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| **Appendix A** |
| **Institutional Assessment Plan for Student Learning** |
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| 2013 to 2017Prepared by Dr. Catherine F. AndersenAssociate Provost |

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**I. INTRODUCTION**

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

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

**About the University of Baltimore**

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

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

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

**University of Baltimore Accreditation**

The University of Baltimore is accredited by the [Middle States Commission on Higher Education](http://www.msche.org/), 3624 Market Street, Philadelphia, PA 19104. (267.284.5000)

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

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

* [The Association to Advance Collegiate Schools of Business](http://www.aacsb.edu/)
* [The American Bar Association](http://www.americanbar.org/aba.html)
* [The Association of American Law Schools](http://www.aals.org/)
* [The National Association of Schools of Public Affairs and Administration](http://www.naspaa.org/)

**Mission**

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

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

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

This institutional assessment planning document has the following elements:

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

**II. INSTITUIONAL ASSESSMENT AND STRATEGIC PLAN**

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

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| **Goal 1:** **The University of Baltimore will enhance student success and career readiness through programmatic innovation, ongoing assessment of student learning and expanded student support services** |
| **Objective 1.1****Inform curricular design, program development and pedagogies with assessment of student learning outcomes** | **Objective 1.2****Strengthen the connection between academic programs, advising and career services to assure that UB graduates continue to be competitive in the dynamic marketplace** | **Objective 1.3****Close educational achievement gaps among UB student populations** | **Objective 1.4****Provide an integrated, coherent co-curricular program that facilitates student progress from entry to graduation**  | **Objective 1.5****Grow online and hybrid offerings to enhance student learning and support degree completion** |
| Strategies | Strategies | Strategies | Strategies | Strategies |
| * Develop & implement institutional assessment plan
* Use honors courses for scaling up impact of effective pedagogy
* Create a best practices in Experiential Learning Tool Box
* Host a set of professional development opportunities for program directors, to better orient them to and support them in their role in assessment and “closing the loop”
 | * Enhance & expand early alert
* Identify & implement shared SLO’s across division
* CELTT/OAI to work with three programs focusing on student progression, achievement, and completion through data use, curricular alignment, and experiential learning/high-impact practices.
* Familiarize internship coordinators with latest regulations and best practices with regard to reflection and other important components of experiential learning.
 | * Identify course offerings (type & time)
* Connect enrollment patterns to persistence
* Establish campus Student Success Committee
* Ensure exposure to multiple high impact practices in curriculum & co-curricular
* Conduct a mixed-methods research project focusing on the UB First-Year Experience
 | * Align and develop plans for implementation of co-curricular activities
* Facilitate nominations and vetting processes for the Common Book tied to the Sophomore Seminar
 | * Determine market demand for UB’s online offerings and investigate “nearly online” programs to determine level of effort -offer more online programs and degrees.
* Develop an implementation and financial plan to support expansion of online courses, degree programs and resources.
* Expand marketing specific to online learners and to new online and hybrid offerings.
* Work with advisors & associate deans to identify obstacles to degree completion.
* Insure a stable funding base for the growth of online and hybrid
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| **Goal 2:** **The University of Baltimore will strategically grow enrollment in support of student success and in response to market demand, consistent with Maryland’s 55 percent college completion goal.** |
| **Objective 2.4****Improve student retention and progression rates** |
| Strategies |
| * Conduct Experiential Learning Workshops
* Explore student affinity groups by “fit” issues
* Provide flexible course access (accelerated programs)
