to be more clear on "professor's expectations" was repeated on all three feedback forms.

[15] Pre-program training addressed co-teaching, but future trainings should make this part more robust.

[16] There was one mid-semester meeting of all faculty, administrators, and students involved in the pilot. There were also bi-weekly informal check ins, by phone or in person, to monitor progress and effectiveness.

help-seeking behavior. Since our undergraduates are primarily first-generation students who may lack models for forming a "college identity," the PAL Peer Tutors and Peer Academic Coaches help to build a culture of and community of scholars. The in-class component increased students' engagement and performance. The opportunity for the PT/PAC to build rapport with freshman led to greater use of tutoring and academic coaching in the course and also led to students independently seeking academic support in a non-pilot course at greater rates than their freshman counterparts. PAL had the greatest impact within the learning community and further study should be done on its ability to have an impact in stand-alone courses. The PAL program was highly effective in normalizing academic resource seeking, which is likely to have long-term benefits on student independence and resilience, and most significantly, retention.

X. Lower Division Student Success Academic Risk Score Project

M. Weber, Director of Academic Initiatives; C. Johnson, Assoc. Professor, Information Literacy

Overview

The state of learning assessment is well past equating grades and learning. However, given that students are often motivated by grades to adjust their effort and that courses are often labeled as "high failure" due to high rates of DFWI grades, it is logical to focus some efforts on a redesigned approach to grades. That is, what does a grade signify, and how do other elements of the student's classroom experience (i.e., attendance, attention, quality of work, assignment completion rates) contribute to the grade? How can approaches to instruction, student academic support, and advising be adjusted when more information about the grades are shared?

The goals for the project were, first, to identify how final grades correlate to student effort; second, to determine needed adjustments to assignments, pedagogy, and advising processes to support higher levels of student effort; and, finally, to determine the degree to which grades influence students' satisfaction and their retention/completion decisions; . That is, do grades affect their commitment decisions? If they do, then the essential paradox centers on how to align what faculty do (give grades) with what students do (earn grades). When there is a wide gap between those two effort systems, academic innovation can engage students in understanding the relationship and in connecting grades to behaviors and decisions that are within the students' and instructors' control.

Project Description

Information Literacy (INFO 110, formerly IDIS 110) is a graduation requirement, and students must earn at least a C in this course or complete an upper division course sequence prior to clearance for graduation. Thus, this is a high stakes course with learning outcomes clearly connected to the academic enterprise; however, since the course was created in Fall 2007, first time DFW rates have been quite high, some semesters greater than 36%. Faculty conversations and comparisons of pedagogies revealed that the primary reason for failure in this course was not

submitting required material and low levels of effort in the culminating assignment, an annotated bibliography, which requires sustained effort over a period of several weeks. Information Literacy faculty use UB's Early Alert system for monitoring student effort; however, since the faculty allow for revisions and extensions for submitting work, and since the major project is not due until the end of the term, many students end up with a failing grade even though academic risk alerts had not been generated for them. What was needed was a means to help faculty to recognize failure risks earlier, to restructure assignments and pedagogies to support student engagement and subsequent success, and to involve advisors in substantive discussions of students' risk indicators that go beyond attendance and low grades.

The project centers on a system for analyzing student achievement in the areas of attendance, quality of engagement during class time, quality of the work submitted, quantity of the work submitted, and final grades. Based on these factors, students are assigned an academic risk score, and this score will be used in three ways: determine whether low scores (high risk) are predictive of subsequent attrition; use risk scores to reframe advising interventions; and, determine whether approaches to course resign and faculty develop can improve scores. Figure 1, on the next page, shows how the risk score is derived.

