



University of Maryland University College

**INSTITUTIONAL PLAN FOR THE  
ASSESSMENT OF  
STUDENT LEARNING OUTCOMES**

**Approved – December 2003**

Revised/Updated – Dec 2004; Dec 2005; Dec 2006; Dec 2007

## PREFACE

Since 2001, University of Maryland University College (UMUC) has made considerable strides in developing a systemic process that assesses student learning across the university curriculum. A first draft of an institutional plan was developed and distributed in May 2002. Following the revision of various drafts, a final version of an institutional plan was approved in December 2003. The approved plan was developed by the Office of the Provost under the guidance of the Research Steering Committee.

The approved plan, entitled the UMUC Institutional Plan for the Assessment of Student Learning Outcomes, established the overarching framework for all activities related to student learning assessment. As a part of the framework, the plan identified the objectives to be accomplished and provided an ongoing implementation timeline that detailed specific actions and anticipated completion dates. Since 2003, the UMUC Institutional Plan for the Assessment of Student Learning Outcomes has remained an evolving document subject to continuous review. As such, the plan has continually changed and grown given data and feedback from ongoing learning assessment activities. The annual review process has incorporated modifications that have included: a) clarifying processes and cyclical reporting procedures, b) detailing an implementation timeline, c) providing a plan for disseminating information, d) defining “learning assessment culture,” e) developing a glossary of assessment terminology, and f) detailing school-level plans for making use of learning assessment data.

Throughout all revisions, the UMUC Institutional Plan for the Assessment of Student Learning Outcomes has remained true to the original objectives for student learning assessment. The original objectives remain as follows:

- a. Foster a shared responsibility for and commitment to continuous assessment on the part of students, faculty, administrators and other key stakeholders;
- b. Guide program and curriculum development, design, and revision;
- c. Obtain objective feedback on learning for the institution, administration, faculty, and students;
- d. Provide regular, objective, and systematic feedback on course and program development; and
- e. Employ a variety of assessment tools that balance quantitative and qualitative measures, as well as meet the expectations of valid and reliable learning assessment.

The Office of Outcomes Assessment leads the continuous review and refinement of the UMUC Institutional Plan for the Assessment of Student Learning Outcomes. Earlier versions of the plan and timelines are available from the Office of Outcomes Assessment.

## TABLE OF CONTENTS

Preface.....	i
I. Learning Assessment: A UMUC Priority .....	1
II. Expectations and Roles for Building a Learning Assessment Culture .....	3
A. Role of the President	
B. Role of the Provost and Senior Vice Provost for Academic Affairs	
C. Role of the SUS Dean and GSMT Dean	
D. Role of the Office of Outcomes Assessment	
E. Role of the Faculty	
F. Role of the Academic Support Units	
G. Role of the Committee for Student Learning Assessment	
III. Conceptual Framework for Learning Assessment.....	6
A. Institutional Assumptions	
B. Core Learning Areas (CLAs)	
C. Varied Levels of Assessment Activity	
D. Direct and Indirect Assessment Measures	
E. Criteria for Institutional-Level Assessment Tools	
F. Use of Data and Findings	
G. Cyclical Assessment and Reporting	
IV. Leadership and Infrastructure for Learning Assessment .....	15
A. Senior Administration	
B. Office of Outcomes Assessment	
C. School-Level Leadership	
D. School-Level Support (Assessment Coordinators)	
E. School-Level Resources (Program Assessment Leads/Liaisons)	
F. School-Level Content Expertise (CLA Representatives)	
G. Data Analysis Support	
V. Communication and Dissemination of Learning Assessment Results and Information .....	19
VI. Status of Ongoing Learning Assessment Activities.....	21

**TABLE OF CONTENTS (continued)**

VII. Learning Assessment Goals and Institutional Timeline .....23

    A. Short-Term Learning Assessment Goals

    B. Long-Term Learning Assessment Goals

VIII. Summary .....24

Appendices

Appendix A CLA Definitions and Expected Outcomes.....25

Appendix B Program Outcomes – SUS .....28

Appendix C Program Outcomes – GSMT .....36

Appendix D SUS Learning Assessment Plan: Using Data/Findings to Improve Student Learning.....42

Appendix E GSMT Learning Assessment Plan: Using Data/Findings to Improve Student Learning.....46

Appendix F Program Assessment Leads/Liaisons and CLA Representatives.....50

Appendix G Institutional Timeline of Learning Assessment Activities.....52

## I. LEARNING ASSESSMENT: A UMUC PRIORITY

Learning assessment at UMUC and the framework of the UMUC Institutional Plan for the Assessment of Student Learning Outcomes are guided by the vision set forth within the institutional mission and supportive missions of the School of Undergraduate Studies (SUS) and Graduate School of Management and Technology (GSMT). The institutional and school missions are shown in the following chart.

INSTITUTIONAL AND SCHOOL MISSIONS
<p style="text-align: center;"><b>UMUC MISSION</b></p> <p>UMUC is a public university with more than half a century of experience providing open access to high quality educational programs and world class services to qualified students in the state of Maryland, the nation, and the world. The university is committed to students' success as its paramount goal and to an educational partnership with them for life.</p>
<p style="text-align: center;"><b>SUS MISSION</b></p> <p>The mission of the School of Undergraduate Studies at UMUC is to provide open access to quality undergraduate educational opportunities to women and men around the world, including residents of the State of Maryland, members of the U.S. Armed Services, and national and international students pursuing a university education online. The School of Undergraduate Studies welcomes students and assists them as they enter and progress through the university. It seeks to prepare graduates who are and will become effective citizens and professionals in their organizations, communities, and families.</p>
<p style="text-align: center;"><b>GSMT MISSION</b></p> <p>The UMUC Graduate School of Management and Technology prepares students for effective leadership and citizenship in a global environment characterized by workforce diversity, increasing competition, and technological innovation. Programs are offered at the doctoral and master's levels and are designed to extend educational access to adult students through multiple formats.</p>

The framework of the UMUC Institutional Plan for the Assessment of Student Learning Outcomes stems from the aforementioned institutional and school missions. Importantly, the framework is also an outgrowth of the UMUC Strategic Plan. The Strategic Plan elaborates upon the institutional mission by articulating ten Strategy Components which set the strategic direction for all institutional initiatives.

Specifically, two Strategy Components demonstrate an institutional emphasis on student learning assessment. These two Strategy Components, Strategy Component #2 and Strategy Component #6, are shown in the following chart.

<b>STRATEGY COMPONENTS PERTINENT TO STUDENT LEARNING ASSESSMENT</b>	
<b>Strategy Component #2</b>	<i>Increase retention and graduation rates while maintaining high academic standards and continuing to address students' diverse and specific educational needs.</i>
<b>Strategy Component #6</b>	<i>Ensure that academic programs and services are responsive to a changing workforce and a changing world.</i>

Source: [Strategic Plan](#) (2007)

UMUC also adheres to regulatory processes that mandate institutional conformity with specified norms. Such processes are shaped by ongoing dialogue between UMUC and external regulatory agencies, specifically the Maryland Higher Education Commission (MHEC) and Middle States Commission for the Accreditation of Higher Education (MSCHE). Expectations of these agencies require UMUC to demonstrate evidence of student learning in writing, speaking, mathematics, critical analysis, information literacy, and scientific literacy. Via the [Institutional Plan for the Assessment of Student Learning Outcomes](#), UMUC has developed a conceptual framework for student learning assessment that encompasses these expectations and ensures a process for demonstrating accountability.

In Spring 2006, an MSCHE evaluation team visited UMUC as part of the institutional self-study and decennial re-accreditation process. The culminating report of the evaluation team articulated specific recommendations for continued growth and improvement. Of great significance to the learning assessment initiative, the evaluation team cited a recommendation specific to learning assessment. The recommendation of the 2006 MSCHE evaluation team is shown below.

<b>RECOMMENDATION OF THE 2006 MSCHE EVALUATION TEAM</b>
<p>UMUC is engaged in multiple activities to assess student learning. The university has committed substantial resources to assessment and there is broad-based commitment to use these assessments to enhance student learning. We recommend that UMUC report over the coming years to the UMUC community selected findings from these assessments, how and where they are analyzed, and how the conclusions drawn from the assessments can be used to improve current practices, programs, and services.</p>

Source: [Report of the Evaluation Team Representing the Middle States Commission on Higher Education](#) (April 2006)

The recommendation of the Spring 2006 MSCHE evaluation team is considered a critical component of all UMUC learning assessment activities. In compliance with the

recommendation, intent to demonstrate *use of data* for improvement of practices, programs, and services drives all UMUC learning assessment planning and efforts.

## **II. EXPECTATIONS AND ROLES FOR BUILDING A LEARNING ASSESSMENT CULTURE**

UMUC is committed to creating a visible culture of learning assessment throughout the institution. Building a learning assessment culture requires defining institutional expectations for what constitutes a learning assessment culture, as well as identifying the specific responsibilities of university constituents for sustaining a learning assessment culture. UMUC defines a “learning assessment culture” as follows:

*A learning assessment culture is an environment that demonstrates an attitudinal and organization commitment to the concept of learning assessment. This commitment is evidenced by a pattern of behavior that places high priority on student learning and values assessment as a means of documenting and improving such learning.*

Evidence of this pattern of behavior includes, but is not limited to, the following types of efforts:

- Implementation of a documented approach to learning assessment that includes strategies, policies, and practices specific to the assessment of student learning at the institutional-level, program-level, and course-level;
- Completion of ongoing assessment activities that are highly valued and prioritized within curricular and fiscal operations of the institution;
- Engagement of faculty in the interpretation of assessment results and use of such results to improve curriculum and student learning;
- Use of assessment results for process and program improvement, as well as programmatic and fiscal decision-making; and
- Communication of learning assessment activities and results to a wide audience of stakeholders.

Creating and sustaining an institutional learning assessment culture requires a multidimensional effort that includes a wide array of organizational and administrative functions. Such effort is not considered optional for the organizational constituents. Rather, all facets of the organization assume responsibility for ensuring that learning assessment is imbedded within the organization and that a priority of learning assessment is clearly visible within organizational operations, management, and functions. Moreover, various organizational entities have distinct roles and responsibilities in building a learning assessment culture.

The specific roles and responsibilities of UMUC administrators and organizational units include, but are not limited to, the following:

**A. Role of the President**

In building a learning assessment culture, the President will:

1. Understand the value of student learning assessment;
2. Advocate continuous assessment of student learning as an institutional priority;
3. Determine institutional priorities based on learning assessment findings; and
4. Ensure resources are provided for both sustaining and enhancing an effective learning assessment initiative.

**B. Role of the Provost and Senior Vice Provost for Academic Affairs**

In building a learning assessment culture, the Provost and Senior Vice Provost for Academic Affairs will:

1. Provide administrative leadership for an institution-wide learning assessment initiative that includes a systematic data collection process;
2. Demonstrate the use of learning assessment results in facilitating institutional change and innovation;
3. Support a budget that allocates sufficient resources for sustaining and enhancing learning assessment activities, including resources that provide professional development opportunities specific to learning assessment;
4. Provide the President with all necessary information about the ongoing implementation of the learning assessment initiative; and
5. Establish a communication process that demonstrates support of the learning assessment initiative to all faculty.

**C. Role of the SUS Dean and GSMT Dean**

In building a learning assessment culture, the SUS Dean and GSMT Dean will:

1. Develop school-level learning assessment plans (for incorporation within the UMUC Institutional Plan for the Assessment of Student Learning Outcomes) that describe specific processes for making use of data to improve practices, programs, and services;
2. Implement learning assessment activities that support the collection of reliable data and use of findings relative to institutional-level, program-level, and course-level learning;
3. Ensure the submission of annual program-level reports that describe data and/or use of findings resulting from learning assessment activities;
4. Ensure learning assessment findings are incorporated into academic program reviews and other curriculum development processes;

5. Establish a communication process that demonstrates support of the learning assessment initiative to faculty and students;
6. Facilitate the collection of institutional-level assessment data within and between schools;
7. Provide school-level faculty development opportunities that support effective learning assessment; and
8. Work in concert with the Office of Outcomes Assessment in designing, planning, and implementing learning assessment activities.

#### **D. Role of the Office of Outcomes Assessment**

In building a learning assessment culture, the Office of Outcomes Assessment will:

1. Maintain an institutional assessment plan that describes specific institutional processes and measures for assessing student learning;
2. Prepare official institutional reports that summarize learning assessment data and findings;
3. Implement learning assessment activities that support the collection of reliable data and findings relative to institution-wide learning;
4. Establish a communication process that demonstrates support of the learning assessment initiative to all constituents;
5. Monitor institutional timelines that guide the implementation of learning assessment activities;
6. Provide institutional-level faculty development opportunities in learning assessment;
7. Facilitate the integration of learning assessment results into institutional planning and budgeting processes; and
8. Support faculty engaged in assessment activities by providing expertise related to effective student learning assessment.

#### **E. Role of the Faculty**

In building a learning assessment culture, the faculty will:

1. Implement a variety of learning assessment activities that support the collection of reliable data and findings;
2. Adhere to established outcomes, goals, and objectives of a given program or course;
3. Utilize direct and indirect assessment measures aligned with the curricular goals and objectives of a given program or course;
4. Advocate continuous assessment of student learning as an institutional priority; and
5. Collaborate on the use of learning assessment results to facilitate programmatic change and instructional innovation.

## **F. Role of the Academic Support Units**

The Academic Support Units of the university include, but are not limited to, the Office of University Registrar, Office of Information and Library Services, and Center for Teaching and Learning. In building a learning assessment culture, the Academic Support Units of the university will:

1. Support ongoing and campus-wide data collection processes that assess student learning;
2. Ensure learning assessment findings are incorporated, as appropriate, into the operation and function of each Academic Support Unit; and
3. Collaborate on the use of learning assessment results to facilitate institutional change and innovation.

## **G. Role of the Committee for Student Learning Assessment**

The Committee for Student Learning Assessment serves as an advisory group to the Provost and to the Office of Outcomes Assessment for issues and matters related to the assessment of student learning. In building a learning assessment culture, the Committee for Student Learning Assessment will:

1. Assist the Provost in setting the strategic direction for institutional learning assessment activities;
2. Review official reports and resulting data from student learning assessment activities;
3. Promote appropriate use of relevant, accurate, and useful information as a basis for institutional decision-making related to student learning;
4. Identify ways to assist faculty in understanding and using learning assessment tools and data; and
5. Serve in other capacities, as needed, which facilitate, build, and sustain an institution-wide learning assessment culture.