* Support advising using technology
* Evaluate adaption of high impact practices to meet needs of UB students
* Conduct a mixed-methods research project focusing on the UB First-Year Experience
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| **Goal 3: The University of Baltimore will enhance its commitment to innovation across the institution.** |
| **Objective 3.1****Engage and reward faculty and staff in the discovery, exploration and implementation of new and emerging pedagogies and practices** | **Objective 3.2****Create flexible instructional space to support 21st-century learning and teaching; utilize the renovation of Langsdale Library and the repurposing of the Learning Commons to implement design that encourages collaboration, engagement, reflection and creativity** | **Objective 3.3****Provide the technological infrastructure and training necessary to support emerging forms of learning and teaching in face-to-face, hybrid and online formats** |
| Strategies | Strategies | Strategies |
| * Maintain catalyst & FFE grants
* Create Staff & faculty technology specific awards (separate from current awards)
* Provide increased support for workshops, speakers, and conferences for both faculty and staff
* Identify ways to encourage faculty to invest in co-curricular life
* Explore ways for faculty to do R&D related to pedagogy and learning improvement outside of cohort model
* Review what constitutes as faculty service to align w/student success outside curricular
* Conduct Experiential Learning Workshops
* Facilitate the Community Based Learning Program
* Create the Experiential Learning project of the month
 | * “clic@ub”; visit other sites to bring in similar programs
* Develop plan to move OAI to LC 3rd & 4th Flr
* Obtaining & integrating w/Langsdale
* funding strategy for 5 years for LC 3rd & 4th flr
* Revisit auxiliary events sponsorship guidelines (facility waivers)
* Develop Honors classrooms-flexible, seminar and experiential based.
 | * Develop & implement comprehensive e-learning policy
* Exploring MOOCS…use existing strategy
* Promote strategies to flip classrooms
* Review current utilization of student technology fees including PTIG (Provost Technology Investment Grants)
* Provide support services to students online that include access to admissions, registration, advising, financial aid, textbooks, and career and other services.
* Recruit, train, support, and recognize faculty who effectively design, develop, and deliver online courses and programs.
* Deliver student training and readiness programs designed to prepare students for online coursework.
* Build the capacity of the faculty to provide innovative, quality instruction through the incubation and assessment of new technologies, services, and pedagogical adaptations.
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| **Goal 4: The University of Baltimore will strengthen scholarship, research and creative activities across the institution.** |
| **Objective 4.4****Enhance and promote opportunities for student engagement in scholarship, extramurally funded research and creative activity** |
| Strategies |
| * Strengthen connections between UG programs & the research centers
* Introduce independent research as part of the capstone experience for UG
* Increase Co-curricular opportunities
* Explore the possibility of yearlong classes
* Develop transportation strategy for experiential learning
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| **Goal 5: The University of Baltimore will be recognized for responsible stewardship of institutional resources and for its prominent role as an anchor institution in midtown Baltimore.** |
| **Objective 5.2****Expand service learning and internship opportunities in the surrounding community; engage UB alumni and other area leaders as educational partners and community stakeholders** |
| Strategies |
| * Coordinate academic internships across campus
* Explore internship opportunities within UB (paid and unpaid (receive credit))
* Create a best practices Experiential Learning Tool Box
* Community-based learning faculty cohorts in fall and in spring, and these have a local and regional focus.
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| **Goal 6: The University of Baltimore will be a preferred workplace and destination of choice for faculty, staff, students and alumni** |
| **Objective 6.2****Strengthen professional development opportunities for faculty and staff, including clarity regarding tenure expectations and performance evaluation processes** | **Objective 6.5****Increase campus student employment options, especially those related to students’ career goals; enhance graduate assistantships and research opportunities** |
| Strategies | Strategies |
| * Review policies within each college for promotion and tenure
* Provide related support for the processes
 | * Work in conjunction with EMSA to align student learning outcomes with on campus employment goals
 |