Figure 1: Academic Risk Score Analysis

Grade earned	**Attendance**	**Work**	**Subsequent enroll**
Academic Risk Score = Add these three. Low score = high risk			Y/N
Grades: 0 = FA .5 = F 1 = D- 1.5 = D 2 = D+ 2.5 = C- 3 = C 3.5 = C+ 4 = B- 4.5 = B 5 = B+ 5.5 = A- 6 = A	Level of effort: 0 = Never attended 1 = Last attended before 65% of class completed 2 = Completed course, but frequent absences 3 = Regularly attended	Quantity of Work: 0 = Submitted no work 1 = Submitted > 50% of work 2 = Submitted 51-80% of work 3 = Submitted 81-100% of work Quality of Work: 0 = Submitted no work 1 = Shows little attention to assignment requirements or to details of correctness 2 = Generally follows directions or attends to quality issues, but not both 3 = Follows directions and shows attention to details of correctness	If yes and low ARS, then flag for support, advising alert If no and high ARS, check for transcript request and success in transfer

Schedule for Project

The initial efforts (summer 2014 and fall 2014) have focused on developing systems for evaluating these measures on a completed term of students (spring 2014 and fall 2014); when those systems are refined and faculty are trained to use them, the next effort will focus on revising assignments and course policies and on faculty development in pedagogies of engagement (spring 2015 and summer 2015); finally, faculty will work with academic advisors and faculty in other first and second year classes to share findings (fall 2015) and to recruit additional course coordinators and faculty for subsequent projects. Figure 2 provides a picture of the critical path of events.

Figure 2: Academic Risk Score Project Schedule of Events

Spring '14	Summer '14	Fall '14	Spring '15	Summer '15	Fall '15	Spring '16	Summer '16
Gather final grades from all sections of IDIS 110	Pilot assessment instruments	Refine instruments and gather attrition statistics on Spring students; assess fall sections	Refine assignments/ pedagogies; share findings with advisors and refine alert system approaches	Assess outcomes from Fall and Spring classes	Share findings with other academic departments	Invite other course coordinator to partici-pate in sub-sequent iterations	Faculty and advisor development on using ARS

It should be noted that the work must include assessments of fall as well as of spring sections. Most students who take the course in the spring are either spring admits (transferred from another school), students who failed the course in the fall, or students who couldn't fit the course into the fall schedule due to foundational study placements.

Progress to Date and Initial Findings

Faculty evaluated the final grades of 66 students enrolled in all sections of IDIS 110 in Spring 2014 and used rubric instruments, attendance records, and analyses of student work to assign scores to the elements of academic risk: attendance, engagement, work quality, work quantity, and final grades. Then, the results were subjected to further descriptive statistical analysis. Figure 3 shows the grade distribution:

Figure 3: Grade Distribution from Spring 2014 Sections

Grade	Number of Students	Percent of Total
A	13	20
A-	2	3
B+	2	3
B	14	21

B-	3	5
C+	4	6
C	4	6
C-	2	3
D+	2	3
D	3	5
D-	4	6
F	10	15
FA	2	3
Withdrew	1	1

Students who do not earn at least a C in the course must repeat it or take an additional course or sequence of courses in the upper division, depending on the major. Figure 4 shows the academic risk scores for the students who succeeded (C or better) and those who didn't. Because of the small number of students and the wide spread of scores, the medians and modes are calculated in addition to the means.

Figure 4: Academic Risk Score Components

Successful Students (C or Better)						
Function	*Attendance*	*Engagement*	*Work Qual*	*Work Quan*	*Grade*	*AR Score*
Mean	2.84	2.74	2.84	2.71	4.95	16.08
Median	3	3	3	3	4.5	16
Mode	3	3	3	3	4.5	15.5
Unsuccessful Students (C- or lower)						
Function	*Attendance*	*Engagement*	*Work Qual*	*Work Quan*	*Grade*	*AR Score*
Mean	2.15	1.89	2.07	1.56	1.28	8.94
Median	2	2	2	2	1	9
Mode	3	2	3	2	0.5	13
Difference						
Function	*Attendance*	*Engagement*	*Work Qual*	*Work Quan*	*Grade*	*AR Score*
Mean	-0.69	-0.85	-0.77	-1.15	-3.67	-7.14
Median	-1.00	-1.00	-1.00	-1.00	-3.50	-7.00
Mode	0.00	-1.00	0.00	-1.00	-4.00	-2.50

When comparing the two groups of successful and unsuccessful students, results show expected differences in the quality and quantity of the work. Interestingly, however, at the more granular level, some results are surprising. For example, the averages in quality/quantity of work are identical between students who earned an "A" and those who earned a "C+", and students who earned a "C+" did better in these areas on average than those who earned a B. Therefore, additional inquiry into how grades are calculated, how the quality/quantity scores were assigned, or both, is needed as the project progresses.

