

# CECIL COLLEGE ACADEMIC ASSESSMENT PLAN

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CECIL COLLEGE

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To Whom It May Concern:

The goal of any institution of higher education is to provide relevant, quality education that facilitates learning and promotes student development. This includes all students in all types of courses: non-credit or credit; personal enrichment or degree seeking; workforce or certification/licensure. To ensure that educational experiences are meeting these outcomes, assessment of student learning outcomes to facilitate the delivery of timely, quality educational offerings is required.

With this in mind, the division of Academic Programs at Cecil College has developed a comprehensive Academic Assessment Plan. This plan is flexible, organized, systematic and sustainable, providing a road map for continuous quality improvement. This Assessment Plan supports the Cecil College Strategic Plan, providing a guide for data-driven academic program decisions and development. Annual review and revision of this plan occurs as needed to ensure that best practices in assessment are incorporated and the education offerings at Cecil College remain relevant to our community and follow best practices in higher education.

As Cecil College continues to move forward with the assessment of student learning outcomes, we welcome feedback and input from our constituents: students, faculty, staff and the community. We remain firmly committed to the process of assessment, using these processes to facilitate continuous quality improvement in academia.

Sincerely,

*Christy Dryer*

Dr. Christy Dryer  
Vice-President of Academic Programs

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One Seahawk Drive • North East, MD 21901 • 410-287-6060 • Fax: 410-287-1040 • [www.cecil.edu](http://www.cecil.edu)

**OWN YOUR FUTURE**

*As we met with campus constituents and drafted this assessment plan, we realized that there was some confusion about different types of activities that can all be labeled “assessment.” The following definitions are provided in order to clarify the differences between these activities.*

## **DEFINITIONS**

**Assessment of Student Learning** attempts to answer the question of whether students are achieving the learning goals the College has identified for them. This kind of assessment can happen at the course level, the program level, or at the institution level and includes program-specific learning as well as general education.

**Placement** is the process through which faculty assess the level of knowledge students have when they first enroll at the College. This process is most often used to place students in the appropriate English or Math course.

**Institutional Effectiveness Assessment** involves evaluating a department or institution based on operational goals (e.g., retention rates, transfer-out data, data on student internships, etc.)

**Quality Control** aspects of assessment involve ensuring that standards for quality in a certain area are maintained. For example, the College’s financial audit ensures the college meets certain standards there, and the Quality Matters review of online courses ensures instructors maintain defined standards in those courses. Quality control aspects of assessment are closely related to, and sometimes considered part of, Institutional Effectiveness Assessment.

Cecil’s **General Education learning goals** are listed below. More details on how these skills can be demonstrated are found in Appendix A:

- Students will demonstrate college-level competencies in
  - Critical thinking
  - An appreciation of the Arts and Human Cultures
  - Use of appropriate written and oral communication
  - Effective information literacy
  - Technological skills
  - Quantitative and scientific reasoning

Cecil’s **General Studies Program** is a degree program which provides a core foundation in the humanities, mathematics, computer science, science, and social science. As stated in the catalog, the program meets the state’s general education requirements and “offers students numerous selections for areas of concentration as well as the opportunity to design, in cooperation with an academic advisor, a series of courses for exploring career opportunities, achieving personal goals, or meeting transfer requirements.”

**CECIL COLLEGE**  
2021-2025 Strategic Plan Overview

**VISION**

Transforming the lives of our students and enriching our community.

**MISSION**

Cecil College provides a supportive learning environment that focuses on innovation, student success, academic progress, and workforce development. We are committed to promoting opportunities that enrich the quality of life for the diverse communities we serve.

**VALUES**

**Accountability:** We take responsibility for our words and actions, operate with transparency, and hold individuals accountable to those they serve

**Collaboration:** We foster a cooperative environment that seeks consensus and builds on the strength of each individual within the College and the community.

**Community:** We demonstrate compassion for the well-being and success of our students, our community, and each other.

**Excellence:** We strive for excellence in all facets of our academic enterprise and operations.

**Inclusion:** We promote respect, inclusivity, and equity, recognizing differences as strengths.

**Innovation:** We pursue innovative learning environments for our students and community.

**Integrity:** We commit to ethical and honest conduct.

**Stewardship:** We honor public trust by being principled stewards of the human, fiscal, and physical resources of the College.