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

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

**Objectives:**

**1.3:** Close educational achievement gaps among UB student populations.

**Success Measure:**

Reduction in the Achievement Gap Success

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

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

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

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

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

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

**III. LEARNING OUTCOMES ASSESSMENT**

**Core Assessment Team (CAT)**

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

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

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

 The mission of the Core Assessment Team (CAT) is to promote excellence in student learning outcomes assessment in all academic and student support services units and their related programs. Central to this work is the sustaining of a systematic collection of student learning assessment data and relevant student, faculty and staff survey results to engage the campus community in reflection and action on continuous improvement.

The overarching goals are as follows:

 a) Strengthen the quality of student learning outcomes

 b) Strengthen the use data to enhance programs and to make programmatic decisions

c) Provide forums for the continuous sharing and using of data on all levels

d) Provide faculty/staff ongoing opportunities to enhance assessment skills

e) Develop an academic community that strives for continuous improvement.

f) Capitalize on the institution’s capacity to provide students with distinctive programs

**Assessment Management Software**

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

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

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

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

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

 More information on TASKSTREAM can be found at:

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

**Assessment at the Program Level**

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

**Assessment at the Department Level**

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

**Assessment at the College or Unit Level**

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

**Assessment at the University Level**

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

**Initial**

**Institutional**

**Commitment**

**(IC**

**-**

**1)**

**Subsequent**

**Institutional**

**Commitment**

**(IC**

**-**

**2)**

**Persistence**

**External Environment**

Finances

Support

Work

Family

Community

**Internal Campus Environment**

***Fit***

*: Learning culture fits students’ goals*

*.*

***Fear***

*: Institutional commitment to student*

*success, evidenced by support systems,*

*accessibility, and integrity.*

***Focus***

*: T*

*he perceived value of the learning*

*experiences and degree is equal to or greater*

*than the cost of time, resources, and good will.*

**Pre**

**-**

**College Characteristics:**

Prior learning experiences

Motivation

Locus of control attribution

Self

-

Efficacy

Anticipatory Sociali

zation

Empathy

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

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

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

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

**Figure 2:** Institutional Effectiveness Surveys Cycle

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

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

**IV. GENERAL EDUCATION AND ACADEMIC PROGRAMS**

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

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

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

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

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

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

Revised General Education courses Revised General Education courses; created a credit-bearing WRIT 100 to replace noncredit-bearing developmental courses DVRW 090 and 095; and revised WRIT 300

Began the process of closer examination of General Education courses and redesign courses for optimal student learning

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

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

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

| **Phase**  | **Action** | **Timeline** | **Responsibility**  | **Status** |
| --- | --- | --- | --- | --- |
| **1** | Writing Program Revision including WRIT 100 and 300 to reflect common outcomes and assessment plan | **Summer 2013** | University Writing Director  | **Completed** |
| **2** | GEC curriculum mapping- course domain and learning outcomes matrix.  | **Summer 2014** | Coordinated with Associate Provost and GEC | **Completed** |
| **3** | GEC review General Education outcomes for logic and clarity  | **AY2014-2015** | Coordinated with Associate Provost, CELTT and GEC |  |
| **6** | GEC review outcomes with goal to return to UFS for approved revisions  | **AY 2014-15** | Coordinated with Associate Provost, CELTT and GEC |  |
| **7** | GEC review of course syllabi and refer back to department if needed | **AY 2014-15** | Coordinated with Associate Provost, CELTT and GEC |  |
| **8** | IRB-approved qualitative study of high impact practices within UB first-year experience | **AY 2014-15** | Coordinated with Provost’s Office and CAS | **In progress** |
| **9** | GEC revise the course proposal process to include evidence of alignment of course goals and GE goals in syllabi | **Fall 2014** | Coordinated with Associate Provost and GEC |  |
| **10** | GEC develop a cycle of assessment for all competencies over a five year period | **Fall 2014** | Coordinated with Associate Provost, CELTT and GEC | **In progress** **See below** |
| **11** | Offer Sophomore Seminar with Common Read – collect signature writing assignment in Freshman Seminar, Sophomore Seminar and WRIT 300 and Capstone assess | **Fall 2014** | Coordinated with Associate Provost, CELTT and GEC |  |
| **11** | Assessment of writing across Freshman Seminar, Sophomore Seminar, WRIT 300 and Capstone | **Spring 2015** | Coordinated with Associate Provost, CELTT and GEC |  |
|  | Solicit new courses to address gaps or overlaps in mapping | **Spring 2015** | Schools/CollegesCoordinated with Associate Provost, CELTT and GEC |  |
| **12** | Make changes to Writing in Freshman Seminar, Sophomore Seminar, WRIT 300 and Capstone as needed. | **Summer 2015** | Coordinated with Associate Provost, CELTT and GEC |  |
| **13** | GEC evaluates the effectiveness of the restructured General Education Program from mid-summer to fall 2015.  | **Fall 2015** | Coordinated with Associate Provost, CELTT and GEC |  |
| **14** | GEC creates assessment benchmarks for capstone courses and sophomore seminar; makes recommendations for modifications to the program and engages in gap analysis resulting in action plan for identification of needs in course development, course design and redesign, staffing and resources and communicates findings and plan to the UB community.  | **Summer 2016** | Coordinated with Associate Provost, CELTT and GEC |  |
| **15** | Engage community in a SWOT analysis of GEN ED. Recommend enhancements  | **AY 2016-17** | Coordinated with Associate Provost, CELTT and GEC |  |
| **16** | Proposed revisions to UB General Education Curriculum if recommended | **AY 2016-17** | Coordinated with Associate Provost, CELTT and GECAnd University Faculty |  |

**The cycle for assessment of General Education is as follows:**

**General Education (GE) Student Learning Outcome Assessment Plan**

**Direct Measures and Indirect Measures\***

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| GE Domain | Assess2013-14 | Assess2014-15 | Assess2015-16 | Assess2016-17 | Assess2017-18 | Assess2018-19 |
| Humanistic and Aesthetic Thinking |  |  |  |  |  | X |
| Communication  | X | X |  |  |  |  |
| Critical Thinking and Ethical Reasoning  |  |  | X |  |  |  |
| Global and Intercultural Knowledge  |  |  |  | X |  |  |
| Personal and Professional Skills  |  |  |  | X |  |  |
| Quantitative and Qualitative Thinking  |  |  |  |  | X |  |
| Freshman Seminar |  |  |  | X |  |  |
| Sophomore Seminar |  |  | X |  |  |  |
| writing program |  | X |  |  |  |  |
| capstone program |  |  |  |  | X |  |