## **III. CONCEPTUAL FRAMEWORK FOR LEARNING ASSESSMENT**

This section presents the philosophical framework of the UMUC learning assessment process. This framework establishes the guiding principles that form the learning assessment initiative.

### **A. Institutional Assumptions**

An important step for building recognition and facilitating understanding of learning assessment is the promotion of a core set of assumptions which focus all assessment discussions. Stated assumptions are important for establishing and maintaining effective interaction in learning assessment matters. The set of common assumptions that ground all UMUC learning assessment activities is provided in the following chart.

## UMUC ASSUMPTIONS FOR BUILDING AND SUSTAINING A LEARNING ASSESSMENT CULTURE

- ❖ UMUC aims to be a national leader in the comprehensive assessment of student learning.
- ❖ All UMUC administrators, faculty, and staff have a role in assuring the academic success of UMUC students.
- ❖ Every UMUC degree program is responsible for the development and assessment of student skills in specific and identified areas of core learning.
- ❖ Assessment of students is an integral and unconditional component of effective instruction at UMUC.
- ❖ Assessing student learning using reliable and effective methodologies is the collective responsibility of every UMUC faculty member.
- ❖ UMUC assessment results are used to inform curriculum review and design.
- ❖ UMUC stakeholders, including internal and external constituents, are routinely apprised of student learning results.

This common set of assumptions forms the values and expectations for enhancing and institutionalizing a learning assessment culture. These assumptions are intended to guide and inform all institutional discussions pertaining to learning assessment.

In addition to the assumptions, UMUC has defined pertinent assessment terminology to ensure clarity and develop understanding. The UMUC Glossary of Terms defines the specific assessment terminology. The Glossary of Terms is regularly reviewed and revised. The Glossary of Terms is available at <http://www.umuc.edu/outcomes/resources.shtml>.

### **B. Core Learning Areas (CLAs)**

In 2003, UMUC approved the incorporation of specific core learning areas (CLAs) into a comprehensive student learning assessment process across all UMUC degree programs. Selection of the CLAs was based upon: a) expectations set forth in Standard 7 and Standard 14 of the MSCHE accreditation guidelines, b) student learning policy as guided by MHEC, and c) the scope and nature of UMUC undergraduate and graduate programs. The approved and adopted CLAs are defined in the following chart.

CORE LEARNING AREAS (CLAs)*	
Written Communication	Demonstrate competence in effective written communication.
Technology Fluency	Demonstrate an understanding of information technology broad enough to apply technology productively to academic studies, work, and everyday life.
Information Literacy	Demonstrate the ability to use libraries and other information resources to effectively locate, select, and evaluate needed information.
Quantitative Literacy	Demonstrate the application of mathematical and numerical reasoning skills.
Critical Thinking	Demonstrate the use of analytical skills and reflective processing of information.
Scientific Literacy**	Demonstrate the ability to understand key concepts and principles of the natural, social, and behavioral sciences, and apply these principles appropriately within personal lives.

\* Given the nature of the online learning environment, UMUC has received a temporary waiver from MHEC for assessing student learning in oral communication skills. Feasibility of assessing oral communication skills will be investigated as assessment of the remaining six CLAs is institutionalized. In addition, the former CLAs of historical perspective, civic responsibility, globalization/diversity, and specialized knowledge are now embedded into general education assessment activities and the Academic Program Review (APR) process. These former CLAs will not be further assessed with institutional-level learning assessment tools.

\*\* Scientific Literacy is applicable only to SUS and is not assessed within GSMT.

To assure consistent and appropriate interpretation of the CLAs, SUS and GSMT expanded the CLA definitions by developing expected outcomes that reflect the specific expectations for student learning within each school. In Fall 2006, the definitions and expected outcomes for each CLA were reviewed and, where necessary, revised to reflect clear expectations for student learning at the undergraduate-level and graduate-level. The expected outcomes for SUS and GSMT are provided as Appendix A (see CLA Definitions and Expected Outcomes).

Critical to the conceptual framework is the embedding of each CLA into the curriculum of all UMUC degree programs. UMUC maintains that each degree program is expected to reflect evolving development of CLA knowledge, skills, and abilities. While students are exposed to foundational knowledge early in program curricula, learning is expected to expand throughout degree programs and culminate with the application of CLA knowledge/skills in each discipline.

To accomplish the embedding of CLAs within all programs, UMUC completed a comprehensive and institution-wide curricular alignment process that linked all CLAs with program outcomes in each degree program (both graduate-level and undergraduate-level). The curricular alignment process involved the following key steps:

### **1. Development of Department Mission Statements**

Each academic department developed an overarching mission statement consistent with the institutional mission and mission of the respective school.

## 2. Development of Program Outcomes

Each degree program developed a set of program outcomes, specific to the discipline, aligned with the CLAs. Standards of accrediting bodies and learned societies, as well as other curricular influences, were considered in creating program outcomes. Every degree program linked each CLA with at least one program outcome. Programs maintained autonomy in creating program outcomes. Although guided and supported by the Office of Outcomes Assessment, each degree program crafted a set of program outcomes to meet the expectations of the individual program. The program outcomes for each school are provided as Appendix B (see Program Outcomes – SUS) and Appendix C (see Program Outcomes – GSMT).

## 3. Alignment of Program Outcomes with Curriculum

Each degree program mapped program outcomes to courses within the curriculum. Specific learning objectives derived from course syllabi were identified to demonstrate program-level learning expectations pertinent to the program outcomes. In some cases, all programs mapped a common course (or a course required as a component of general education) rather than a course within the major. Thus, some aligned courses are the same or similar across degree programs. Examples of this pattern include the alignment of IFSM 201 with undergraduate-level technology fluency and the alignment of UCSP 611 with graduate-level information literacy.

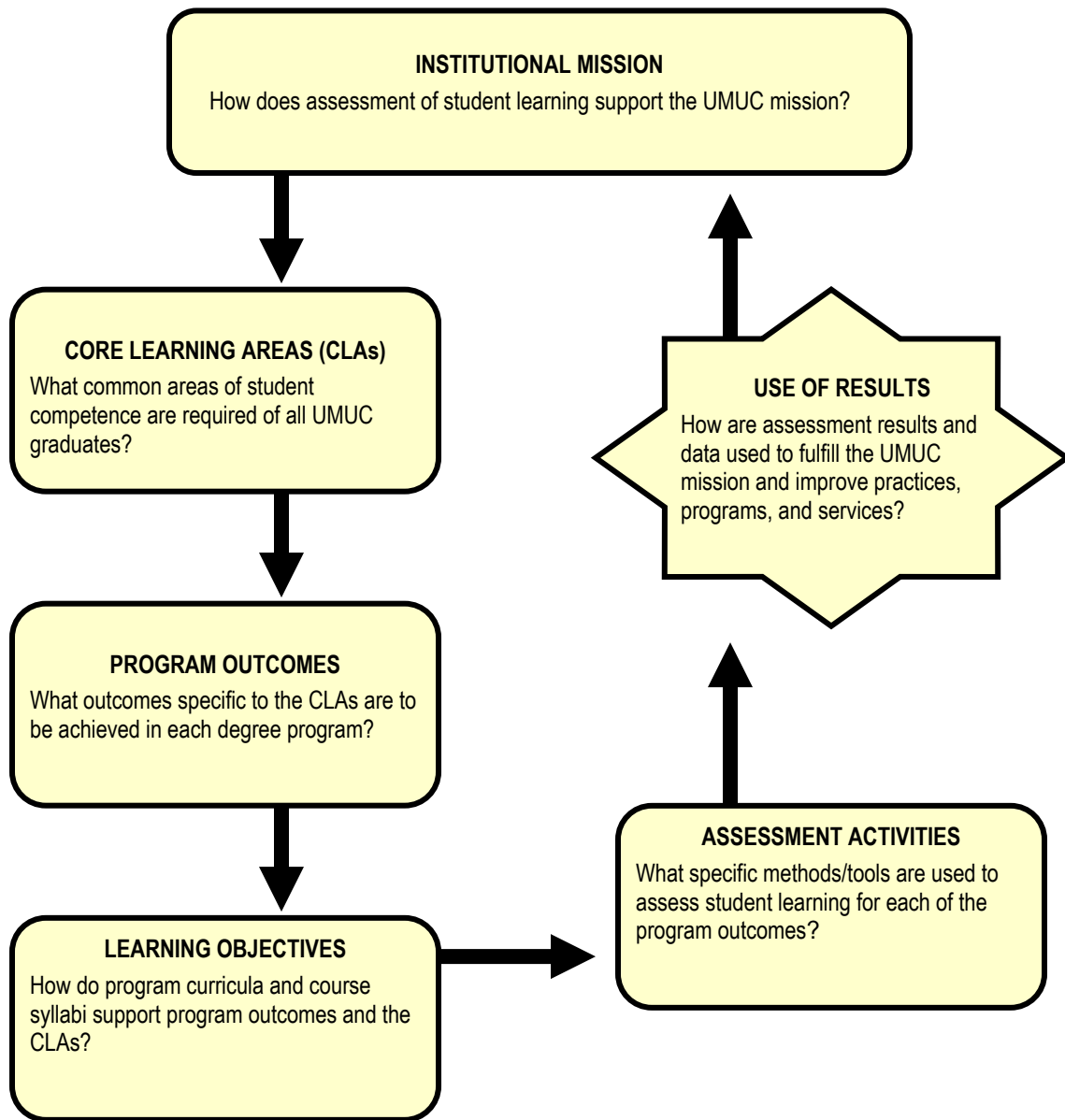
## 4. Alignment of Assessment Methods with Program Outcomes

Each degree program specified assessment methods and tools used within the identified courses to assess the specified learning objective and, as a result, achieve the aligned program outcome.

Results of the aforementioned tasks were compiled into Program Assessment Plans for each degree program. The completion of the curricular alignment and the development of the Program Assessment Plans are considered the imperative foundational activity necessary for building the UMUC learning assessment process. Program Assessment Plans are reviewed and revised annually via a specific process developed by SUS and GSMT. If necessary, corrections or changes are made to reflect ongoing curricular modifications or programmatic changes resulting from student learning findings. Program Assessment Plans for each degree program are available on the Office of Outcomes Assessment website (see <http://www.umuc.edu/outcomes/documents.shtml>).

The relationship between the university mission and curricular alignment process is demonstrated in the cycle of actions shown in the following graphic entitled *Linking UMUC Mission, Curriculum, and Learning Assessment*. The graphic demonstrates the linkages within a coordinated learning assessment process.

## LINKING UMUC MISSION, CURRICULUM, AND LEARNING ASSESSMENT



## **C. Varied Levels of Assessment Activity**

UMUC conducts assessment of student learning at various levels. In some instances, assessment methods may be representative of more than one level of assessment. The levels of assessment are:

### **1. Institutional-Level Assessment**

Institutional-level assessment is considered assessment activities that result in data intended to depict broad findings and conclusions relevant for all degree programs. Institutional-level assessment typically involves institution-wide or school-wide samples of students across programs and worldwide divisions at a given point in time. Institutional-level assessment is conducted using measures that include, but are not limited to, standardized achievement examinations and assessment tools embedded within required coursework.

### **2. School-Level Assessment**

School-level assessment is considered assessment activities that demonstrate the assessment of common standards/expectations specific to one school, but across all programs. School-level assessment typically involves a targeted group of students (i.e., undergraduate or graduate, specific degree program, etc). This level of assessment is conducted using measures that include, but are not limited to, standardized tools (rubrics, common examinations, etc.), professional licensure/certification examinations, and capstone projects.

### **3. Program-Level Assessment and/or Course-Level Assessment**

Program-level assessment and/or course-level assessment is considered assessment activities that demonstrate efforts to assess and improve student learning in a specific program or course. Program-level assessment and/or course-level assessment involves a specific program or course (using either all sections or a sample of sections) to ensure that students achieve the required content from the program, course, or series of courses. Program-level assessment and/or course-level assessment is conducted using measures that include, but are not limited to, pre/post testing, rubrics, and course exams/projects.

#### D. Direct and Indirect Assessment Measures

UMUC uses a variety of methods to assess student learning. Methods have been selected to incorporate both direct and indirect assessment tools. Examples of direct and indirect assessment tools currently being implemented are identified within the following chart.

ASSESSMENT LEVEL	DIRECT ASSESSMENT MEASURES Examples	INDIRECT ASSESSMENT MEASURES Examples
<b>Institutional-Level and/or School-Level Tools</b>	<ul style="list-style-type: none"> <li>• Measure of Academic Proficiency and Progress (MAPP) Test</li> <li>• Fluency in Technology (FIT) Exam</li> <li>• LIBS 150 Final Exam</li> <li>• BIOL 101 Final Exam</li> <li>• UCSP 611 Final Exam</li> <li>• GSMT Standardized Writing Rubric</li> </ul>	<ul style="list-style-type: none"> <li>• Alumni Survey</li> <li>• Graduation Rates</li> </ul>
<b>Program-Level and/or Course-Level Tools</b>	<ul style="list-style-type: none"> <li>• Capstone Course Projects</li> <li>• Embedded Course Examinations</li> <li>• Course Assignments (Case Studies, Research Papers, etc.)</li> </ul>	<ul style="list-style-type: none"> <li>• Academic Program Reviews (APRs)</li> <li>• Course Grades</li> <li>• Course Evaluations</li> </ul>

#### E. Criteria for Institutional-Level Assessment Tools

The Office of Outcomes Assessment adheres to a set of criteria that guides the formal review of all assessment tools selected for gathering institutional-level data. Any tool selected to serve as an institutional-level assessment must address each of the following criteria regarding the design and use of effective assessment tools. In addition, the criteria are strongly recommended for use in the design and implementation of school-level, program-level, and course-level assessments.

Using the criteria, the Office of Outcomes Assessment reviews potential institutional-level assessment tools to ensure compliance with expectations for the assessment of student learning. Following review of an assessment tool, the Office of Outcomes Assessment prepares an analysis that details findings and recommendations specific to the assessment.

The set of criteria that guides the selection of institutional-level assessments is shown in the following chart.