**STRATEGIC PRIORITIES**

Strategic Priority One: Advance Student Access, Equity, and Success

Strategic Priority Two: Enhance Academic Excellence

Strategic Priority Three: Optimize Workforce Development

Strategic Priority Four: Expand Community Partnerships and Engagement

**STRATEGIC PLAN ALIGNMENT**

As part of the College's commitment to academic excellence, assessment of student learning and institutional effectiveness was standardized and embedded into college operations beginning in 2003. The Assessment Plan was updated after careful review of strategic priorities and existing conditions. This Assessment Plan's integrated approach specifically address Standard V – Educational Effectiveness Education – of the Middle States Commission on Higher Education's *Standards for Accreditation and Requirements of Affiliation*.

## **WHY DO ASSESSMENT?**

At its heart, assessment of student learning is about student success. Most instructors instinctively and informally assess student learning in their classes and change their lessons and syllabi to better address problems they notice in student learning. Perhaps more or less time needs to be devoted to a particular topic, or a targeted assignment can help students master skills needed for success. These changes often occur intuitively and in real time. Mirroring the work done at the session and course levels, program level assessment formalizes and documents similar processes for an entire academic program. In doing this, a program's faculty attempt to answer the questions: to what degree are students in this program learning what faculty hope they will learn? What changes can (or should) faculty make to ensure that students learn the skills and content of the program? In assessing student learning, then, faculty commit to ongoing program improvement and a greater understanding of what leads to student success.

Program assessment also addresses requirements of external stakeholders including the Middle States Commission on Higher Education.

## **GOALS OF STUDENT LEARNING ASSESSMENT**

The purpose of assessment of student learning is twofold. Most importantly, assessment documents the *processes* used by faculty to improve student learning at the course, program, and general education levels. Second, assessment helps document and understand the *degree to which students are achieving the learning goals faculty set for them*.

The Middle States Commission on Higher Education (MSCHE) requires institutions to assess student learning in a way that is organized, systematic, sustainable, and useful. That is, the College must engage in assessment every year. The process must be sustainable over time, given the College's resources (both human and financial). And the College must use the data/results to make changes (this is also called "closing the loop"). Uses of assessment data most often include a combination of improving pedagogy and curricula, and reviewing and revising academic programs.

Best practices in student learning assessment encourage us to emphasize the direct assessment of student learning through subject-matter-experts' (faculty) evaluation of student work. Indirect assessment measures including grades, student surveys, employment rates, and graduation rates, may be used to further understand the information gathered through direct assessment.

Enough students in each program should be evaluated to reach well-supported conclusions about the strengths and weaknesses of Cecil College programs. MSCHE resources advise that "The Commission is interested in the institution's ability to graduate students with appropriate knowledge, skills, and behavior, not in a demonstration that every student is tested. Meaningful and representative sub-populations (randomly chosen when appropriate) can provide the basis for demonstrating that students across the institution are achieving learning goals."<sup>1</sup> That is, assessments must be defensible, but need not be exhaustive.

The student learning assessment guidelines outlined below should be used for *all* programs for which learning goals can be identified, including non-credit programs in Health Care Careers, Transportation, Workforce Development, and Adult Education.

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<sup>1</sup> Middle States Commission on Higher Education, *Student Learning Assessment: Options and Resources*; 2<sup>nd</sup> edition, 2007, p. 41

### **THREE MODELS OF STUDENT LEARNING ASSESSMENT**

Three different models of student learning assessment are available for departments to utilize because different assessments are useful for different types of programs. Work with the Associate Dean of Academic Assessment and Development and the department chair or dean to identify which option is best for each program and courses. In this context “program” is broadly understood and also includes student learning enterprises which may not award a degree or certificate.

#### *Option A: Use Course Level Assessment to Inform Program Assessment*

In this model, assessment of program level learning goals is achieved through assessment of course level learning goals. Each course-level goal is mapped to a program level learning goal, and this mapping is documented as part of the assessment plan. Achievement of the course level learning goals then supports the conclusion that the program level learning goals have been met.