**\*Direct measures will include but not limited to GCE review of student artifacts using rubrics. Indirect measures include results of the Various survey instruments in the institutional effectiveness cycle.**

**Program Review**

The Program Review is an opportunity for faculty members to document their work relating to teaching, student learning, curricular developments, intersection with co-curricular UB partners, and overall program growth. In essence, the program review is a record of the state of your program. The program review is also an important planning tool. Within your program, you can use the information collected to create and develop action plans, spark conversations about directions for your programs, and capture your strengths and areas for growth. All forms [Guidelines for External Reviews of Existing Academic Programs](http://www.usmd.edu/usm/academicaffairs/academic_programs/extrevguide21802.htm), the [Annual Schedule for Submission of Reviews of Existing Academic Programs](http://www.usmd.edu/usm/academicaffairs/academic_programs/acadprogrevsched.htm), the [Cycle for USM Program Reviews in College of Arts and Sciences](http://www.ubalt.edu/about-ub/offices-and-services/provost/prog_reviews/CAS_cycle.docx) and the [Cycle for USM Program Reviews in College of Public Affairs](http://www.ubalt.edu/about-ub/offices-and-services/provost/prog_reviews/CPA_Cycle.docx) are listed on The Provost’s website and communicated annually to the dean of each school

Overview

* Program reviews are required every seven (7) years but cycles may be adjusted from to accommodate program accreditation self-study schedules or other institutional pressures. Schedules for reviews and any adjustments requested must be approved by USM.
* The  [UB Format for Reviews of Existing Academic Programs](http://www.ubalt.edu/about-ub/offices-and-services/provost/prog_reviews/UB_Program_Review_Format_Final_8-21-12.docx)  was approved for USM reporting and provides information in a consistent format across the University.
* Questions or timing issues that come up during the self-study process should be directed to the Associate Dean, who will resolve issues through the Dean and the Associate Provost for Academic Affairs as necessary.
* Hard copies of the School/College reports shall be transmitted by the dean’s office with his/her comments and approval of the report to the Associate Provost for Academic Affairs no later than September 1. This will allow time for any rewrites that may be necessary prior to the USM October 1 submission deadline.
* Electronic copies of the final reports (Word or pdf format) shall also be forwarded to the Office of the Provost along with the hard copies.
* The Office of the Provost submits the program review reports to the University System of Maryland for consideration by the Board of Regents.
* The Provost will present and defend the program review reports before the Board of Regents Education Policy Committee. Program Directors or others may be invited to attend the BOR meeting along with the Provost to respond to any questions the Regents may have.

**cycle for USM Program Reviews in College of Arts and Sciences**

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

**AY 2009-2010**

BS in Corporate Communication (last reviewed in AY 2002)

MS in Interaction Design and Information Architecture (first review, established 2002)

BS in Community Studies and Civic Engagement (first review, established 2003)

**AY 2020-2011**

BA in English (last reviewed in AY 2002)

BA in Psychology (last reviewed in AY 2003)

BA in History (last reviewed in AY 2003)

**AY 2011-2012**

MFA in Creative Writing and Publishing Arts (first review, established 2003)

MS in Applied Psychology (last reviewed AY 2003)

 Includes a review of the Certificate in Professional Counseling Studies

BA in Jurisprudence (last reviewed AY 2003)

**AY 2012-2013**

MFA in Integrated Design (first review, established 2003)

MA in Legal and Ethical Studies (last review in AY 2003)

BS in Simulation and Digital Entertainment (first review, established 2004; was due in AY11-12, but requested a one-year postponement)

**AY 2013-2014**

MA in Publications Design (last reviewed in AY 2004)

BA in Interdisciplinary Studies (last reviewed in AY 2002)

**AY 2014-2015**

BA in Government and Public Policy (last reviewed in AY 2002)

BS in Applied Information Technology (last reviewed in AY 2007)

**AY 2015-2016**

DS in Information and Interactive Design (last reviewed in 2008) (pka DCD)

**cycle for USM Program Reviews in College of PUBLIC AFFAIRS**

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

**AY 2009-2010**

BA in Human Services (last reviewed in 2002)

BS and MS in Criminal Justice (these are usually reviewed together and we want to capitalize on the review they did in 2009 for certification)

