

SELF-STUDY: ASSESSING LEARNING OUTCOMES AND STUDENT SUCCESS TO ENHANCE CURRICULUM, PEDAGOGY, AND IMPROVE THE STUDENT EXPERIENCE

MIDDLE STATES STANDARD 14: ASSESSMENT OF STUDENT LEARNING

Assessment of student learning demonstrates that, at graduation, or other appropriate points, the institution's students have knowledge, skills, and competencies consistent with institutional and appropriate higher education goals.

UMBC SELF-STUDY CONCLUSIONS ON ASSESSMENT OF STUDENT LEARNING:

- UMBC is committed to supporting faculty ownership of assessment programs, ongoing professional development, administrative encouragement of assessment, and assessment of overall institutional effectiveness.
- We have made substantial progress in using direct measures of student learning. In each of the colleges, at least half of the departments are translating insights from the assessments into changes to curriculum and pedagogy.
- Instructional technologists and Faculty Development Center staff are collaborating to find ways to aggregate student learning data from our Blackboard Learn learning management system at the course, program, and institutional levels, and across departments and provide it in a timely, easy to access system.
- The FDC leverages the expertise already on campus and offers consulting services, workshops, faculty learning communities, and the Provost's Teaching and Learning Symposium to share successful strategies.

UMBC SELF-STUDY RECOMMENDATIONS ON ASSESSMENT OF STUDENT LEARNING TO AID IN THE SUCCESS OF THE NEW STRATEGIC PLAN:

- Cultivate and conduct meaningful assessment of student learning across all departments and programs. The successor to the FDC as envisioned in the University's new strategic plan, the Teaching and Learning Center, will help will continue to work with departments to build meaningful assessments that they use to improve their practices.
- Establish a method for systemized data collection across all units of the University to collect student learning outcome data in more standardized forms (e.g., percentage of students achieving each functional competency) for comparison across the programs, units, and institution.
- Systematically examine trends in aggregated data that reveal learning challenges for particular groups and identify continuing improvements for our diverse enrollment. As we develop methods for compiling direct-measure data, we can also focus attention on disaggregating these data to gather richer information about the learning of populations of our students who are not succeeding. The detail available in direct measure data will allow us to design even more targeted and effective interventions for supporting these students.
- Consider expanding our institutional learning outcomes beyond the cognitive. We often seek to cultivate students' emotional and cultural maturity in recognition of the complexity of today's society.

**COLLECTIVE IMPACT IN RESEARCH,
SCHOLARSHIP, AND CREATIVE ACHIEVEMENT**

THE STUDENT EXPERIENCE

INNOVATIVE CURRICULUM AND PEDAGOGY

COMMUNITY AND EXTENDED CONNECTIONS