#### *Option B: Primary Focus on Program Level Assessment*

Some programs may have a clearly identified capstone course or other assessment (a comprehensive exam, for example) that can serve as the primary source for data regarding students’ achievement of program level learning goals. If problems are identified at the program level, it may be necessary to add a more focused assessment at the course level, OR faculty may decide that the best solution to the problem is to make modifications to the curriculum as a whole. For example, changes might be made to several courses in order to reinforce skills or to offer additional opportunities to perfect skills that are expected of students who are completing the program.

#### *Option C: Combined Course and Program Assessment*

In this model, a department would choose to identify certain courses in which assessment of student learning should be more closely monitored. Courses that serve the general education curriculum or which are requirements for several degree or certificate programs should be considered for this type of focused assessment. *In addition*, faculty would assess learning goals for the program, through the collection and evaluation of artifacts in upper level courses or other capstone/culminating project or course.

## **CONTINUOUS ASSESSMENT**

All program-level learning goals must be assessed within a four-year period. This may be achieved through several schedules, depending on the model chosen from the options above. For example:

- A program assesses at least one quarter of its program-level student learning outcomes each year, ensuring that each goal is assessed in a 4-year period.
- In course-level assessment of student learning used in Options B and C above, instructors focus documentation efforts on one or two learning goals per year (assuming a maximum of 8 student learning goals per course, with a complete rotation through these goals in a 4-year period), recording the continuous improvement efforts that are already being made and the processes used to decide which improvements to make. For courses with multiple sections, instructors should collaborate on assessment to select learning goals and measures and to determine actions to be taken.
- Instructors/programs develop a 3- to 4-year rotation of courses in a program to ensure that each goal is assessed regularly. In this case, all learning goals would be assessed at once for each course. (This is the old model, which may be the most effective option for a program.)

In consultation with the Associate Dean, programs should identify the assessment schedule they plan to keep and have this schedule approved by their dean. The assessment schedule and the type of continuous assessment to be utilized should be identified in the annual department report.

## **ASSESSMENT COMMITTEE**

The Assessment Committee is charged with the following tasks:

- To guide the philosophy of assessment of student learning at Cecil College
- To review and update the College's assessment plan
- To collectively review and provide feedback on program assessment reports
- To design and conduct assessment of general education learning outcomes
- To design and conduct assessment of the General Studies program
- To serve as a resource for developing assessment instruments and rubrics

The Assessment Committee is chaired by the Associate Dean for Academic Assessment and Development, and includes 6 faculty members who broadly represent the disciplines taught at the College. Ideally, no more than two faculty members are from the same department. This is a recognized committee assignment. The vice president for academic programs and the director of institutional research serve on the committee *ex officio*.



**REPORTING FORMAT**

In addition to the following grid, an accompanying narrative should discuss the program’s assessment plan (Option A/B/C above, and the schedule the program chooses to assess continuously), any challenges faced in the assessment process, and any discussions/meetings in which your department discussed assessment of student learning. Appendix D contains a template for this report format.

The grid below includes some examples of how program level student learning outcomes could be assessed. While specific indicators are included in the Master Syllabus, the focus for student learning assessment should be on the more general outcomes.

Goals/Objectives	Measures (be specific)	Results	Reason/Hypothesis Why are students meeting or not meeting the standard?	Action
Students Critically evaluate theories about crime and criminal behavior	Paper/exam essay written in CRJ221 Criminology, evaluated according to a rubric (attached). Students are expected to achieve a score of Y or better on a Z-point scale	% of students who successfully met the standard identified under measures	Adequate time is spent covering this material  OR  Students struggle to understand theory #1	No action needed  OR  Incorporate additional examples of theory #1 into CRJ221
Students identify the policies, issues, trends, and historical events in the field of education	Praxis Exam questions ( <i>identify which ones</i> ). Students are expected to answer Y% of these questions correctly	% of students who successfully met the standard identified under measures	Students are introduced to this topic in Foundations and are/are not asked to apply this knowledge in subsequent courses	No action needed  OR  Change the curriculum to...
Students demonstrate performance proficiency at an intermediate level	Performance at group recital/play evaluated using rubric (attached). Students are expected to score A out of B points on this rubric.	% of students who successfully met the standard identified under measures	Through lessons and ensembles, students are given ample opportunities to practice this skill. Students who struggle generally do so because...	More opportunities to perform  OR  No action needed