**AY 2010-2011**

MPA Master of Public Administration (to capitalize on their NASPAA review)

BS in Forensic Studies (first review, established 2001)

**AY 2011-2012**

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

**AY 2012-2013**

DPA Doctor of Public Administration (first review, established 2000)

**AY 2013-2014**

MS in Health Systems Management (first review, established 2002)

**AY 2014-2015**

BA in Government and Public Policy (last reviewed in AY 2002)

MS in Human Services Administration (with Coppin State University; last reviewed in 2007)

MS in Negotiations and Conflict Management (last reviewed in AY 2007)

**V. RESPONSIBILITY FOR ASSESSMENT**

The Institutional Assessment Plan is a collaborative effort between the Executive Committee, Office of the Provost, The Office of Institutional Research and the of the University. Additional committees are created at the University or unit-level to study and address specific assessment topics in connection with accreditations and other important matters such as the Student Success Committee.

**The Executive Committee**

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

**Office of The Provost**

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

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

**Office of Institutional Research (OIR)**

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

**Activities include:**

* Provides statistical data to administrative and academic units to support planning efforts, programs reviews, proposals for external funding and state level reports.
* Assists administrative and academic units in areas such as, retention analysis, enrollment projections and special studies.
* Initiates and supports the development, administration, and analyses of outcomes related surveys.  The Office provides consultant on instrument development, item validity, and statistical analysis of findings.
* Office of Institutional Research maintains an ongoing, comprehensive list of national and internally developed outcomes surveys utilized by the University.

|  |
| --- |
| **INSTITUTIONAL RESEARCH CALENDAR** |
| **Institutional Year 2014-15** |
|  |  |
| **Federal Government Reports** | **Due Date** |
| Institutional Characteristics (IPEDS IC) | October 15, 2014 |
| Completions (Academic Awards) (IPEDS C ) | October 15, 2014 |
| Twelve Month Enrollment (IPEDS 12E) | October 15, 2014 |
| Student Financial Aid (IPEDS SFA) | February 11, 2015 |
| Graduation Rates (IPEDS GRS ) | February 11, 2015 |
| Finance (IPEDS F) | April 8, 2015 |
| Enrollment (IPEDS E) | April 8, 2015 |
|  |  |
| **State Government Reports** | **Due Date** |
| **[Maryland Higher Education Commission (MHEC)]** |
| Institutional SAT Profile MHEC S-11 | October 31, 2014 |
| High School Graduate System Electronic File | not requested |
| Degree Information System Electronic File | August 1, 2014 |
| Transfer Student System Electronic File | not requested |
| Opening Fall Enrollment MHEC S-7 | October 10, 2014 |
| Employee Data System Electronic File | November 5, 2014 |
| First-Time Undergraduate Student Cohort SSN Change (MHEC S-15) | November 7, 2014 |
| Enrollment Information System File (summer and fall) | November 7, 2014 |
| Distance Education Survey (MHEC) | January 9, 2015 |
| Credit Hours of Enrollment (MHEC S-6) | October 24, 2014 |
| Complete College America | Spring 2015 |
| **[University System of Maryland (USM)]** |
| Actual Annualized Credit Hour FTES by Level, FY12 | July 18, 2014 |
| Enrollment Projections | February 6, 2015 |
| Spring 2015 Credit Hours by Level | February 27, 2015 |
| Spring 2015 Enrollment by Level by FT/PT + First-Time Freshmen | not requested |
| Spring 2015 Regional Center Data Collection | February 27, 2015 |
| Fall 2014 Credit Hours by Level | September 26, 2014 |
| Fall 2014 Regional Center Files | October 3, 2014 |
| Summer 2014 Regional Center Data | August 29, 2014 |
| Credit Hours by Level for Calendar Yr 2015 | January 9, 2015 |
| Application Information System Electronic File (Formerly S-3) | October 24, 2014 |
|  |  |
| **Public/Private Agencies** | **Due Date** |
| National Science Foundation(MSF-NIH Survey of Graduate Students in Science | February 28, 2015 |
| CSRDE (Freshmen) | March 6, 2015 |
| Collegiate Learning Assessment | under review |
| CIRP Freshmen Survey | October 13, 2014 |
| MSCHE Institutional Profile | April 17, 2015 |
| Voluntary System of Accountability | under review |
| CSRDE (Transfers) | July 10, 2015 |
| National Survey of Student Engagement | Nov |
| Common Data set | under review |
| Student Achievement Measures | September 30, 2015 |
| CUPA Faculty Salary Survey | January 13, 2015 |
| CUPA Adminstrative Survey | January 13, 2015 |
| CUPA Adjunct Survey | January 13, 2015 |
|  |  |
| **College Guidebooks** |   |
| U.S. News & World Report | under review |
| Wintergreen Orchard House | under review |
| Peterson's Guide | under review |