<b>CRITERIA FOR THE REVIEW OF INSTITUTIONAL-LEVEL ASSESSMENT TOOLS</b>	
<b>Criterion #1</b>	Standardized assessments will be used for the assessment of institutional-level student learning. A standardized assessment is defined as a test constructed using standard administration procedures. Examples of standardized assessments include, but are not limited to, final examinations, case studies, research papers, or norm referenced/criterion-referenced tools.
<b>Criterion #2</b>	Scoring procedures for standardized assessments must be well documented and uniformly applied. Documentation of reliability and validity of scores is required for norm-referenced and criterion-referenced assessments. A scoring rubric is required for all other forms of standardized assessments.
<b>Criterion #3</b>	Any assessment used to report institutional-level student learning must demonstrate a clear linkage between the specific core learning area(s) and, where relevant, the course learning objectives.
<b>Criterion #4</b>	Any assessment used to report institutional-level student learning must provide quantifiable and concrete results directly linked to the specific core learning area(s).
<b>Criterion #5</b>	Any assessment used to report institutional-level student learning must adhere to a collaboratively developed action plan for the implementation of the assessment. The action plan must address the administration of the standardized assessment(s), provide an implementation timeline, identify the students to be assessed, and detail the use of student learning results at the institutional-level, program-level, and course-level.
<b>Criterion #6</b>	The implementation of an institutional-level assessment must provide a documented process for continuous feedback that connects content, instructional practice, and the results of student learning. Evidence must be provided that documents how the iterative feedback process has been (or will be) used to revise, refine, and/or enhance the appropriate curriculum and the standardized assessment.

## **F. Use of Data and Findings**

Learning assessment is the process of gathering student learning evidence and comparing results with learning expectations (articulated as program outcomes or learning objectives). Therefore, while the alignment of curriculum is essential to the process, there is the need for clear procedures that incorporate findings into curricular planning and decision-making. At UMUC, such planning for the use of learning assessment data is designed by each school. Both SUS and GSMT have designed processes for incorporating learning assessment data into curriculum development and/or program review processes. School-level plans describe processes for reviewing learning assessment results and making use of relevant information. In addition, school-level plans describe the role of learning assessment data in the refinement and/or selection of assessment methods/tools. The school-level plans are provided as Appendix D (see SUS Learning Assessment Plan) and Appendix E (see GSMT Learning Assessment Plan).

## G. Cyclical Assessment and Reporting

With increasing completion of assessment activities, UMUC has identified a number of assessment events which provide opportunity for ongoing, longitudinal, and detailed assessment of student learning. The cycle of such institutional-level assessment events is shown in the following chart.

CYCLE OF INSTITUTIONAL-LEVEL LEARNING ASSESSMENT EVENTS		
TERM	CLA/SCHOOL	EVENT
Each Spring Term	Technology Fluency (SUS)	Fluency in Technology (FIT) Exam
	Information Literacy (SUS)	LIBS 150 Final Exam
	Information Literacy (GSMT)	UCSP 611 Final Exam
	Scientific Literacy (SUS)	BIOL 101 Final Exam
	Written Communication (GSMT)	GSMT Standardized Writing Rubric
Alternating Fall Terms*	Written Communication (SUS)	MAPP Test
	Quantitative Literacy (SUS)	MAPP Test
	Critical Thinking (SUS)	MAPP Test

\*At least two MAPP administrations are expected to fall within each three-year SLOAR reporting cycle.

For each assessment event noted in the above chart, the Office of Outcomes Assessment prepares a formal Core Learning Area Report which presents data and findings. The formal reports are disseminated to worldwide faculty and staff.

The gathering of institutional-level data is expected to be supplemented with demonstrated use of institutional-level findings at the program-level and/or relevant program-level assessment. To facilitate the use of institutional-level data and/or gathering of additional program-level data, each school adheres to a formal program-level reporting process that requires the summarizing of program-level assessment activities. Such reports are gathered from every UMUC degree program, as well as CLA-related working groups (when appropriate). These reports, entitled Program-Level Learning Assessment Reports, are used to inform larger, comprehensive institutional reports, particularly the MHEC-required Student Learning Outcomes Assessment Report (SLOAR). Required every three years, SLOAR summarizes institution-wide assessment efforts in the mandated CLAs and describes all results obtained within the three-year timeframe.

The six-year cycle (2007-2012) for preparing and submitting Program-Level Learning Assessment Reports is shown in the following chart. The six-year reporting cycle was jointly developed and approved by GSMT and SUS administration in Fall 2006 and reviewed in Fall 2007. Once submitted, Program-Level Learning Assessment Reports are made available to all faculty and staff via the Office of Outcomes Assessment website (see <http://www.umuc.edu/outcomes/info.shtml>).

SIX YEAR CYCLE FOR REPORTING PROGRAM-LEVEL ASSESSMENT ACTIVITIES						
TERM	COMM	TECH	INFO	QUAN	THIN	SCIE
Spring 2007		√	√			
Spring 2008	√				√	
Spring 2009				√		√
Spring 2010		√	√			
Spring 2011	√				√	
Spring 2012				√		√

This reporting cycle ensures that activities pertinent to each CLA are formally reported at the program-level at least every three years. The reporting cycle supports the three-year institutional reporting cycle required by MHEC.

#### IV. LEADERSHIP AND INFRASTRUCTURE FOR LEARNING ASSESSMENT

Development of an infrastructure that supports learning assessment is imperative for engaging all segments of the university in the learning assessment process. An infrastructure that supports learning assessment facilitates the efforts necessary for institutionalizing the learning assessment process and strengthening the culture of learning assessment within the institution. Moreover, a solid infrastructure that supports learning assessment provides the necessary advocacy for maintaining the initiative at the forefront of university priorities.

##### A. Senior Administration

The infrastructure for learning assessment at UMUC is directed by the collaborative vision of many senior administrators. Guided by the overall climate set by the President, the Provost articulates the institutional vision for the assessment of student learning and is committed to institutional ownership of the learning assessment process. The Senior Vice Provost for Academic Affairs serves as the principal link between the faculty and administration with regard to learning assessment and provides the resources for all learning assessment activities. Working with the Provost, the Vice President for Planning, Research, and Accountability coordinates broader cross-campus studies of institutional effectiveness and supports the collection and analysis of all institutional data.

##### B. Office of Outcomes Assessment

The Office of Outcomes Assessment is charged with planning, implementing, and reporting learning assessment activities and results. The Office of Outcomes Assessment also provides technical guidance in support of a learning assessment culture. Formed in 2004, the Office of Outcomes Assessment has a stated mission

that specifies the role and responsibilities of the office. The stated mission is shown below.

**MISSION: OFFICE OF OUTCOMES ASSESSMENT**

The mission of the Office of Outcomes Assessment is to provide institution-wide leadership in the assessment of student learning. The office seeks to foster excellence in educational practice by nurturing a culture of learning assessment at the institutional-, school-, program-, and course-levels. The office assists academic programs with developing learning outcomes, selecting and developing appropriate assessment tools, analyzing and reporting student learning data, and assuring that student learning data is used in formulating institutional and academic decisions. In addition to serving as an assessment resource to the university community, the Office of Outcomes Assessment plays a central role in regional accreditation and state compliance with student learning expectations.

The Office of Outcomes Assessment is led by the Associate Provost for Outcomes Assessment who reports to the Senior Vice Provost for Academic Affairs. The staff also includes two Assistant Directors of Outcomes Assessment and two Assessment Coordinators. The Assistant Directors assist with implementation of institutional-level assessment activities, review of institutional-level assessment tools, and collection and analysis of data. The Assessment Coordinators facilitate school-based assessment activities and related program-level activities within SUS and GSMT.

**C. School-Level Leadership**

Within each school and division, a senior administrator is responsible for the general coordination of learning assessment activities in direct consult with the Office of Outcomes Assessment. The senior administrators communicate learning assessment activities and progress to the Deans and faculty, track assessment efforts and resources, and serve as the key points of contact for assessment questions within each school or division. The specific administrative positions representing each school and division are:

SUS	Senior Associate Dean
GSMT	Associate Dean of Academic Affairs
UMUC-Asia	Associate Dean
UMUC-Europe	Associate Dean

When necessary, these administrators collaborate on learning assessment matters and implementation issues, help shape the implementation effort, provide coordination and support within the respective school or division, and otherwise ensure continuity of learning assessment activities between schools and divisions.

#### **D. School-Level Support (Assessment Coordinators)**

Two Assessment Coordinators (SUS Assessment Coordinator and GSMT Assessment Coordinator) are key to the learning assessment effort. The Assessment Coordinators report to the Office of Outcomes Assessment and provide direct school-level support on assessment matters. The Assessment Coordinators facilitate assessment activities and assist with technical tasks involved in building a learning assessment process. The Assessment Coordinators also assist with preparing reports and designing/developing assessment-related strategies and tools.

#### **E. School-Level Resources (Program Assessment Leads/Liaisons)**

To facilitate active involvement of all degree programs in ongoing learning assessment activities, an appointed representative of each degree program serves the program with regard to planning and implementing program-level learning assessment matters. These key resources, known as Program Assessment Leads/Liaisons, serve as the central conduit for facilitating the learning assessment initiative among that faculty. In general, Program Assessment Leads/Liaisons are responsible for encouraging quality, outcomes-based learning assessment and assisting department/program faculty in obtaining the resources and support necessary to make learning assessment activities meaningful and successful. Program Assessment Leads/Liaisons are appointed by the SUS Senior Associate Dean and GSMT Associate Dean of Academic Affairs in consultation with Assistant Deans (SUS) and Department Chairs (GSMT). Specific responsibilities of the Program Assessment Leads/Liaisons are:

- Serve as a resource for program-level matters related to learning assessment.
  - Coordinate with senior staff and key administrators to accomplish the assessment priorities of the UMUC Strategic Plan.
  - Facilitate active involvement of the degree program in implementation of the UMUC Institutional Plan for the Assessment of Student Learning Outcomes.
  - Organize program-level responses related to learning assessment requested by the Office of Outcomes Assessment and/or the Office of the Dean.
  - Support assessment-related activities as a means to improve the quality of teaching and learning within UMUC.
  - Communicate to program-level constituents, including full-time faculty, part-time faculty, and students, the value and importance of learning assessment activities.
  - Remain current and knowledgeable regarding assessment issues and ongoing learning assessment efforts within and outside of UMUC.
  - Assist with the dissemination of student learning reports/information from the Office of Outcomes Assessment, GSMT/SUS Assessment Coordinator(s), and/or Office of the Dean.

- Contribute to and/or assist with the development of updates, reports, and related documents in collaboration with the Office of Outcomes Assessment.
- Serve as a content resource in the implementation of Program Assessment Plans and completion of program-level assessment activities.
- Support efforts that ensure the embedding, alignment, and assessment of CLAs within program curricula.
  - Serve as the program-level point of contact for the Office of Outcomes Assessment in ongoing refinement and implementation of Program Assessment Plans.
  - Provide input and feedback on core standards and/or assessment tools that may be developed to assess specific CLAs.
  - Facilitate the utilization of core standards and/or assessment tools into program-level activities.
  - Work collaboratively with the GSMT/SUS Assessment Coordinator(s) to implement and/or establish processes to gather data that can inform curriculum and instructional practices.
  - Oversee collection of program-level documentation that demonstrates the assessment of program outcomes within the curriculum.

The list of current Program Assessment Leads/Liaisons is provided as Appendix F (see Program Assessment Leads/Liaisons and CLA Representatives).

#### **F. School-Level Content Expertise (CLA Representatives)**

In addition to Program Assessment Leads/Liaisons, SUS also identifies individuals who serve as CLA Representatives for each of the designated CLAs. Specific responsibilities of the CLA Representatives are:

- Serve as a content expert for a specified CLA in matters related to the selection, design, and/or use of assessment tools and activities.
- Serve as a content resource in the implementation of Program Assessment Plans and completion of school-level assessment activities.

The list of current CLA Representatives is provided as Appendix F (see Program Assessment Leads/Liaisons and CLA Representatives).

**G. Data Analysis Support**

The Office of Outcomes Assessment, Office of Planning, Research, and Accountability, and Office of Evaluation, Research, and Grants work together to design data-driven projects and, where possible, share responsibilities related to collection, analysis, and interpretation of data. Data analysis plans are collaboratively developed to describe all data elements, identify anticipated analyses, and specify responsibilities.

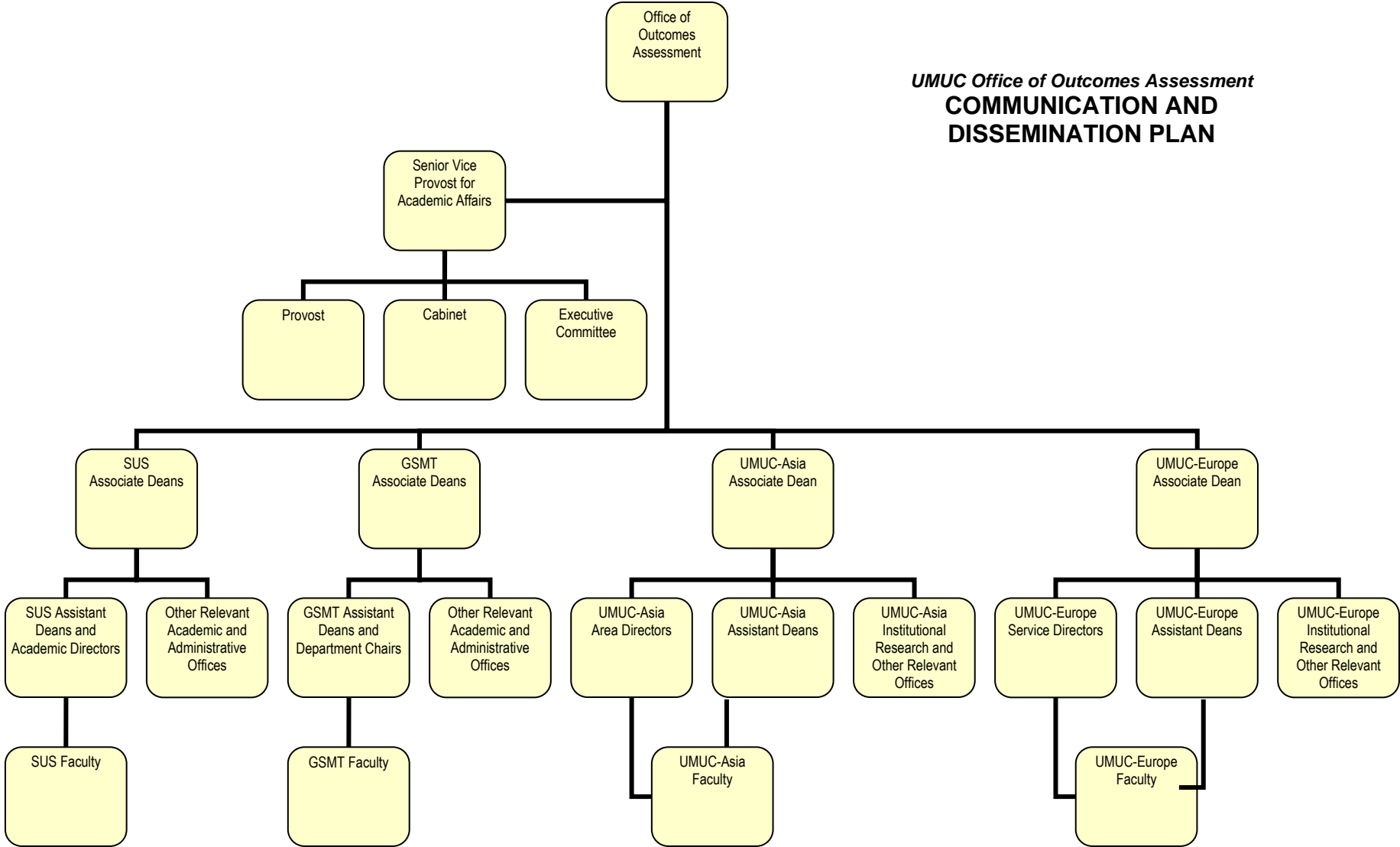
**V. COMMUNICATION AND DISSEMINATION OF LEARNING ASSESSMENT RESULTS AND INFORMATION**

The Office of Outcomes Assessment is the centralized location for reporting and disseminating learning assessment results. Reports, presentations, and updates are continuously generated to provide the most current information to UMUC stakeholders. The following chart identifies and describes the formal reporting mechanisms used to distribute learning assessment results, information, and findings.