Minimum expectations of assessment reporting:

- Clear identification of which assessment option (A, B, or C above) has been chosen
- Clear identification of the rotation to ensure all learning goals are assessed in a maximum of a four-year period
- Clearly identified measures for assessing each learning goal (e.g., a specific assignment) and a defined standard
- A “success rate” indicating the percent of students who meet the standard. Additional metrics such as average scores can be added, if desired.
- Identification of a reason or hypothesis for what led to the results
- Identification of actions to be taken based on the results
- A short narrative discussing any challenges faced in the assessment process and any discussions/meetings in which your department/program discussed the assessment of student learning.



## ANNUAL DEPARTMENT REPORTS

Due: by June 30 for the preceding academic year

Annual department reports, which are due each year by the end of the academic year, should include discussions of the following topics:

- Discuss progress on departmental goals set last year. How did goals relate to the College strategic plan?
- Identify a minimum of two, and no more than five, departmental goals for the coming year. Goals should be aligned with the College strategic plan.
- Discuss degree programs or courses your department plans to initiate or archive in the upcoming academic year. How did you decide to pursue or sunset these programs/courses? What data supports this decision?
- How does the department maintain the academic rigor of the program? Consider how you maintain rigor between sections, and how you maintain rigor compared to other institutions.
- Does the department use curricula designed by third-party providers? If so, discuss how these curricula were chosen and what steps are in place to evaluate them.
- Discuss the goal(s) your department has related to diversity. What are those goals? How do you plan to reach these goals? Starting in 2023, discuss your progress on these goals.<sup>2</sup>
- Complete the required assessment report and discuss the ways in which your department (a) discusses assessment as a group, and (b) has used assessment results to improve courses and/or programs. Attach a copy of the required assessment report to this annual report.
- What internal or external changes have occurred in the last year that have had a significant impact on your Department? Please describe the effect these changes have had.
- Please provide a listing of the Advisory Council meetings that were hosted by members of your department during the academic year. Include a list of members/attendees. (Attach a copy of the minutes of those meetings to your annual report.)
- What innovative technologies have members of your department employed in the conduct of their classes this academic year?
- Please provide a listing of the adjuncts that support your department and indicate the date that they were last evaluated. If they were not evaluated, please explain why not. List any noteworthy adjunct accomplishments.
- Discuss any other significant projects or accomplishments of your department and students.
- What efforts has your department made to contain costs or avoid cost increases?
- Prepare a forecast of budget requirements expected to be incurred over the next academic year, including increases in full-time personnel, increases in adjunct instructors, replacement of equipment used in the classroom, and future classroom technology requirements.

Annual reports are reviewed by the vice president of academic programs, the appropriate dean, and the associate dean of academic assessment and development. The assessment committee reviews assessment reports, using the rubric on the next page. Deans will share the combined feedback report with department chairs and program coordinators.

See Appendix E for a template for this report. If you wish, replace the Cecil logo on the title page with an appropriate photo from your program.

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<sup>2</sup> Goals may be related to content or delivery. For example, your department might decide to increase representation in publicity, might include diverse names and/or scenarios in examples, might focus on incorporating additional inclusive teaching practices, or might include topics and/or assignments related to diverse topics or authors.