**University of Baltimore Institutional Reports**

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

**VI. ASSESSMENT RESOURCES AND CURRENT STATUS**

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

**VII. REPORTING/PLANNING FOR THE FUTURE**

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

Institutional Assessment Progress Reports

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
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| DIVISION OF ACADEMIC AFFAIRS |  |  |  |  |  |  |  |  **DUE JUNE 15, 2014** |   |   |
| **Academic Programs (UG)** | **Department Mission** | **Mission** | **Learning Goals / Outcomes** | **Curriculum Mapping** | **3 - 5 year Assessment Plan** | **Identified at least 2 Outcomes to be Assessed** | **Used at least 2 methods (one direct)** | **Learning Opportunities** | **Identified Assessment Tools** | **Assessed Learning Outcomes** | **Assessed Learning Outcomes** | **Results Analysis** | **Used Results**  | **Shared Results** |
|
|
| ***CPA*** |  |   |   |   |   |   |   |   |   |   |   |   |   |   |
| Community Studies and Civic Engagement |   | x | x | x | x | x |   |   |   |   |   |   |   |   |
| Criminal Justice |   | **x** | x | x | x | **x** | **x** |  | **x** | **x** |  | **x** |  | **x** |
| Forensic Studies |   | **x** | **x** | **x** | **x** | **x** |  | **x** |  |  |  |  |  |  |
| Government and Public Policy |   | **x** | **x** | **x** | **x** | **x** | **x** |  | **x** |  |  |  |  |  |
| Health Systems Management |   | **x** | **x** | **x** | **x** | **x** | **x** |  | **x** | **x** |  | **x** |  | **x** |
| Humans Services Administration |   | **x** | **x** | **x** | **x** |  | **x** |  | **x** |  |  |  |  |  |
| International Studies |   | **x** | **x** |  | **x** | **x** | **x** |  | **x** |  |  |  |  |  |
| **Percentage:** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Academic Programs (Grad)** | **Department Mission** | **Mission** | **Learning Outcomes** | **Curriculum Mapping** | **3 - 5 year Assessment Plan** | **Identified Outcome to be Assessed** | **Used at least 2 methods (one direct)** | **Learning Opportunities** | **Identified Assessment Tools** | **Assessed Learning Oucomes** | **Assessed Learning Oucomes** | **Results Analysis** | **Used Results** | **Shared Results** |
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| ***CPA*** |  |  |  |  |  |  |  |  |  |   |   |   |  |  |
| Criminal Justice |   | **x** | **x** | **x** | **x** | **x** |  |  |   | x |   | x |   | x |
| Forensic Science - High Technology Crime |   |  | **x** |  |  |  |  |  |   |   |   |   |   |   |
| Global Affairs and Human Security |   | **x** | **x** | **x** | **x** | **x** | **x** |  | x |   |   |   |   |   |
| Health Systems Management |   | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | x |   | x |   | x |
| Humans Services Administration |   | **x** | **x** | **x** | **x** | **x** | **x** |  | **x** | x |   | x |   | x |
| Negotiations and Conflict Management |   | **x** | **x** | **x** | **x** | **x** | **x** |  | **x** |   |   |   |   |   |
| Nonprofit Management and Social Entrepreneurship (w/MSB) |   | **x** | **x** | **x** |  |  |  |  |  |   |   |   |   |   |
| Public Administration (DPA) |   | **x** | **x** | **x** |  |  |  |  |  |  |  |  |  |  |
| Public Administration (MPA) |   | **x** | **x** | **x** | **x** | **x** | **x** |  | **x** | **x** |  | **x** |  | **x** |
| ***Certificate Programs*** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Strategic Management and Public Accountability |   |  |  |  |  |  |  |  |  |  |  |  |  |  |
| ***Noncredit & Continuing Education*** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Certificate in Community Building Strategies |   |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Maryland Certified Public Manager Program |   |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Roper Victim Assistance Academy of Maryland |   |  |  |  |  |  |  |  |  |  |  |  |  |  |
| ***Dual Degree***  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Master in Conflict Negotiations and Conflict Management (JD/MS) with SOL |   | **x** | **x** | **x** |  |  |  |  |  |  |  |  |  |  |
| Public Administration (JD/MPA) with SOL |   |  | **x** |  |  |  |  |  |  |  |  |  |  |  |
| Criminal Justice (JD/MS) with SOL |   |  |  |  |  |  |  |  |  |  |  |  |  |  |
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| **Percentage:** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