FORMAL REPORTING MECHANISMS		
TITLE/TYPE	DESCRIPTION	FREQUENCY
<u>Student Learning Outcomes Assessment Report (SLOAR)</u>	Formal report provided to MHEC every three years; Details activity and available data regarding MHEC-mandated core competencies.	Tri-Annually
<u>Core Learning Area Report(s)</u>	Formal report provided to UMUC stakeholders; Details data, results, and findings pertinent to one or more specific CLAs.	Annually (or bi-annually where appropriate)
<u>Program-Level Learning Assessment Report(s)</u>	Formal report developed by each degree program and provided to the Office of Outcomes Assessment and Deans each academic year; Describes program-specific learning assessment activities and/or use of results for one or more designated CLAs.	Annually
Office of Outcomes Assessment Website	Website designed to inform and disseminate information about activities and results.	Ongoing

UMUC is committed to sharing learning assessment results with a wide audience, as well as expanding institutional awareness of the learning assessment initiative. The Office of Outcomes Assessment has determined a systemic and comprehensive flow of communication across all UMUC divisions. The Communication and Dissemination Plan depicting the distribution of information, reports, plans, and related documents within UMUC-Adelphi, UMUC-Asia, and UMUC-Europe is provided in the following chart.

**UMUC Office of Outcomes Assessment  
COMMUNICATION AND  
DISSEMINATION PLAN**



## VI. STATUS OF ONGOING LEARNING ASSESSMENT ACTIVITIES

Prior assessments and the current status (as of December 2007) of each CLA are noted within the following chart.

CLA	SUMMARY OF SPECIFIC INSTITUTIONAL-LEVEL ASSESSMENT TOOLS FOR EACH CORE LEARNING AREA
Written Communication	<ul style="list-style-type: none"> <li>• <u>Undergraduate-Level</u>: Assessment of undergraduate students began in Spring 2005. The assessment tool, Academic Profile, was selected and used in Spring 2005 to measure institutional-level student learning. Results were reported in 2005. In Spring 2006, Academic Profile was renamed the Measure of Academic Proficiency and Progress (MAPP) Test. MAPP was administered in Fall 2006. Fall 2006 MAPP data and comparisons to Spring 2005 Academic Profile data were analyzed and reported in April 2007. The Fall 2007 MAPP assessment is currently underway.</li> <li>• <u>Graduate-Level</u>: A standardized rubric, entitled the GSMT Standardized Writing Rubric, was developed and piloted in 2006. Assessment of graduate students began in Spring 2007 using the standardized rubric. Results were reported in August 2007.</li> </ul>
Technology Fluency	<ul style="list-style-type: none"> <li>• <u>Undergraduate-Level</u>: Assessment of undergraduate students began in Spring 2006. The assessment tool, a standardized final examination within IFSM 201 entitled the Fluency in Technology (FIT) Exam, was selected as the tool to measure institutional-level student learning. Initial results were reported in November 2006. The second administration of the FIT Exam occurred in Spring 2007. Spring 2007 data and comparisons to Spring 2006 data were analyzed and reported in December 2007.</li> <li>• <u>Graduate-Level</u>: Discussion of a possible assessment measure is underway. An assessment method/tool has yet to be determined.</li> </ul>
Information Literacy	<ul style="list-style-type: none"> <li>• <u>Undergraduate-Level</u>: Assessment of undergraduate students began in Spring 2006. The assessment tool, a standardized final examination entitled the LIBS 150 Final Exam, was selected as the tool to measure institutional-level student learning. The second administration of the LIBS 150 Final Exam occurred in Spring 2007. Spring 2007 data and comparisons to Spring 2006 data were analyzed and reported in October 2007.</li> <li>• <u>Graduate-Level</u>: The assessment tool, a standardized final examination entitled the UCSP 611 Final Exam, was selected as the tool to measure institutional-level student learning. The assessment tool was developed and piloted in 2006. Assessment of graduate students began in Spring 2007. Results were reported in October 2007.</li> </ul>

CLA	SUMMARY OF SPECIFIC INSTITUTIONAL-LEVEL ASSESSMENT TOOLS FOR EACH CORE LEARNING AREA
Quantitative Literacy	<ul style="list-style-type: none"> <li>• <u>Undergraduate-Level</u>: Assessment of undergraduate students began in Spring 2005. The assessment tool, Academic Profile, was selected and used in Spring 2005 to measure institutional-level student learning. Results were reported in 2005. In Spring 2006, Academic Profile was renamed the Measure of Academic Proficiency and Progress (MAPP) Test. MAPP was administered in Fall 2006. Fall 2006 MAPP data and comparisons to Spring 2005 Academic Profile data were analyzed and reported in April 2007. The Fall 2007 MAPP assessment is currently underway.</li> <li>• <u>Graduate-Level</u>: Selection of an institutional-level assessment to measure graduate student learning has yet to be determined.</li> </ul>
Critical Thinking	<ul style="list-style-type: none"> <li>• <u>Undergraduate-Level</u>: Assessment of undergraduate students began in Spring 2005. The assessment tool, Academic Profile, was selected and used in Spring 2005 to measure institutional-level student learning. Results were reported in 2005. In Spring 2006, Academic Profile was renamed the Measure of Academic Proficiency and Progress (MAPP) Test. MAPP was administered in Fall 2006. Fall 2006 MAPP data and comparisons to Spring 2005 Academic Profile data were analyzed and reported in April 2007. The Fall 2007 MAPP assessment is currently underway.</li> <li>• <u>Graduate-Level</u>: Selection of an institutional-level assessment to measure graduate student learning has yet to be determined.</li> </ul>
Scientific Literacy	<ul style="list-style-type: none"> <li>• <u>Undergraduate-Level</u>: The assessment tool, a standardized final examination entitled the BIOL 101 Final Exam, was selected as the tool to measure institutional-level student learning. The assessment tool was developed and piloted in 2006. Assessment of undergraduate students began in Spring 2007. Results were reported in December 2007.</li> <li>• <u>Graduate-Level</u>: Not applicable. Scientific literacy is not an identified core learning area for GSMT.</li> </ul>

## VII. LEARNING ASSESSMENT GOALS AND INSTITUTIONAL TIMELINE

The establishment of a scalable implementation plan is an essential component of a successful learning assessment initiative. Learning assessment activities began with an initial planning phase in 2001 followed by cycles of increased emphasis on data gathering and utilization of results. This section describes the learning assessment goals for 2008. In addition, projected long-term assessment goals for 2009-2012 are provided.

### A. Short-Term Learning Assessment Goals

Short-term targeted goals guide the annual cycle of learning assessment activities. The short-term learning assessment goals for 2008 are provided in the following chart.

SHORT-TERM LEARNING ASSESSMENT GOALS (2008)	
1	Assess graduate-level student learning in written communication.
2	Incorporate assessment findings specific to written communication into curriculum review processes and instructional practice at both the undergraduate-level and graduate-level.
3	Assess undergraduate-level student learning in technology fluency.
4	Incorporate undergraduate-level assessment findings specific to technology skills into curriculum review processes and instructional practice.
5	Assess undergraduate-level student learning in information literacy.
6	Assess graduate-level student learning in information literacy.
7	Incorporate assessment findings specific to information literacy into curriculum review processes and instructional practice at both the undergraduate-level and graduate-level.
8	Incorporate undergraduate-level assessment findings specific to quantitative reasoning into curriculum review processes and instructional practice.
9	Incorporate undergraduate-level assessment findings specific to critical thinking into curriculum review processes and instructional practice.
10	Assess undergraduate-level student learning in scientific literacy.
11	Incorporate undergraduate-level assessment findings specific to scientific literacy into curriculum review processes and instructional practice.
12	Demonstrate continued alignment of CLAs within undergraduate-level and graduate-level curriculum.
13	Report learning assessment findings in select degree programs consistent with the Academic Program Review schedule.
14	Prepare necessary institutional updates regarding the ongoing learning assessment efforts using results/activities reported at the institutional-level and program-level.

The aforementioned short-term goals form the framework of the overarching Institutional Timeline of Learning Assessment Activities (see Appendix G). The timeline provides the aforementioned 2008 activity goals and details the expected corresponding activities to be completed by the Office of Outcomes Assessment, SUS, and GSMT.

## B. Long-Term Learning Assessment Goals

Broad, long-term goals are projected to guide future learning assessment activities. Long-term learning assessment goals are refined annually for incorporation into both the conceptual framework and Institutional Timeline of Learning Assessment Activities (see Appendix G). The projected long-term learning assessment goals for 2009-2013 are provided in the following chart.

LONG-TERM LEARNING ASSESSMENT GOALS (2009-2013)	
1	Conduct bi-annual assessment of undergraduate-level learning in written communication, quantitative literacy, and critical thinking with a minimum of two assessments per SLOAR reporting cycle.
2	Conduct annual assessment of undergraduate-level learning in technology fluency, information literacy, and scientific literacy.
3	Conduct annual assessment of graduate-level learning in written communication and information literacy.
4	Demonstrate improved levels of performance in identified skill areas based upon targeted benchmarks.
5	Strengthen curricular connections between undergraduate and graduate academic programs and CLAs.
6	Monitor annual revision and implementation of all <u>Program Assessment Plans</u> to ensure appropriate embedding and assessment of the expected outcomes for CLAs.
7	Investigate opportunities to build practices and processes into WebtychoNG and/or other electronic formats to ease gathering, storing, and analyzing learning assessment data.

## VIII. SUMMARY

This plan serves as the foundation for all UMUC learning assessment efforts. Jointly created over time between key administrators, the Office of Outcomes Assessment, SUS, and GSMT, the UMUC Institutional Plan for the Assessment of Student Learning Outcomes establishes the overarching framework for all activities related to student learning assessment. The plan is reviewed and revised, as appropriate, each December.

# **APPENDIX A**

## **CLA Definitions and Expected Outcomes**



CORE LEARNING AREAS (CLAs) DEFINITIONS AND EXPECTED OUTCOMES			
CLA	DEFINITION	SUS EXPECTED OUTCOMES	GSMT EXPECTED OUTCOMES
Written Communication (COMM)	Demonstrate competence in effective written communication.	Graduates will be able to: <ol style="list-style-type: none"> <li>1. Produce writing samples that meet the needs of the reader.</li> <li>2. Address the subject matter in a written document.</li> <li>3. Use expected conventions of format and organization in writing.</li> <li>4. Use credible reasoning and evidence in writing.</li> <li>5. Satisfy standards of writing style and grammatical correctness.</li> <li>6. Produce an acceptably researched and documented extended essay, thesis, or dissertation.</li> </ol>	Graduates will be able to: <ol style="list-style-type: none"> <li>1. Produce writing samples that meet expectations for content and purpose.</li> <li>2. Develop a clearly articulated and original thesis and/or main idea consistent with expectations of content and purpose.</li> <li>3. Organize ideas in clear and sequential paragraphs that logically reinforce the main idea.</li> <li>4. Incorporate sufficient use of appropriate research, supporting evidence, and relevant sources.</li> <li>5. Use language and tone appropriate in a written document.</li> <li>6. Critically evaluate information and/or data within boundaries established by a main idea.</li> <li>7. Display sound grammar, spelling, and appropriate conventions.</li> <li>8. Produce an acceptably researched and documented extended essay, thesis, or dissertation.</li> </ol>
Technology Fluency (TECH)	Demonstrate an understanding of information technology broad enough to apply technology productively to academic studies, work, and everyday life.	Graduates will be able to: <ol style="list-style-type: none"> <li>1. Use the products of information technology to communicate information, locate information, and organize information.</li> <li>2. Understand fundamental concepts underlying information use and sharing.</li> <li>3. Manage complex projects that involve information technology.</li> <li>4. Organize information structures.</li> <li>5. Navigate information structures.</li> <li>6. Evaluate information structures.</li> <li>7. Collaborate in remote and asynchronous environments.</li> <li>8. Adapt to new and changing technologies.</li> </ol>	Graduates will be able to: <ol style="list-style-type: none"> <li>1. Explain the generic nature and uses of technologies, both physical and information technologies, for competitiveness.</li> <li>2. Exhibit technical and managerial competencies in employing, integrating, and managing technologies within organizations to achieve competitive edge.</li> <li>3. Apply technology in a manner most appropriate to context and discipline.</li> <li>4. Maintain knowledge of current and new trends in technologies.</li> <li>5. Adapt to current and new trends in technologies.</li> </ol>
Information Literacy (INFO)	Demonstrate an ability to use libraries and other information resources to effectively locate, select, and evaluate needed information.	Graduates will be able to: <ol style="list-style-type: none"> <li>1. Determine the nature and extent of information needed.</li> <li>2. Access needed information effectively and efficiently.</li> <li>3. Evaluate information and sources critically.</li> <li>4. Incorporate selected information into personal knowledge base.</li> <li>5. Individually, or as a member of a group, use information effectively to accomplish a specific purpose.</li> <li>6. Understand the economic, legal, and social issues surrounding the use and access of information.</li> </ol>	Graduates will be able to: <ol style="list-style-type: none"> <li>1. Formulate viable and subject relevant research questions.</li> <li>2. Use appropriate investigative methods and information retrieval systems.</li> <li>3. Evaluate the scholarly merits of sources against a set of supportable criteria.</li> <li>4. Compare new knowledge with prior knowledge to determine the value added, contradictions, or other unique characteristics of information.</li> <li>5. Use information in ethical and legal ways to support or refute research hypotheses.</li> <li>6. Cite subject-expert authors and scholarly sources in the respective field of study.</li> <li>7. Locate relevant books, journals, articles, and scholarly websites to support research activities.</li> </ol>