Still, there are findings that are likely immediately actionable. First, the differences between groups in quality vs. quantity of work are important. For the successful students the difference in means for these two scores is .13. Essentially, the level of work completion and the quality of that work are comparable. However, the difference in these two measures for unsuccessful students is much larger, .51. Unsuccessful students seem able to do quality work (difference in quality between successful and unsuccessful is .77), but they don't submit the work (difference in quality between successful and unsuccessful is 1.15). The faculty may want to review late paper and extension policies to determine whether they yield subsequent submissions of the work.

Another actionable issue is attendance. As expected, both the median and mode attendance scores for successful students are at the highest level (3). However, these scores vary for the unsuccessful students, and the between group difference is large (.69 mean; 1 median). These data seem to give a picture that some unsuccessful students are occasionally absent, but many miss quite a few classes. Given that only two students received an FA grade (non-attendance during the last 40% of the class), it's clear that students are sporadically but repeatedly absent, and this absence, unsurprisingly, affects performance. Classroom policies centered on attendance may need to be studied and applied, and academic advisors may need to be brought to bear on the problem quickly.

Finally, engagement, or the degree to which students who attend are prepared for class and give time, attention and thoughtfulness to classroom activities, needs some exploration. The between group difference on this measure is even greater than for attendance (.85 mean; 1 median). For unsuccessful students, after controlling for grade, this measure is second only to work quantity as contributing to the low academic risk score. Faculty development in high impact practices and pedagogies of engagement may yield improvements, and enhancements to orientation and advising protocols may also be beneficial.

Census numbers for subsequent enrollment are not yet available. When they are, we will look for re-enrollment trends and other characteristics (especially academic profile and attendance in the conditional summer bridge).

Conclusions

It is likely too early in the project to make definitive decisions about changes to INFO 110 or about expanding the project to other courses. However, the results have promise to pinpoint causes for high DFW rates that reach beyond making assumptions about students' readiness for the rigors of college work and the need for academic innovations.

XI. Mid-term Progress Reporting: Analysis of Survey Data and Recommendations

Background

In Fall 2013, UB piloted an initiative to expand mid-term reporting focused on first- and second-year students to addressing the progress of all students. From 2007-2013, mid-term grades (actual letter grades) were required for all sections of WRIT 101, 100-level mathematics courses, and developmental courses, and for any section being offered in a learning community. First-year advisors identified students with 2 or more grades of D or F and followed up with those students to review course syllabi and make plans for progress or to determine the financial aid impacts of withdrawals.

The 2013-14 mid-term progress reporting initiative arose from a discussion of course-level progress (percentages of students receiving a DFW final grade) and from a university-wide focus on student success and completion. In consultation with faculty senate, it was determined that the interim progress report would be in the form of an "S" (satisfactory) or "U" (unsatisfactory) grade, and that students would be encouraged to contact faculty members and advisors to follow up on unsatisfactory grades. In Spring 2014, a survey was distributed to gather student feedback on the initiative. What follows is a brief summary of the survey findings, an analysis of student comments, and recommendations for continued refinement of this initiative.