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| DIVISION OF ACADEMIC AFFAIRS |  |  |  |  |  |  |  |  **DUE JUNE 15, 2014** |  |   |   |
| **CAS Academic Programs (UG)** | **Department Mission** | **Mission** | **Learning Goals / Outcomes** | **Curriculum Mapping** | **3 - 5 year Assessment Plan** | **Identified at least 2 Outcomes to be Assessed** | **At least 2 methods (one direct)**  | **Learning Opportunities** | **Identified Assessment Tools** | **Assessed Learning Outcomes** | **Assessed Learning Outcomes** | **Results Analysis** | **Used Results**  | **Shared Results** |
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|  |  |   |   |   |   |   |   |   |   |   |   |   |   |   |
| ***Applied Behavioral Sciences*** |
| Psychology |   | x | x |   |   | x | x |   |   | fall13 - sp 14 |   | x | x | x |
| ***Legal, Ethical and Historical Studies*** |
| History |   | **x** | x |   | x |   |   |   |   |   |   |   |   |   |
| Jurispurdence |   | **x** | x |   | x | **x** | **x** |  |  |  |  |  |  |  |
| ***Science, Information Arts and Technologies*** |
| Applied Information Technology |   | **x** | x |   |   |   |   |   |   |  |  |  |  |  |
| Environmental Sustainability and Human Ecology |   | **x** | x |   |   |  |  |  |  |   |   |   |   |   |
| Simulation and Digital Entertainment |   | x | x |   |   |   |   |   |   |   |   |   |   |   |
| ***Klein Family School of Communications Design*** |
| Digital Communications |   | x | x |   | x |  |  |  |   | fall 2013 |   | x |   | x |
| English |   | **x** | x |   | x | **x** | **x** |  |   |   |   |   |   |   |
| Intergrated Arts |   | **x** | x |   |   |  |  |  |   |   |   | x | x | x |
|   |   |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Interdisclipinary Studies |   | **x** | **x** |  | **x (3 yr)** |  |  |  |  |  |  |  |  |  |
| **Percentage:** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **CAS Academic Programs (Grad & Certificate)** | **Department Mission** | **Mission** | **Learning Goals / Outcomes** | **Curriculum Mapping** | **3 - 5 year Assessment Plan** | **Identified Outcome to be Assessed** | **At least 2 methods (one direct)**  | **Learning Opportunities** | **Identified Assessment Tools** | **Assessed Learning Oucomes** | **Assessed Learning Oucomes** | **Results Analysis** | **Used Results** | **Shared Results** |
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|
| ***Applied Behavioral Sciences*** |
| Applied Psychology |   | **x** | **x** |  |  |  |  |  |  |  |  |  |  |  |
| Professional Counseling Services |   | **x** | **x** |  |  |  |  |  |   |   |   |   |   |   |
| ***Legal, Ethical and Historical Studies*** |
| Legal and Ethical Studies |   | **x** | **x** | **x** | **x** | **x** |  |  |   |   |   |   |   |   |
| ***Science, Information Arts and Technologies*** |
| Information and Interaction Design |   | **x** | **x** |  |  |  |  |  |   |   |   |   |   |   |
| Interaction Design and Information Architecture |   | **x** | **x** |  |  |  |  |  |  |  |  |  |  |  |
| Digital Media Production |  | **x** | **x** |  |  |  |  |  |  |  |  |  |  |  |
| Information Design |   | **x** | **x** |  |  |  |  |  |  |  |  |  |  |  |
| Library Technologies |   | **x** | **x** |  |  |  |  |  |  |  |  |  |  |  |
| ***Klein Family School of Communications Design*** |
| Creative Writing & Publishing Arts |   | **x** | **x** |  |  | **x** | **x** |  | **x** |  |  | **x** | **x** | **x** |
| Integrated Design |   | **x** | **x** |  |  |  |  |  |  |  |  |  |  |  |
| Publications Design |   | **x** | **x** |  |  |  |  |  |  |  |  |  |  |  |
| Digital Communications |   | **x** | **x** |  |  |  |  |  |  |  |  |  |  |  |
|   |   |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Percentage:** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Non-Academic Programs**  |  | **Mission** | **Learning Outcomes** |  |  | **Identified Outcome to be Assessed** |  | **Learning Opportunities** | **Identified Assessment Tools** | **Assessed Learning Oucomes** | **Assessed Learning Oucomes** | **Results Analysis** | **Used Results** | **Shared Results** |
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|  |  |  |  |
| ***Office of Academic Foundation*** |  |   |   |   |   |   |   |   |   | Fall 2013 | Spring 2014 | Fall 2013 |   |   |
| First Year & Transition Seminar |   |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Learning Communities |   |  |  |  |  |  |  |  |   |   |   |   |   |   |
| Foundation Studies--Math |   |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Foundation Studies--Writ |   |  |  |  |  |  |  |  |   |   |   |   |   |   |
| Advising/Orientation |   |  |  |  |  |  |  |  |   |   |   |   |   |   |
| **Percentage:** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