CORE LEARNING AREAS (CLAs) DEFINITIONS AND EXPECTED OUTCOMES			
CLA	DEFINITION	SUS EXPECTED OUTCOMES	GSMT EXPECTED OUTCOMES
Quantitative Literacy (QUAN)	Demonstrate the application of mathematical and numerical reasoning skills.	<p>Graduates will be able to:</p> <ol style="list-style-type: none"> <li>1. Use quantitative information, mathematical reasoning, critical thinking, and analytic strategies to answer questions and solve problems in a variety of fields or disciplines.</li> <li>2. Describe key concepts, principles, and common themes in mathematics and statistics.</li> <li>3. Form relevant, reasonable, and sound mathematical questions.</li> <li>4. Analyze quantitative information and ideas.</li> <li>5. Interpret quantitative information and ideas.</li> <li>6. Disseminate quantitative information and ideas.</li> <li>7. Communicate quantitative situations effectively using a variety of different representations and perspectives.</li> <li>8. Use technology to solve quantitative-based problems and to integrate computational and conceptual understanding.</li> <li>9. Describe ways in which mathematics and statistics are integral parts of everyday situations.</li> </ol>	<p>Graduates will be able to:</p> <ol style="list-style-type: none"> <li>1. Perform quantitative operations relative to the chosen field of study.</li> <li>2. Use skills involved in data collection and interpretation for the purposes of describing phenomena, creating hypotheses, and analyzing results.</li> <li>3. Interpret data in graphical, tabular, or abstracted form for the purposes of summarizing results, revealing underlying trends, and communicating key meanings.</li> <li>4. Evaluate evidence and assertions based on quantitative information and reasoning for the purposes of prediction, decision-making, and problem solving, as well as determining risk and uncertainty.</li> <li>5. Recognize the limitations of mathematical and statistical methods when creating and critiquing quantitative reasoning.</li> </ol>
Critical Thinking (THIN)	Demonstrate the use of analytical skills and reflective processing of information.	<p>Graduates will be able to:</p> <ol style="list-style-type: none"> <li>1. Recognize common fallacies in thinking.</li> <li>2. Make linkages or connections between diverse facts, theories, and observations.</li> <li>3. Use reasoning to recognize, develop, defend, and criticize arguments and other persuasive appeals.</li> <li>4. Identify components of arguments.</li> <li>5. Distinguish among assumptions, emotional appeals, speculations, and defensible evidence.</li> <li>6. Weigh support for conclusions to determine how well reasons support conclusions.</li> <li>7. Develop sound arguments based on reasoning and evidence.</li> </ol>	<p>Graduates will be able to:</p> <ol style="list-style-type: none"> <li>1. Develop credible responses to complex questions.</li> <li>2. Critically evaluate data, findings, and opinions in the process of gathering appropriate evidence.</li> <li>3. Consider ethical and legal implications for use of information.</li> <li>4. Evaluate alternative solutions with respect to evidence.</li> <li>5. Choose the solution that best fits the evidence.</li> <li>6. Recognize and adapt to changing contexts.</li> </ol>
Scientific Literacy (SCIE)	Demonstrate the ability to understand key concepts and principles of the natural, social, and behavioral sciences, and apply these principles appropriately within personal lives.	<p>Graduates will be able to:</p> <ol style="list-style-type: none"> <li>1. Describe key concepts, principles, and common themes of the natural sciences.</li> <li>2. Describe both the diversity and the unity that exist in the natural world.</li> <li>3. Cite the strengths and limitations of scientific methods of inquiry.</li> <li>4. Explain ways in which the methods of scientific investigation integrate with everyday life.</li> <li>5. Form relevant, reasonable, and sound scientific questions.</li> <li>6. Think critically to recognize and weigh alternative scientific evidence, explanations, and theories.</li> <li>7. Use quantitative information and reasoning to answer questions, solve problems, and form conclusions in science.</li> </ol>	Not Applicable to GSMT

# **APPENDIX B**

## **Program Outcomes – SUS**



<b>SCHOOL OF UNDERGRADUATE STUDIES PROGRAM OUTCOMES FOR THE CORE LEARNING AREA OF WRITTEN COMMUNICATION</b>	
ACTG	Use efficient and effective written communication in a professional manner to clearly express relevant ideas of accounting theory and application to various stakeholder groups.
ASNS	Write analytical, critical, research-based prose that addresses interdisciplinary issues related to Asian Studies.
BTPS	Formulate a research proposal to investigate a current topic in the life sciences.
BUSA	Employ effective written techniques consistent with the business and management environment.
CINS	Write clear documentation supporting computer programs and systems.
CITE	Create written materials documenting computer networks using appropriate writing skills.
COMS	Apply strategies for creating, editing and presenting effective written messages for different audiences and contexts.
CRIJ	Use effective written communication skills to clearly express the role of the criminal justice system (police, courts, and corrections) in the administration of justice in the United States and other countries.
CSCI	Write clear documentation supporting computer programs and systems.
CSTS	Design accurate and precise written documentation in all phases of the system development life cycle from preliminary feasibility studies to end-user documentation and manuals.
ENGL	Write analyses of literary works supported by relevant details of text and subtext, including language, style, structure, and other textual features.
ENVT	Create an integrated environmental management plan.
FINC	Use efficient and effective written communication in a professional manner to clearly express relevant ideas of financial management theory and application to various stakeholder groups.
FORE	Use effective written communication skills to clearly report analyses and findings.
FRSC	Develop effective written communications consistent with the fire service and related professional environment
GBPP	Use written communication skills to express ideas effectively in a variety of formats including, but not limited to, problem summaries, case briefs and analyses, reports, critiques, and research related to global business and public policy.
GERO	Use effective written communication to clearly express the concept of aging and how age is defined chronologically, functionally, socially and psychologically.
HRMG	Create written communication on human resource issues that is appropriate for the purpose and meets the standards of style and grammatical correctness.
HSTR	Devise an appropriate thesis for a research essay in history.
HUMS	Write analytical, critical, research-based prose that addresses interdisciplinary issues.
IFSM	Communicate effectively using oral, written, and multimedia techniques.
LABM	Formulate a research proposal to investigate a current topic in the life sciences.
LGST	Create writings typically assigned to paralegals in selected areas of legal practice reflecting an understanding of legal principles.
MGMS	Use written communication skills to express ideas effectively in a variety of formats including but not limited to problem summaries, case briefs and analyses, reports, critiques, and research related to management studies.
MRKT	Use efficient and effective written communication in a professional manner to clearly express relevant ideas of marketing management theory and application to various stakeholder groups
POLI	Apply critical thinking and analytic and effective communication skills in discussing and resolving political issues.
PSCH	Demonstrate effective writing skills in various formats (e.g., essays, correspondence, technical papers, note taking) and for various purposes (e.g., informing, defending, explaining, persuading, arguing, teaching).
SOSC	Employ effective written communication skills in describing and comparing the approach of different social and behavioral science disciplines.

<b>SCHOOL OF UNDERGRADUATE STUDIES PROGRAM OUTCOMES FOR THE CORE LEARNING AREA OF TECHNOLOGY FLUENCY</b>	
ACTG	Utilize technology to facilitate and enhance the accessing, reporting, and critical analysis of accounting information and processes to improve the timing, accuracy, and quality of enterprise decision-making.
ASNS	Use online resources to locate scholarly articles and other materials for interdisciplinary research in the field of Asian Studies.
BTPS	Identify the appropriate instrumentation and software for collection, measurement, and analysis of life sciences data.
BUSA	Apply effective use of technology skills to access a broad range of online resources to research, monitor, and analyze relevant environmental variables to maximize managerial decision-making from the perspective of the organization.
CINS	Incorporate knowledge of programming languages and computer systems in developing computer-based solutions to practical problems in the field of information systems and technology.
CITE	Incorporate relevant theory and practice in developing computer-related solutions to practical problems.
COMS	Use tools and technology to gather information as well as to develop and deliver messages.
CRIJ	Use computer technology and gaming for analysis of a crime scene and laboratory scenario.
CSCI	Design efficient algorithms and data structures in writing computer programs.
CSTS	Incorporate relevant theory, techniques, languages, and systems in developing computer-related solutions to practical problems.
ENGL	Use online resources to locate scholarly articles and other materials for literary research.
ENVT	Use information technology to present advantages and disadvantages of pollution prevention strategies for industrial processes.
FINC	Utilize technology to facilitate and enhance the accessing, reporting and critical analysis of financial information to improve the timing, accuracy, and quality of enterprise decision-making.
FORE	Apply analytical and problem-solving skills in all three stages of crime scene investigation (scene documentation, evidence collection, and scene reconstruction).
FRSC	Apply information management concepts to fire protection administration.
GBPP	Apply effective use of technology skills to access a broad range of online resources to research, monitor and analyze relevant environmental variables to maximize managerial decision-making from the perspective of the organization.
GERO	Use internet resources and word processing software packages to navigate research databases, generate professional quality written documents, and monitor originality of work.
HRMG	Use technology effectively to conduct of research in preparing policies and programs for human resource management.
HSTR	Use the internet effectively to locate appropriate scholarly articles and other resources for a history course.
HUMS	Use online resources to locate scholarly articles and other materials for interdisciplinary research.
IFSM	Apply standard systems practices to the planning, implementation, management, and evaluation of information systems.
LABM	Identify the appropriate instrumentation and software for collection, measurement, and analysis of scientific data.
LGST	Use online legal research tools to accomplish tasks in the legal environment.
MGMS	Apply effective use of technology skills to access a broad range of online resources to research, monitor and analyze relevant environmental variables to maximize managerial decision-making from the perspective of the organization.
MRKT	Utilize technology to facilitate and enhance the accessing, reporting and critical analysis of market research information to improve the timing, accuracy, and quality of enterprise decision-making.
POLI	Utilize information technology effectively for the research of political literature.
PSCH	Use appropriate software to produce understandable reports of the psychological literature, methods, and statistical and qualitative analysis in APA or other appropriate style, including graphic representations of data.
SOSC	Use standard computer applications and internet technology to present social science findings.

<b>SCHOOL OF UNDERGRADUATE STUDIES PROGRAM OUTCOMES FOR THE CORE LEARNING AREA OF INFORMATION LITERACY</b>	
ACTG	Research accounting information to solve business problems and improve decision-making.
ASNS	Use primary and secondary sources to conduct interdisciplinary research effectively in the field of Asian Studies.
BTPS	Utilize library databases to locate current journal articles on topics in the life sciences.
BUSA	Utilize appropriate online and related electronic technology skills to access, analyze, synthesize, and apply information to facilitate relevant research in the business administration area.
CINS	Apply the tools and techniques in research and analysis required to evaluate computer and information science products.
CITE	Use online information resources to support research on computer networks.
COMS	Critically analyze information both to evaluate messages and to create effective oral or written messages.
CRIJ	Utilize web-based sources to find information about crime and the criminal justice system.
CSCI	Use information resources to assist with computer science projects or research.
CSTS	Research information in order to provide a critical analysis of alternatives for making informed decisions related to technology.
ENGL	Evaluate the validity, credibility, and relevance of secondary sources for a specific topic in literary research.
ENVT	Utilize library databases to identify health risks associated with agents found in the environment, including heavy metals, pesticides, solvents, environmental toxicants, and radiation.
FINC	Research, develop, verify, integrate and apply information to solve financial problems or address the present and future state of projects or enterprises.
FORE	Utilize web-based sources to find information about crime and forensic science
FRSC	Conduct research using library resources, information technology, analytical tools, and the scientific method to predict and control fire problems and advance the body of knowledge in fire service.
GBPP	Utilize appropriate online and related electronic technology skills to access, analyze, synthesize, and apply information to facilitate relevant research in the global business and public policy area.
GERO	Utilize library databases to locate current journal articles on topics in aging.
HRMG	Utilize libraries and other information sources to locate, evaluate and use information effectively in addressing human resource management issues.
HSTR	Use primary and secondary sources from libraries, archives, public collections, the internet, and oral interviews to interpret historical events.
HUMS	Use primary and secondary sources to conduct interdisciplinary research effectively.
IFSM	Use technology to research information needed to produce informed decision for organizations.
LABM	Utilize library databases to locate current journal articles on topics in the life sciences.
LGST	Utilize book-based and computer-assisted legal resources to effectively locate, use, and analyze legal resources and evaluate the nature and extent of resources needed.
MGMS	Utilize appropriate online and related electronic technology skills to access, analyze, synthesize, and apply information to facilitate relevant research in the management studies area.
MRKT	Apply information to solve marketing problems or address the present and future state of marketing projects.
POLI	Analyze recurrent patterns of international and domestic political conflict.
PSCH	Demonstrate the ability to formulate a researchable topic using relevant and suitable scientific psychological sources from appropriate media.
SOSC	Use library databases and other online sources to locate current articles on topics in social and behavioral sciences.