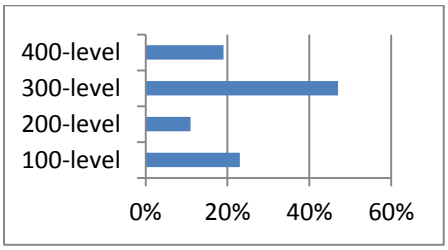
Survey Findings

The survey generated 264 responses:

- 45% from Merrick School
- 36% from College of Arts and Sciences
- 19% from College of Public Affairs

Of these, 77% received a satisfactory mid-term grade. The reported unsatisfactory grades were earned primarily in 300-level courses. Figure 1 shows the distribution of the courses:

Figure 1: Distribution of Reported Unsatisfactory Grades



It should be noted, that further analysis is needed to determine how the demographics of students who chose to respond to the survey impacts the reliability of the information gathered from the

survey. For example, information is needed concerning the full distribution of actual mid-term S/U notifications to determine if the respondents are representative of experiences in the whole student body.

Still, the survey responses contribute an understanding of some students' behaviors following notification of academic peril. The survey had two related questions. Of the 60 responses, 67% said yes to the prompt, "I discussed my low mid-term progress evaluation with my professor." For the related prompt, "Did you discuss your mid-term progress reports with your academic advisor?", the majority (63%) said they had not. It is not clear whether the students chose to contact the instructor rather than advisor or chose no action. Of the students who did follow up (with an instructor and/or an advisor), more than half agreed with the following:

- They needed to make changes in their success behaviors
- They would recommend an advising appointment to discuss mid-term progress
- The mid-term progress report was helpful in developing a success plan

The low number of responses, coupled with small numbers of respondents who reported receiving an unsatisfactory grade likely precludes using this data as a basis for wide-ranging academic decisions. Indeed, continued analysis of success patterns (i.e., changes in DFWI rates, changes in the credits completed/attempted ratios, changes in student reports of learning gains and satisfaction) are necessary. While these inquiries move forward, however, an analysis of student comments may be useful as the University continues to refine our approaches to connecting student alerts to student progress. The next section provides this brief content analysis.

Student Responses

The survey instrument generated 189 comments, which were coded for content. Of the 189 comments, 149 (79%) were comments directly related to the mid-term progress reporting; the remaining 40 comments (21%) were not directly related.

Comments directly related to mid-term progress reporting (n = 149). These responses were analyzed for content that related to positive and negative perceptions of the initiative as a whole.

The positive comments were further analyzed. Of these 124 (83% of mid-term progress reporting-related comments) positive comments, 78 (63%) were presented without additional critique. One comment of note seems to describe what might be thought of as confirmation of our strong advising processes: "I believe that after talking with my advisor she gave me the best advice as to getting myself back on track, including speaking with one of my professors. My advisor seemed to believe that I can finish school even when I feel burnt out and ready to give up." Two comments seem to describe what might be a best practice for instructors:

- [The professor] checks in with us frequently, and it was good to know what I was doing right as well as areas for improvement.
- One of my professors has not had good luck working with SAKAI in order to update our grades. This mid-term report gave me an idea of where I stood in the class and sparked a class discussion about the grades that will follow for the rest of the semester.

The remaining 46 (37%) of positive comments added the idea that they liked getting a report but would have preferred more specific feedback (an actual grade, written narrative, etc.). Frequent wholly positive comments centered on feeling relieved for being recognized for making good progress or on the usefulness of the reports to trigger changes in success approaches and/or consulting with the instructor or advisor to inform academic decisions. Frequent positive comments with critiques tended to relate to one of these themes:

- The grades were ambiguous.
- It would have been nice to have a short comment from the instructor.
- As a student who aims for A's, it does not do me any good to know that my progress is "satisfactory".
- Didn't get reports in all of my classes, and I think they should be required.
- Good idea but instructors need better instructions and students need to know how to access them.

To summarize, 46 comments (31% of all comments related to the mid-term progress reporting) supported the initiative but would prefer further changes.

Of the 25 (13% of all comments related to the mid-term progress reporting) negative comments, nearly all (23, or 92%) indicated that they felt that students should know how to get their grades and communicate with professors if there are fears of doing badly.