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| DIVISION OF ACADEMIC AFFAIRS |  |  |  |  |  |  |  |  **DUE JUNE 15, 2014** |   |   |
| **Academic Programs (UG)** | **Department Mission** | **Mission** | **Learning Goals / Outcomes** | **Curriculum Mapping** | **3 - 5 year Assessment Plan** | **Identified 2 Outcomes to be Assessed** | **Used at least 2 methods (one direct)** | **Learning Opportunities** | **Identified Assessment Tools** | **Assessed Learning Outcomes** | **Assessed Learning Outcomes** | **Results Analysis** | **Used Results**  | **Shared Results** |
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| ***MSB*** |  |  |  |  |  |  |  |  |  |   |   |   |  |  |
| Business Administration |   | x | **x** | **x** |  | x | x | x | x | x |   | x | x | x |
| Information Systems and Technology Management |   | **x** | **x** | **x** |  | x | x | x | x | x |   | x | x | x |
|   |   |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Percentage:** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Academic Programs (Grad)** | **Department Mission** | **Mission** | **Learning Outcomes** | **Curriculum Mapping** | **3 - 5 year Assessment Plan** | **Identified 2 Outcomes to be Assessed** | **Used at least 2 methods (one direct)** | **Learning Opportunities** | **Identified Assessment Tools** | **Assessed Learning Oucomes** | **Assessed Learning Oucomes** | **Results Analysis** | **Used Results** | **Shared Results** |
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|
| ***MSB*** |  |  |  |  |  |  |  |  |  |   |   |   |   |   |
| Accounting and Business Advisory Services |   | **x** | **x** | **x** |  | x | x | x | x | x |   | x | x | x |
| Business Administration (UB/Towson MBA) |   | **x** | **x** | **x** |  | x | x | x | x | x |   | x | x | x |
| Business - Finance |   | **x** | **x** | **x** |  | x | x | x | x | x |   | x | x | x |
| Global Leadership |   |  |  |  |  |  |  |  |  |   |   |   |   |   |
| Innovation Management and Technology Commercialization |   | **x** | **x** |  |  |  |  |  |  |   |   |   |   |   |
| Nonprofit Management and Social Entrepreneurship (w/CPA) |   | **x** | **x** | **x** |  |  |  |  |  |   |   |   |   |   |
| Taxation |   |  | **x** |  |  |  |  |  |  |   |   |   |   |   |
| ***Certificate Programs*** |  |  |  |  |  |  |  |  |  |   |   |   |   |   |
| Accounting Fundamentals |   |  | **x** |  |  |  |  |  |  |   |   |   |   |   |
| Business Fundamentals |   |  | **x** |  |  |  |  |  |  |   |   |   |   |   |
| Forensic Accounting |   |  | **x** |  |  |  |  |  |  |   |   |   |   |   |
| Innovation Management and Technology Commercialization (UB/Towson MBA) |   |  | **x** |  |  |  |  |  |  |   |   |   |   |   |
| Leadership for Organizations |   |  | **x** |  |  |  |  |  |  |   |   |   |   |   |
| ***Dual Degree***  |  |  | **x** |  |  |  |  |  |  |   |   |   |   |   |
| M.B.A/JD (UB/Towson MBA) |   | **x** | **x** | **x** |  | **x** | **x** | **x** | **x** | x |   | x | x | x |
| M.B.A./M.S. in Nursing (UB/Towson MBA) |   |  | **x** |  |  |  |  |  |  |   |   |   |   |   |
| M.B.A./Ph.D. in Nursing (UB/Towson MBA) |   |  | **x** |  |  |  |  |  |  |   |   |   |   |   |
| M.B.A./Pharm.D. (UB/Towson MBA) |   |  | **x** |  |  |  |  |  |  |   |   |   |   |   |
| Master in Business Administration (JD/MBA) with SOL |   | **x** | **x** | **x** |  |  |  |  |  |   |   |   |   |   |
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| **Percentage:** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

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