<b>SCHOOL OF UNDERGRADUATE STUDIES</b> <b>PROGRAM OUTCOMES FOR THE CORE LEARNING AREA OF</b> <b>QUANTITATIVE LITERACY</b>	
ACTG	Use numerical reasoning, analytic skills, and quality management techniques to evaluate and design accounting and information systems.
ASNS	Exhibit quantitative skills necessary for analysis and synthesis of quantifiable human experience relating to Asian Studies.
BTPS	Convert common laboratory units.
BUSA	Apply statistical analysis and other quantitative methodologies to evaluate data, test assumptions, and apply conclusions to managerial decision-making.
CINS	Recognize valid and invalid logical reasoning in the field of information systems and technology.
CITE	Apply mathematical concepts to assure data integrity.
COMS	Apply quantitative and reasoning skills to solve communication problems.
CRIJ	Use cost-effective approaches to meet the challenges confronting security professionals in dealing with varied and unpredictable states of national security.
CSCI	Apply the mathematical foundations of computer science in analyses of models of computation.
CSTS	Apply algorithmic concepts and problem-solving skills to write computer programs for applications and the Web.
ENGL	Apply analytic categories derived from various theoretical perspectives to identify relevant data sets and to formulate and solve problems in the interpretation of literary texts.
ENVT	Determine concentrations of airborne and waterborne pollutants.
FINC	Use numerical reasoning and analytical financial measurement tools and sophisticated valuation techniques to determine the financial impact of proposed actions on operations and the value of the enterprise.
FORE	Apply analytical and quantitative reasoning to select appropriate forensic tests within a set budget.
FRSC	Apply quantitative skills to describe and predict the utilization of resources to meet organizational goals.
GBPP	Apply quantitative methods, including statistical and numerical skills to analyze relevant data and evaluate strategic solutions to enhance managerial decision-making.
GERO	Apply principles of inferential statistics within the field of gerontology.
HRMG	Utilize mathematical and numerical reasoning skills in the analysis of data to inform human resource decisions.
HSTR	Trace demographic trends, economic models, and specific era constructs to facilitate interpretation of social and political order.
HUMS	Exhibit quantitative skills necessary for analysis and synthesis of quantifiable human experience.
IFSM	Apply appropriate problem-solving methodologies to the analysis and solution of problems.
LABM	Perform appropriate scientific calculations on converted common laboratory units.
LGST	Integrate quantitative information and ideas in legal cases.
MGMS	Apply quantitative methods, including statistical and numerical skills, to analyze relevant data and evaluate strategic solutions to enhance managerial decision-making.
MRKT	Use numerical reasoning, analytical financial measurement tools, and sophisticated valuation techniques to determine the financial impact of proposed actions on operations and the value of the enterprise.
POLI	Generate statistical data from research models.
PSCH	Apply mathematical concepts using relevant probability and statistical analysis to articulate clear and rational choices in support of measurement strategies.
SOSC	Apply principles of inferential statistics to study current social problems.

**SCHOOL OF UNDERGRADUATE STUDIES  
PROGRAM OUTCOMES FOR THE CORE LEARNING AREA OF  
CRITICAL THINKING**

ACTG	Employ analytical problem-solving skills and ethical decision-making techniques to resolve complex accounting and business issues within the context of the internal enterprise structures and external institutional requirements.
ASNS	Analyze issues relating to Asian Studies across traditional discipline boundaries.
BTPS	Evaluate the impact of emerging disease on programs in biotechnology and public health.
BUSA	Formulate business solutions that are research based and informed by data analysis.
CINS	Apply knowledge of the concepts and principles of computer and information science to the management of changes and developments in information systems and technology.
CITE	Apply knowledge of computer concepts to the evaluation of information technology issues.
COMS	Analyze communication situations to determine which oral and/or written communication skills to use.
CRIJ	Analyze fact patterns and recognize crimes and defenses generated by the facts presented.
CSCI	Utilize effective computer organization and system architecture to enhance performance.
CSTS	Identify the potential for applying computer-based solutions to solve problems, perform tasks, and identify the advantages of such solutions.
ENGL	Analyze the ways that genre and other aesthetic choices of authors affect the responses of readers.
ENVT	Evaluate the impact of human activities on the environment and how these activities can lead to ecological changes.
FINC	Employ analytical problem-solving skills and ethical decision-making techniques to resolve complex finance and business issues within the context of the internal enterprise structures and external institutional requirements.
FORE	Explain the various laws pertaining to crime scene searches.
FRSC	Analyze the legal and political implications and aspects of the fire department's role in public safety.
GBPP	Develop effective business strategies and managerial decision-making based on analytic reasoning and credible evidence incorporating high ethical and legal standards in a culturally diverse and globalized environment.
GERO	Demonstrate a critical and analytical understanding of social and aging theories.
HRMG	Employ sound analytical skills and reflective processing of information to enhance problem solving for human resource management situations.
HSTR	Comprehend historical interpretations of data.
HUMS	Analyze issues across traditional discipline boundaries.
IFSM	Demonstrate skills in systems analysis appropriate to the management of information systems projects.
LABM	Evaluate the impact of worker exposure to biological, chemical, or physical agents.
LGST	Use sound legal analytical skills to enhance legal problem solving and completion of tasks typically assigned to paralegals in selected areas of legal practice.
MGMS	Develop effective business strategies and managerial decision-making based on analytic reasoning and credible evidence incorporating high ethical and legal standards in a culturally diverse and globalized environment.
MRKT	Employ critical thinking, analytical, problem-solving skills, and ethical decision-making techniques to resolve complex marketing issues within the context of the internal enterprise structures and external institutional requirements.
POLI	Explain political theories, forms, and structures of government as well as the impact upon the political process, policy development, and international politics.
PSCH	Use critical and creative thinking, skeptical inquiry, and, when possible, the scientific approach to solve problems related to behavior and mental processes.
SOSC	Utilize interdisciplinary knowledge to analyze the complexities of society.

**SCHOOL OF UNDERGRADUATE STUDIES  
PROGRAM OUTCOMES FOR THE CORE LEARNING AREA OF  
SCIENTIFIC LITERACY**

ACTG	Incorporate the scientific approach and related principles into accounting and business problem resolution and decision-making.
ASNS	Analyze the influence of science on the development of contemporary Asian Studies.
BTPS	Design an experiment to test a hypothesis in biotechnology or public health.
BUSA	Apply scientific methodology as part of sound managerial problem-solving and decision-making.
CINS	Apply efficient and appropriate test processes to ensure programs are functioning properly and within specification.
CITE	Analyze computer network problems and their logical and technical solutions.
COMS	Formulate communication solutions to problems in professional and personal contexts.
CRIJ	Explain basic methods and techniques used in the forensic examination of physical evidence.
CSCI	Apply efficient and appropriate test processes to ensure programs are functioning properly and within specification.
CSTS	Design computer-based solutions based on analysis and requirements.
ENGL	Support or refute the elements of critical theories such as Marxism and psychoanalytic theory that claim a basis in scientific methods of inquiry.
ENVT	Explain the organization of the biosphere and how this organization is affected by the atmosphere, lithosphere and hydrosphere.
FINC	Incorporate the scientific approach and related principles into financial and business problem resolution and decision-making.
FORE	Identify typical forensic laboratory tests such as: trace evidence, impressions, firearms, questioned documents, forensic biology, and anthropology.
FRSC	Develop a comprehensive hazardous materials management program, from planning to post-incident analysis.
GBPP	Incorporate the scientific approach to problem-solving and decision-making in the global business and public policy area.
GERO	Demonstrate the utility of experimental design within the field of gerontology.
HRMG	Assess human resource management problems through skilled and active interpretation and evaluation of information, observations and communications.
HSTR	Explain the role of modern scientific discoveries on historical events.
HUMS	Analyze the influence of science on the development of contemporary Humanities perspectives.
IFSM	Recognize and weigh scientific hypothesis, theories, and evidence.
LABM	Evaluate the scientific feasibility of a laboratory experiment.
LGST	Demonstrate the ability to state a proposition based on evidence.
MGMS	Incorporate the scientific approach to problem-solving and decision-making in the management studies area.
MRKT	Incorporate the scientific approach and related principles into marketing problem resolution and decision-making.
POLI	Apply effectively a variety of approaches and methodologies to the analysis of political, administrative, and policy problems.
PSCH	Describe the nature of psychology as a discipline and the basic characteristics of the science of psychology.
SOSC	Identify research methods commonly used in the fields of social and behavioral sciences.

**SCHOOL OF UNDERGRADUATE STUDIES  
PROGRAM OUTCOMES FOR GENERAL EDUCATION REQUIREMENTS  
COMMON PROGRAM OUTCOMES\***

CLA	PROGRAM OUTCOMES
COMM	Create written communication appropriate for the purpose and which meets standards of style and grammatical correctness.
TECH	Evaluate technological concepts related to computers and components of information systems.
INFO	Address recognized research needs by retrieving, evaluating, and using information appropriately.
QUAN	Apply mathematical and numerical reasoning skills.
THIN	N/A – No Common Outcome in Critical Thinking Across Undergraduate Program.
SCIE	Identify key concepts and principles of natural sciences.

\*These program outcomes are common across all SUS degree programs, the General Studies Program, and are additional to the degree-specific program outcomes for each undergraduate CLA.



# **APPENDIX C**

## **Program Outcomes – GSMT**



GRADUATE SCHOOL OF MANAGEMENT AND TECHNOLOGY PROGRAM OUTCOMES FOR THE CORE LEARNING AREA OF WRITTEN COMMUNICATION	
BIOT	Use a variety of effective and efficient communication skills in the study of biotechnology.
EMBA	<i>New Program Under Development – Outcomes To Be Submitted Spring 2008</i>
ENVM	Recognize the importance of effective communication skills in the design of an environmental management system.
IMAN	Present to an audience a cogent analysis, together with a comparison of alternative solutions, of a complex situation facing a manager in an international context.
MBA	Use oral and written communication to express ideas effectively and persuasively with all organizational stakeholders using a variety of tools, including synchronous and asynchronous technologies.
MDE	Present summaries, essays, analyses, and recommendations in written and/or oral forms in an effective and professional manner in the area of distance education and training.
MED	Use various media to communicate and collaborate effectively with students, parents, colleagues, and other audiences.
MSAF	Use effective oral and written communication to express clearly ideas about accounting and financial management in a professional manner and tone.
MSAT	Use effective communication to express accounting and information technology ideas and concepts clearly and with professional manner and tone.
MSCHA	Evaluate communication, including oral, written, graphic, and electronic, used in the health care industry.
MSFS	Use effective oral and written communication to express clearly ideas about accounting and financial management in a professional manner and tone.
MSIT	Present program summaries, designs, analyses, and recommendations for the information technology field in a professional manner.
MSM	Present management leadership concepts and techniques with reference to general management and management specialties clearly, concisely, and professionally through written, oral, and visual means.
TMAN	Present summaries, designs, analyses, and recommendations in written and/or oral forms in an effective and professional manner in the area of technology management.

GRADUATE SCHOOL OF MANAGEMENT AND TECHNOLOGY PROGRAM OUTCOMES FOR THE CORE LEARNING AREA OF TECHNOLOGY FLUENCY	
BIOT	Demonstrate understanding of the concepts and principles underlying the science and applications of biotechnology.
EMBA	<i>New Program Under Development – Outcomes To Be Submitted Spring 2008</i>
ENVM	Use technological resources for effective management of an environmental project.
IMAN	Use a broad range of online resources to research and monitor leading economic, political, legal, and financial indicators in the international environment from the perspective of an enterprise and industry.
MBA	Evaluate the effective use of technology in an organization to achieve superior organizational and operational performance.
MDE	Select distance education technologies and media on the basis of the educational and operational characteristics appropriate to organizational and student needs.
MED	Apply knowledge of the function and operations of various instructional technologies to teaching, learning, and leadership.
MSAF	Utilize technology and information systems in the financial management of organizations to share access to information and improve the quality of decision-making enterprise-wide.
MSAT	Evaluate the effect of technology on the application of accounting within an organization.
MSCHA	Create a management perspective of information technology that demonstrates how health care administrators can use information technology to maximize organizational performance.
MSFS	Utilize technology and information systems in the financial management of organizations to share access to information and improve the quality of decision-making enterprise wide.
MSIT	Employ systems engineering methods in the construction of information technology based system architectures.
MSM	Utilize electronic medium to research management issues, communicate management decisions, and, manage work teams and work flow with reference to general management and management specialties.
TMAN	Utilize technology based on the industry accepted practices in the area of technology management.



GRADUATE SCHOOL OF MANAGEMENT AND TECHNOLOGY PROGRAM OUTCOMES FOR THE CORE LEARNING AREA OF INFORMATION LITERACY	
BIOT	Investigate the application of science and business concepts to hypothetical situations.
EMBA	<i>New Program Under Development – Outcomes To Be Submitted Spring 2008</i>
ENVM	Articulate environmental policies for business and industry that are based upon research and best practice.
IMAN	Use a broad range of online resources to research and monitor leading economic, political, legal, and financial indicators in the international environment from the perspective of an enterprise and industry.
MBA	Apply proven management theories and practices to resolve a wide range of organizational issues after researching relevant and appropriate information resources.
MDE	Utilize published literature for basic and applied research in the area of distance education and training and apply techniques accepted in the field.
MED	Use information-literacy skills to access, analyze, synthesize, evaluate, and apply education research.
MSAF	Identify problem areas in accounting and financial management and information sources useful in forming resolutions to such problems.
MSAT	Evaluate major developments, current issues, and innovations in accounting and in information technology to understand the effects on the organization and how such effects support managerial decision-making.
MSCHA	Employ up to date information literacy/research competence to achieve health care administration goals.
MSFS	Identify problem areas in the accounting and financial management and information sources useful in forming resolutions to such problems.
MSIT	Analyze primary research material in order to utilize published information technology literature, form opinions, and solve technical and managerial problems.
MSM	Identify areas in research methods that rely upon information literacy.
TMAN	Utilize effective research skills to forecast trends in the management of technology.



GRADUATE SCHOOL OF MANAGEMENT AND TECHNOLOGY PROGRAM OUTCOMES FOR THE CORE LEARNING AREA OF QUANTITATIVE LITERACY	
BIOT	Derive logical conclusions based on the available biological data and acquired knowledge.
EMBA	<i>New Program Under Development – Outcomes To Be Submitted Spring 2008</i>
ENVM	Use skills of quantitative analyses in the management of environmental risk assessment.
IMAN	Build fully developed marketing and business plans for entering a foreign market.
MBA	Develop comprehensive solutions to business problems by synthesizing and evaluating information using qualitative and quantitative analytical reasoning.
MDE	Develop budgets for distance education development and delivery systems.
MED	Interpret data to guide instructional decisions.
MSAF	Use financial measurement tools and valuation techniques to assess the impact of accounting and financial management decision-making on operational decisions and the value of a firm.
MSAT	Apply appropriate analytic skills and quality management techniques to evaluate and design accounting and information systems.
MSCHA	Apply quantitative methods in solving health care industry challenges.
MSFS	Apply valuation and measurement tools used in finance to assess both the financial and technological benefits of investing in new information systems and on the value of a firm.
MSIT	Use mathematical techniques for problem-solving in the information technology arena.
MSM	Apply mathematical, statistical, and numerical reasoning skills to the analysis, and resolutions of situations within the general management and management specialties.
TMAN	Apply the fundamentals of quantitative and financial analysis to technological projects.