<u>Other Comments (n = 40)</u>. The majority of the comments in this group (27, or 68%) related that the student had not gotten or didn't know where to look for the mid-term progress report; 13% of the group indicated that they had no desire to look at the report; the remaining 20% of this group provided substantive advice. Because there were only 8 remaining comments, they are presented here:

- Tried to contact instructor but I don't think SAKAI or email works because I haven't gotten any response.
- We hadn't done enough in the class to have any grades.
- It would be helpful if grades were posted in one place.
- I ended up with a low grade because my professor didn't follow the policies in the syllabus. Professors should be required to follow policies in SAKAI.
- One professor advised that she had not had time to review each individual's grade, so everyone in class got a "satisfactory", which is unfair to students. There was no accuracy in whether or not are passing/failing the class.
- The professor decided that if anyone missed even one assignment they would receive an F or an A if you did them all.

- One teacher told my class that he knows we're a smart class so he decided to give all of us a "satisfactory" mark.
- The mid-terms were not accurate because we didn't have midterm exams until after midterm grades were posted.

Conclusions and Recommendations. The most compelling story that can be derived from this limited survey is that students generally welcome getting feedback on progress and recommendations for continued improvement. The mid-term progress reporting initiative seems to be generally successful in triggering student responses such as communicating with advisors and/or instructors and in creating a standardized vehicle for conveying success information to students. Certainly a number of students stressed that they didn't need the reports because they had sufficient information about progress from posted grades; however, even more students indicate a desire for more specific guidance and progress indicators. But the comments also show that there may need to be additional resources to help faculty to engage in the initiative. Finally, the University certainly needs more data to make a decision about continuing to refine the effort (i.e., changing to a grade structure for mid-term success reporting, making recommendations for a minimum level for graded work prior to the mid-term reporting, standardizing whether to communicate mid-term progress in PeopleSoft or SAKAI, etc.). Therefore, the following recommendations should be considered:

- Continue to assemble data on at least these points:
    - Changes in percent of faculty participating in mid-term progress reporting
    - The relationships of mid-term progress reporting to final grades
        - Satisfactory mid-term ➔ Grade of A or B
        - Satisfactory mid-term ➔ Grade of C
        - Satisfactory mid-term ➔ Grade of D, F or W
        - Unsatisfactory mid-term ➔ Grade of A or B
        - Unsatisfactory mid-term ➔ Grade of C
        - Unsatisfactory mid-term ➔ Grade of D, F or W
    - Changes in enrollment outcomes:
        - DFW rates
        - % of courses completed/attempted
        - Reenrollment for subsequent terms

- Continue to collect survey and other qualitative information centered on levels of satisfaction relative to usefulness. In addition to custom surveys, identify related scales in the NSSE instrument and related information in the Student Success Collaborative/Education Advisory Board resource.
    - Students' experiences
    - Advisors' experiences
    - Faculty experiences

- Use the support for the Center for Excellence in Learning, Teaching, and Technology (CELTT) to convene a small workgroup of faculty to explore the issue of best practices in providing frequent, substantive, formative feedback throughout the academic term and

drawing on campus resources (i.e., academic advisors, the Achievement and Learning Center, the Counseling Center, etc.) to support areas for student improvement where indicated by the feedback information. Share the findings widely, including outreach to adjunct faculty.

- The Provost and Deans, in consultation with this faculty workgroup and other faculty leaders, should create guidelines for determining and disseminating mid-term progress reporting:
    - Expectations for graded work prior to posting mid-term progress reports
    - Expectations for posting grades in a timely manner in SAKAI
    - Instructions concerning where to post mid-term progress reports (PESO or SAKAI)
    - Best practices for communicating with students before and after mid-term progress reports, including strategies to engage academic advisors

- Coordinate the mid-term grade roster open date and online course evaluations. Note that this item is time sensitive, as establish an October 14th open date for Fall 2014 will resolve issues for the timing of online course evaluations and provisions for S/NS/ and FA grades for the mid-term report.