GRADUATE SCHOOL OF MANAGEMENT AND TECHNOLOGY PROGRAM OUTCOMES FOR THE CORE LEARNING AREA OF CRITICAL THINKING	
BIOT	Develop critical thinking and problem-solving skills pertinent to the field of biotechnology.
EMBA	<i>New Program Under Development – Outcomes To Be Submitted Spring 2008</i>
ENVM	Critique new/emerging strategies, laws, and regulations pertinent to the field of environmental management.
IMAN	Work effectively in groups to research, analyze, and provide practical solutions to complex management issues.
MBA	Analyze business strategies for a multinational enterprise to maintain its global competitiveness in terms of economies of scale and scope.
MDE	Evaluate the history and theory of the field of distance education based on review of the relevant literature of the field.
MED	Use skills of reflective practice systematically to examine and improve performance, make sound instructional decisions, and articulate the rationale for using various technologies to advance student learning.
MSAF	Evaluate the professional ethics problems facing accounting and financial management and potential appropriate solutions within the context of the internal structures and external institutions that influence the organization.
MSAT	Analyze professional ethical problems in accounting and in information technology in order to determine an appropriate course of action.
MSCHA	Develop analytical skills and creativity in producing effective health care industry outcomes.
MSFS	Evaluate the professional ethics problems facing financial and information systems management and potential appropriate solutions within the context of the internal structures and external institutions that influence the organization.
MSIT	Develop critical thinking and reasoning skills for problem-solving in information technology based systems.
MSM	Assess management problems, information, and solutions through skilled and active interpretation and evaluation of information, argument, observations, and communications.
TMAN	Utilize appropriate critical thinking and problem-solving strategies in managing technology.

**APPENDIX D**  
**SUS Learning Assessment Plan: Using Data/Findings**  
**to Improve Student Learning**

## **SUS Learning Assessment Plan: Using Data/Findings to Improve Student Learning**

Ensuring quality academic programs and student learning requires an active assessment process which examines academic programs and services in a manner that leads to continuous improvement. SUS defines continuous improvement as a process that requires collecting data on identified student learning outcomes, assessing whether those outcomes are being achieved, and providing evidence of improvement based upon analysis of those results.

The UMUC Institutional Plan for the Assessment of Student Learning Outcomes provides direction for continuous improvement with regard to student learning outcomes at both the institutional-level and program-level. Annual or bi-annual institutional-level assessments are conducted to gauge overall undergraduate student performance overall in each CLA. The Institutional Plan for the Assessment of Student Learning Outcomes establishes a timeline used to report on data collected for each institutional-level assessment. In the context of the Institutional Plan for the Assessment of Student Learning Outcomes, program-level assessment is designed to illustrate how an educational program is contributing to student learning in each CLA. To facilitate program-level assessment, Program Assessment Plans provide a clear vision for how undergraduate degree programs ensure that curricula address specific CLAs and outline the goals, program outcomes, learning objectives, and tools used to determine student learning for all CLAs.

In addition to plans for assessment as described in the Institutional Plan for the Assessment of Student Learning Outcomes and Program Assessment Plans, continuous improvement of academic programs requires utilizing data collected. Evidence of undergraduate student learning related to CLAs are used when refining curricula and instructional practice. Findings are reviewed in a timely manner in order to design specific initiatives based upon the assessment process. SUS developed this plan to describe the use of data/findings to a) enhance curricula and instructional practice, b) improve services/resources, and c) refine assessment methods/tools. This plan is reviewed each year during the annual revision of the Institutional Plan for the Assessment of Student Learning Outcomes.

### **A. Use of Data/Findings to Enhance Program Curricula and Instructional Practice**

Student learning data are collected annually or bi-annually at the institutional-level. Institutional-level data are analyzed and findings are conveyed through Core Learning Area Reports produced by the Office of Outcomes Assessment. The following discussion describes how data/findings gathered and reported at the institutional level and program-level are utilized within SUS to enhance student learning.

#### **1. Use of Institutional-Level Data/Findings**

Core Learning Area Reports are generated by the Office of Outcomes Assessment according to a predetermined schedule set forth within the Institutional Plan for the Assessment of Student Learning Outcomes. Each Core

Learning Area Report is distributed following procedures outlined within the Institutional Plan for the Assessment of Student Learning Outcomes.

Within SUS, the Dean, Senior Associate Dean, Assistant Deans, and Academic Directors assist with dissemination of Core Learning Area Reports. Assistant Deans share Core Learning Area Reports with CLA Representatives and Program Assessment Leads. Assistant Deans also post the reports in 999 classrooms so that faculty can discuss specific ways to employ results and information in refining and enhancing curriculum. Assistant Deans work collaboratively with the Office of Course Development to identify and implement specific initiatives and/or refine curriculum to address identified concerns. Where appropriate, Assistant Deans include the Senior Associate Dean and SUS Assessment Coordinator in discussions. Planned initiatives and accomplishment of related goals are shared with the SUS Assessment Coordinator. Findings described within the Core Learning Area Reports are also used by each degree program during curriculum review processes. Program-Level Learning Assessment Reports describe specifically how institutional-level assessment results, as well as findings detailed within Core Learning Area Reports and related reports, are used to inform curriculum improvement in a specific program.

In some instances, data on student learning are gathered via specified course exams. Program Assessment Leads and/or CLA Representatives monitor student performance assessed through these respective courses (i.e., BIOL 101, IFSM 201, and LIBS 150). Course curriculum is monitored to determine whether the courses that assess CLAs at the institutional-level sufficiently address student learning in these areas. Curriculum is revised accordingly. Planned initiatives and accomplishment of related goals are shared with the SUS Assessment Coordinator.

The Senior Associate Dean, in collaboration with the SUS Assessment Coordinator, monitors the process outlined in this plan to share and utilize institutional-level assessment findings. The SUS Assessment Coordinator provides additional support with regard to curriculum review as needed.

## **2. Use of Program-Level Data/Findings**

As stated, Program-Level Learning Assessment Reports summarize student learning in each degree program. As described in the Institutional Plan for the Assessment of Student Learning Outcomes, the Program-Level Learning Assessment Reports are used during curriculum review to refine class assignments, revise learning objectives, and develop assessment tools within a particular class. In addition, findings are used to enhance program curriculum.

Program Assessment Leads work in collaboration with the Academic Directors, Assistant Deans, and CLA Representatives to determine how results can be used to refine program curriculum and instructional practice. Under the discretion of

the Assistant Deans and Program Assessment Leads, findings from program-level assessment are also shared with the Office of Course Development to implement specific initiatives or refine curriculum to address identified concerns.

Program-Level Learning Assessment Reports are posted in 999 classrooms so that faculty can discuss specific ways to employ results and information related to student learning and to refine programs and curricula.

In addition, all degree programs undergo a formalized academic program review every five years. Where appropriate, student learning data pertinent to the CLAs are incorporated into the academic program review process.

### **3. Use of School-Level Data/Findings**

When appropriate, CLA Representatives, in collaboration with Program Assessment Leads, lead the design of school-based initiatives based upon all assessment findings aimed at improving student learning. Specific initiatives are designed prior to the beginning of the fall semester for implementation during the academic year. CLA Representatives monitor and report the degree to which initiatives have been accomplished to the SUS Assessment Coordinator

### **B. Use of Data/Findings to Improve Services/Resources**

At present, the Effective Writing Center, required LIBS 150 course, and online tutoring through BIOL 101 are the three major ways that SUS provides student services and resources closely related to the CLAs. The Effective Writing Center is a specific resource for the CLA of written communication, while LIBS 150 serves the CLA of information literacy and BIOL 101 serves the CLA of scientific literacy. Directors of these three programs/courses are included in dissemination of the Core Learning Area Reports. The respective CLA Representatives utilize directors of these three programs as a resource when designing initiatives to address student learning in the related CLAs. Upon dissemination of the Core Learning Area Reports, the respective CLA Representative contacts program directors and SUS Assessment Coordinator. Through a collaborative process, the group works to design initiatives and discuss ways these resources (i.e., Effective Writing Center, LIBS 150, and BIOL 101) can further support student learning.

# **APPENDIX E**

## **GSMT Learning Assessment Plan: Using Data/Findings to Improve Student Learning**



## **GSMT Learning Assessment Plan: Using Data/Findings to Improve Student Learning**

As charged within the UMUC Institutional Plan for the Assessment of Student Learning Outcomes, GSMT is committed to helping create a visible culture of learning assessment. Therefore, GSMT has developed a vision for a coordinated learning assessment process that demonstrates highest priority for the systematic assessment of student learning. GSMT affirms this commitment to outcomes-based, student-centered learning through an objective to incorporate data from assessment activities into the continuous review of practices, programs, and services.

As determined by the cycle for reporting program-level activities, GSMT has chartered a manifold schedule of assessing CLAs within GSMT programs. Each year two CLAs are assessed across GSMT as part of the ongoing process of improving student learning and curriculum accountability. For each institutional-level assessment activity, the Office of Outcomes Assessment leads the development of an action plan which details steps to successfully implement assessment initiatives and ensure validity of results.

The results of the institutional-level assessment activities are described in Core Learning Area Reports. GSMT has the responsibility to analyze the results and draw conclusions from the assessments to improve current curricula, services, and assessment methods. GSMT has developed a specific protocol to accomplish this undertaking.

GSMT recognizes that a primary purpose of learning assessment is to provide evidence of program quality and student achievement. While faculty participation in assessment activities is expected, the results from assessment initiatives play no part in the evaluation of faculty members, promotion procedures, etc.

GSMT has developed a plan which describes the use of data/findings to: a) enhance curricula and instructional practice, b) improve services/resources, and c) refine assessment methods/tools. This plan is reviewed each year during the annual revision of the Institutional Plan for the Assessment of Student Learning Outcomes.

### **A. Use of Data/Findings to Enhance Program Curricula and Instructional Practice**

After the Office of Outcomes Assessment generates a Core Learning Area Report, the report is disseminated to the appropriate faculty, staff, and administration within GSMT. This includes: Dean, Associate Dean, Assistant Deans, Department Chairs, and Program Assessment Liaisons. The Program Assessment Liaisons make the Core Learning Area Report available to faculty within the respective programs through 999 classrooms. Once the Core Learning Area Report has been reviewed, a meeting occurs within each department for the purpose of better understanding the data, findings, and recommendations within the report. Each individual meeting includes: Department Chair, Program Directors, Program Assessment Liaisons, and GSMT Assessment Coordinator. At the meeting, the Office of Outcomes Assessment and GSMT Assessment Coordinator provide a presentation based on the Core Learning Area Report.

Within the Core Learning Area Report, student performance by academic department is one factor analyzed. Contingent on the data in the Core Learning Area Report, further decisions are made as to if there is a need for examination of individual programs and, if so, for which programs this additional analyses are relevant.

From the Core Learning Area Report, the departmental group extracts findings deemed most important. Based upon these findings, the group submits proposals for suggested curricular and academic improvements to the Dean and Associate Dean. Program Directors consult with identified content experts to discuss how to improve student performance on a given CLA. The GSMT Assessment Coordinator provides additional support with regard to curriculum improvement as needed. The Office of Outcomes Assessment works with faculty and committees on any necessary revisions to curricula, courses, and/or assignments. Program-level improvements resulting from these activities are summarized within annual Program-Level Learning Assessment Reports. In support of curricular modification and revision, Program Assessment Plans undergo annual revisions and changes at a variety of levels. If necessary, modifications are made to program outcomes, learning objectives, correlating coursework, and/or methods of assessment. Major changes are made in consultation with the GSMT Assessment Coordinator.

With regard to enhancement of curricula and/or instructional practice, assessment results are used in a variety of activities. These activities include, but are not limited to:

- Revising pedagogy, curricula, and/or course sequences
- Changing degree requirements and/or degree options
- Justifying curriculum
- Adding and/or deleting courses
- Adding and/or deleting school-wide required assignments/tasks
- Facilitating long-term institutional processes of planning and review
- Clarifying shared sense of institutional direction
- Affirming institutional and department missions
- Refining GSMT Expected Outcomes

## **B. Use of Data/Findings to Improve Services/Resources**

Services available to students within GSMT include:

- Student Advising
- Effective Writing Center
- Library Research Assistance
- Career and Cooperative Education Services
- Tutoring Services
- Veterans Services
- Disabled Student Services
- Personal Counseling

Each Core Learning Area Report is made available to the directors of these services. Based on findings in the reports and on the proposals put forth from each department, enhancements of a service or services, as well as methods of incorporating resources of the services into the curriculum, are suggested. If suggestions are made, the directors of these services are included in any further discussions. Affected directors work together with the departmental group on plans for improvement. Budgetary estimates, if any, are forwarded to the Dean.

With regard to improvement of services/resources, learning assessment results are used in a variety of activities. These activities include, but are not limited to:

- Changing advising procedures
- Developing new academic and/or career services
- Changing program websites and/or marketing materials
- Sharing information with alumni, trustees, and/or advisory boards
- Recruiting new students
- Supplementing annual budget requests and proposals for grant funding
- Designing effective student orientations
- Shaping institutional decision-making and allocation of resources
- Supporting institutional interests among external agencies

### **C. Use of Data/Findings to Refine Assessment Methods/Tools**

After a Core Learning Area Report is reviewed, changes to the assessment procedures are suggested, where appropriate. Such suggestions come from various sources, including: Provost, Dean, Associate Dean, Department Chairs, Program Directors, Program Assessment Liaisons, and Office of Outcomes Assessment.

Assessment data/findings also influence the assessment activities undertaken by GSMT, individual departments, or individual programs. Based upon findings, GSMT, programs, and/or departments further evaluate CLAs within the programs by utilizing other assessment tools. Such assessment tools include, but are not limited to:

- Rubrics or rating scales
- Examinations (multi-dimensional, comprehensive, locally developed, etc.)
- Portfolios
- Student surveys/interviews
- Focus groups
- Retention/graduation rates
- Placement rates

The Office of Outcomes Assessment is available as a resource to programs, faculty, and/or committees as assessment methods/tools are evaluated and changes are considered. Such activities are included in the annual Program-Level Learning Assessment Report.

# **APPENDIX F**

## **Program Assessment Leads/Liaisons and CLA Representatives**



<b>ASSESSMENT LEADS/LIAISONS AND CLA REPRESENTATIVES (As of 12/3/07)</b>		
<b>SCHOOL</b>	<b>DEGREE PROGRAM</b>	<b>LEAD/LIAISON/CLA REP</b>
SUS	Accounting (ACTG)	Joe Whelan
SUS	Asian Studies (ASNS)	Gretchen Jones
GSMT	Biotechnology Studies (BIOT)	Rana Khan
SUS	Biotechnology (BTPS)	Deb McLaughlin
SUS	Business Administration (BUSA)	Spedden Hause
SUS	Computer and Information Science (CINS)	Jim Robertson
SUS	Computer Information Technology (CITE)	Gary Muren
SUS	Communication Studies (COMS)	Amy Matten
SUS	Criminal Justice (CRIJ)	William Sondervan
SUS	Computer Science (CSCI)	Jim Robertson
SUS	Computer Studies (CSTS)	Gary Muren
SUS	English (EGSH)	Matt Prineas
GSMT	Environmental Management (ENVM)	Bob Beauchamp
SUS	Environmental Management (ENVT)	Deb McLaughlin
SUS	Finance (FINC)	Dan Hudak
SUS	Investigative Forensics (FORE)	William Sondervan
SUS	Fire Science (FRSC)	Stephen Carter
SUS	Global Business and Public Policy (GBPP)	Motee Persaud
SUS	Gerontology (GERO)	Kathy Humber
GSMT	Executive Masters of Business Administration (EMBA)	Pat Spencer
SUS	Human Resource Management (HRMG)	Tom Thompson
SUS	History (HSTR)	Robert Bromber
SUS	Humanities (HUMS)	Sam Barnett
SUS	Information Systems Management (IFSM)	Janet Zimmer
GSMT	International Management (IMAN)	Bob Jerome
SUS	Laboratory Management (LABM)	Deb McLaughlin
SUS	Legal Studies (LGST)	William Sondervan
GSMT	Business Administration (MBA)	Nancy Gentry Glenn
GSMT	Distance Education (MDE)	Stella Porto
GSMT	Education (MED)	Kate Woodward
SUS	Management Studies (MGMS)	Deloris James
SUS	Marketing (MRKT)	Bob Tipple
GSMT	Accounting and Financial Management (MSAF)	Kathryn Klose
GSMT	Accounting and Information Technology (MSAT)	Bruce Lubich
GSMT	Financial Management and Information Systems (MSFS)	Kathryn Klose
GSMT	Health Care Administration (MSHCA)	Agnes Bouldin
GSMT	Information Technology (MSIT)	Garth Mackenzie
GSMT	Management (MSM)	Alan Sutherland
SUS	Political Science (POLI)	Robert Bromber
SUS	Psychology (PSCH)	Thomas Bailey
SUS	Social Science (SOCS)	Darlene Smucny
GSMT	Technology Management (TMAN)	Ron Benson
SUS	Written Communication (COMM)	Andy Cavanaugh
SUS	Technology Fluency (TECH)	Janet Zimmer
SUS	Information Literacy (INFO)	Beth Mulherrin
SUS	Quantitative Literacy (QUAN)	John Beyers
SUS	Critical Thinking (THIN)	Sam Barnett
SUS	Scientific Literacy (SCIE)	Kathy Warner

# **APPENDIX G**

## **Institutional Timeline of Learning Assessment Activities**



**UNIVERSITY OF MARYLAND UNIVERSITY COLLEGE**  
**INSTITUTIONAL TIMELINE OF LEARNING ASSESSMENT ACTIVITIES**  
 January 2008 – December 2008

CLA	OVERARCHING GOAL	Office of Outcomes Assessment Activity (A)	School of Undergraduate Studies Activity (B)	Graduate School of Management and Technology Activity (C)
COMM	1 Assess graduate-level student learning in written communication.	(1a.1) Assist with the implementation of the GSMT Standardized Writing Rubric (as per the <u>GSMT Standardized Writing Rubric Action Plan</u> ).	(1b.1) Assist with dissemination of the official report that details findings from the Spring 2008 implementation of the GSMT Standardized Writing Rubric.	(1c.1) Implement full-scale use (per the curricular alignment within <u>GSMT Program Assessment Plans</u> ) of the GSMT Standardized Writing Rubric in Spring 2008.
		(1a.2) Prepare official report that details findings from the Spring 2008 implementation of the GSMT Standardized Writing Rubric.		(1c.2) Collaborate with the Office of Outcomes Assessment on the ongoing implementation of the <u>GSMT Standardized Writing Rubric Action Plan</u> .
TECH	2 Incorporate assessment findings specific to written communication into curriculum review processes and instructional practice at both the undergraduate-level and graduate-level.	(2a.1) Assist with the use of assessment findings as needed.	(2b.1) Hold/Lead school-wide discussions related to curricular implications of all institutional-level assessment results in written communication.	(2c.1) Review/Use results (as per the <u>GSMT Learning Assessment Plan</u> ) for improvement of practices, programs, and services.
		(3a.1) Assist with the implementation of the FIT Exam (as per the <u>FIT Exam Action Plan</u> ).		(3b.1) Collaborate with the Office of Outcomes Assessment on the ongoing implementation of the <u>FIT Exam Action Plan</u> .
TECH	3 Assess undergraduate-level student learning in technology fluency.	(3a.2) Prepare official report that details findings from the Spring 2008 administration of the FIT Exam.	(3b.2) Conduct Spring 2008 administration of the FIT Exam among worldwide sections of IFSM 201.	
		(3a.3) Disseminate official report that details findings from the Spring 2008 administration of the FIT Exam.	(3b.3) Assist with dissemination of the official report that details findings from the Spring 2008 administration of the FIT Exam.	
		(3a.4) Provide presentations related to student learning in technology skills, as requested.		

**UNIVERSITY OF MARYLAND UNIVERSITY COLLEGE**  
**INSTITUTIONAL TIMELINE OF LEARNING ASSESSMENT ACTIVITIES**  
 January 2008 – December 2008

CLA	OVERARCHING GOAL	Office of Outcomes Assessment Activity (A)	✓	School of Undergraduate Studies Activity (B)	✓	Graduate School of Management and Technology Activity (C)	✓		
	4 Incorporate undergraduate-level assessment findings specific to technology skills into curriculum review processes and instructional practice.	(4a.1) Assist with the use of assessment findings as needed.		(4b.1) Utilize program-level and school-level findings in the curriculum review process. (4b.2) Utilize institution-wide results to prepare for program-level assessment of technology fluency to be reported in Spring 2010. (4b.3) Hold/Lead school-wide discussion related to curricular implication of institution-wide results.		(4c.1) Prepare assessment activities for program-level assessment of technology fluency to be reported in Spring 2010.			
INFO	5 Assess undergraduate-level student learning in information literacy.	(5a.1) Assist with the implementation of the LIBS 150 Final Exam (as per the <u>LIBS 150 Final Exam Action Plan</u> ).		(5b.1) Collaborate with the Office of Outcomes Assessment on the ongoing implementation of the <u>LIBS 150 Final Exam Action Plan</u> .		(5c.1) Assist with dissemination of the official report that details findings from the Spring 2008 administration of the LIBS 150 Final Exam.			
		(5a.2) Prepare official report that details findings from the Spring 2008 administration of the LIBS 150 Final Exam.		(5b.2) Conduct Spring 2007 administration of the LIBS 150 Final Exam among all worldwide sections of LIBS 150.					
		(5a.3) Disseminate official report that details findings from the Spring 2008 administration of the LIBS 150 Final Exam.		(5b.3) Assist with dissemination of the official report that details findings from the Spring 2008 administration of the LIBS 150 Final Exam.					
		(5a.4) Provide presentations related to student learning in information literacy, as requested.							
	6 Assess graduate-level student learning in information literacy.	(6a.1) Assist with the implementation of the UCSP 611 Final Exam (as per the <u>UCSP 611 Final Exam Action Plan</u> ).		(6b.1) Assist with dissemination of the official report that details findings from the Spring 2008 administration of the UCSP 611 Final Exam.				(6c.1) Collaborate with the Office of Outcomes Assessment on the ongoing implementation of the <u>UCSP 611 Final Exam Action Plan</u> .	
		(6a.2) Prepare official report that details findings from the Spring 2008 administration of the UCSP 611 Final Exam.						(6c.2) Conduct Spring 2008 administration of the UCSP 611 Final Exam among worldwide sections of UCSP 611.	
		(6a.3) Disseminate official report that details findings from the Spring 2008 administration of the UCSP 611 Final Exam.				(6c.3) Assist with dissemination of the official report that details findings from the Spring 2008 administration of the UCSP 611			

**UNIVERSITY OF MARYLAND UNIVERSITY COLLEGE**  
**INSTITUTIONAL TIMELINE OF LEARNING ASSESSMENT ACTIVITIES**  
 January 2008 – December 2008

CLA	OVERARCHING GOAL	Office of Outcomes Assessment Activity (A)	✓	School of Undergraduate Studies Activity (B)	✓	Graduate School of Management and Technology Activity (C)	✓
		(6a.4) Provide presentations related to student learning in information literacy, as requested.				Final Exam.	
	7 Incorporate assessment findings specific to information literacy into curriculum review processes and instructional practice at both the undergraduate-level and graduate-level	(7a.1) Assist with the use of assessment findings as needed.		(7b.1) Utilize program-level and school-level findings in the curriculum review process. (7b.2) Utilize institution-wide results to prepare for program-level assessment of information literacy to be reported in Spring 2010. (7b.3) Hold/Lead school-wide discussion related to curricular implications of institution-wide results.		(7c.1) Utilize program-level and school-level findings in the curriculum review process. (7c.2) Utilize institution-wide results to prepare for program-level assessment of information literacy to be reported in Spring 2010.	
QUAN	8 Incorporate undergraduate-level assessment findings specific to quantitative reasoning into curriculum review processes and instructional practice.	(8a.1) Assist with the use of assessment findings as needed.		(8b.1) Utilize institution-wide results to prepare for program-level assessment of quantitative literacy to be reported in Spring 2009. (8b.2) Hold/Lead school-wide discussion related to curricular implications of institution-wide results.		(8c.1) Utilize institution-wide results to prepare for program-level assessment of quantitative literacy to be reported in Spring 2009.	
THIN	9 Incorporate undergraduate-level assessment findings specific to critical thinking into curriculum review processes and instructional practice.	(9a.1) Assist with the use of assessment findings as needed.		(9b.1) Utilize institution-wide results to prepare for program-level assessment of critical thinking to be reported in Spring 2008. (9b.2) Hold/Lead school-wide discussion related to curricular implications of institution-wide results.		(9c.1) Utilize institution-wide results to prepare for program-level assessment of critical thinking to be reported in Spring 2008.	
SCIE	10 Assess undergraduate-level student learning in scientific literacy.	(10a.1) Assist with the implementation of the BIOL 101 Final Exam (as per the <u>BIOL 101 Final Exam Action Plan</u> ).		(10b.1) Collaborate with the Office of Outcomes Assessment on the ongoing implementation of the <u>BIOL 101 Final Exam Action Plan</u> .		No Activity Needed	

**UNIVERSITY OF MARYLAND UNIVERSITY COLLEGE**  
**INSTITUTIONAL TIMELINE OF LEARNING ASSESSMENT ACTIVITIES**  
 January 2008 – December 2008

CLA	OVERARCHING GOAL	Office of Outcomes Assessment Activity (A)	✓	School of Undergraduate Studies Activity (B)	✓	Graduate School of Management and Technology Activity (C)	✓
		(10a.2) Prepare official report that details findings from the Spring 2008 administration of the BIOL 101 Final Exam.		(10b.2) Conduct Spring 2008 administration of the BIOL 101 Final Exam among UMUC-Adelphi sections of BIOL 101.			
		(10a.3) Disseminate official report that details findings from the Spring 2008 administration of the BIOL 101 Final Exam.		(10b.3) Implement <u>Program Assessment Plans</u> , including embedding of learning objectives for scientific literacy and development of common assignments and assessment tools related to scientific literacy across course sections.			
		(10a.4) Provide presentations related to student learning in scientific literacy, as requested.					
	11 Incorporate undergraduate-level assessment findings specific to scientific literacy into curriculum review processes and instructional practice.	(11a.1) Assist with the use of assessment findings as needed.		(11b.1) Utilize institution-wide results to prepare for program-level assessment of scientific literacy to be reported in Spring 2008.		No Activity Needed	
				(11b.2) Hold/Lead school-wide discussion related to curricular implications of institution-wide results.			
MISC	12 Demonstrate continued alignment of CLAs within undergraduate-level and graduate-level curriculum.	(12a.1) Monitor implementation of <u>Program Assessment Plans</u> within SUS and GSMT.		(12b.1) Embed objectives and assessment methods stated within SUS <u>Program Assessment Plans</u> into SUS degree programs.		(12c.1) Embed objectives and assessment methods stated within GSMT <u>Program Assessment Plans</u> into GSMT degree programs.	
	13 Report learning assessment findings in select degree programs consistent with the Academic Program Review schedule.	(13a.1) Provide SUS and GSMT with any relevant student learning data, upon request.		(13b.1) Prepare/Submit Academic Program Review for identified undergraduate-level programs (to be determined).		(13c.1) Prepare/Submit Academic Program Review for identified graduate-level programs (to be determined).	
	14 Prepare necessary institutional updates regarding the ongoing learning assessment efforts using results/activities reported at the institutional-level and program-level.	(14a.1) Assist with preparation of <u>Program-Level Learning Assessment Reports</u> .		(14b.1) Prepare/Submit SUS <u>Program-Level Learning Assessment Reports</u> for COMM and THIN.		(14c.1) Prepare/Submit GSMT <u>Program-Level Learning Assessment Reports</u> for COMM and THIN.	
		(14a.2) Update/Disseminate the UMUC <u>Institutional Plan for the Assessment of Student Learning Outcomes</u> , in consideration of findings, completed activities, and forthcoming assessments.		(14b.2) Update the SUS <u>Learning Assessment Plan</u> (if necessary), in collaboration with the Office of Outcomes Assessment.		(14c.2) Update the GSMT <u>Learning Assessment Plan</u> (if necessary), in collaboration with the Office of Outcomes Assessment.	



Office of Outcomes Assessment  
University of Maryland University College  
3501 University Boulevard, East  
Adelphi, MD 20783  
(301) 985-7358

<http://www.umuc.edu/outcomes> or [learningassessment@umuc.edu](mailto:learningassessment@umuc.edu)