Assessment Committee

Annual Program Assessment Report Review Rubric

Department \_\_\_\_\_

	Excellent	Needs Improvement	Unsatisfactory
<b>Goals</b>	Articulates measurable goals including activities such as “apply”, “explain”, “analyze”, “describe,” “identify,” or “produce.” The number of goals is neither too few to adequately assess the program nor so many as to make the assessment process onerous (generally, this means about 4-8 learning goals).	Mix of measurable and unmeasurable goals. The number of goals is slightly too few or too many.	Goals articulate the content to be mastered, but rely on unmeasurable skills such as “understand” or “explore.” There are either too many or too few learning goals.
<b>Measures (Direct or Indirect)</b>	Identify a specific activity or artifact (such as an exam, paper, or capstone project) in which student mastery of the goal will be shown. Includes a statement of the expected achievement (score/competency level) for success at this goal (i.e., identifies the standard for success).	Identify specific activities or artifacts (such as exams, papers, or capstone project) to be used to measure achievement of the goal. Does not include a statement of the expected achievement (score/competency level) for success at this goal.	No measures identified. No statement of expected achievement (score/competency level) for success at this goal.
<b>Results</b>	Reports a success rate for each measure such as “80% of students met the standard.”	Reports a success rate for some measures	Success rate for measures not identified
<b>Reason/Hypothesis</b>	Explanation of what has led to success or to the less-than-desirable outcomes. Explanation is strong and logically plausible.	Explanation of what has led to success or the less-than-desirable results is weak and/or not logically plausible.	No explanation of results
<b>Action</b>	Includes a related follow-up action, whether it is small (e.g., teach topics in a different order) or large (e.g., revise an entire curriculum) or somewhere in the middle (e.g., incorporate targeted assignments into required classes)	Follow-up actions are not specifically related to assessment results	No follow-up actions identified.

<b>Narrative</b>	Discusses the program's assessment plan (option A/B/C and the schedule chosen to assess continuously), any challenges faced in the assessment process, and any discussion/meetings in which the department discussed assessment of student learning.
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## **COMPREHENSIVE ACADEMIC PROGRAM REVIEW**

Due: July 1 at the end of the assigned academic year

*In addition to student learning assessment and annual reports*, programs which award degrees or certificates are required to complete a Comprehensive Academic Program review every 8 years. Academic non-credit programs offered by Continuing Education that lead to a certification or credential will also conduct comprehensive reviews. A schedule for these reviews is provided at the end of this section. This review is intended to be an opportunity for programs to review curricular offerings, reflect on strengths and weaknesses, envision the future shape of the curriculum, articulate goals and aspirations, and consider the implications of intellectual, technological, and pedagogical developments in a discipline.

Programs which achieve outside program accreditation should submit a copy of their re-accreditation application or self-study document instead of using the template below. These programs should also follow up with the report received from the accreditation agency, the accreditations status awarded, and any findings or recommendations.

See Appendix F for a template. If you wish, replace the Cecil logo on the title page with an appropriate photo from your program.

The program review should include an Introduction, which includes a description of the department and its goals and objectives and their relation to the College's strategic plan.

The Comprehensive Program Review should provide and discuss the following data. Please work with your dean to obtain the necessary data.

- Enrollment for the past five years
- Number of graduates in the program(s) for the past five years
- Articulation agreements and the year those agreements were last reviewed. Also discuss any plans to add additional articulation agreements.
- Placements/transfer information about graduates for the past five years
- Success on completion or licensure exams, if applicable
- Enrollment and grade data on courses, identifying low enrollment courses as well as DFW rates for key/core/high enrolled courses (those for which one or more sections is offered every semester). Please discuss which courses to include in this with your dean.

The Comprehensive Review should then address the following questions:

- How does the program contribute to the mission and strategic plan of the College? Consider ways in which the department supports the general education curriculum as well as the ways in which it provides opportunities for students.
- What future department plans/goals support the College strategic plan?
- What changes have been made in the curriculum in the past five years? Why did the department make these changes – on the basis of what evidence?
- How does the department ensure the academic rigor of the program? Consider how you maintain rigor between sections, and how you maintain rigor compared to other institutions.
- Discuss your program's diversity initiatives. What are your goals and what progress has been made toward these goals?
- Discuss courses in your program that have low enrollment and explain the ways in which they continue to serve a pedagogical and/or institutional need. Should they continue to be offered? Why or why not? What long-term plan might be needed?

- Review DFW rates for the program/department’s key/core/high enrolled courses (those for which one or more sections is offered every semester) and identify those with DFW rates above 20%. What challenges do students face in these courses? What pedagogical or other changes could be implemented to improve these DFW rates, if necessary? Are there any industry standards/trends that might be impacting these courses?
- Does the department use curricula designed by third-party providers? If so, discuss how these curricula were chosen and what steps are in place to evaluate them.
- How does the department assess student learning outcomes for its majors? How are student-learning outcomes communicated to faculty, staff, and students?
- How does the department assess student achievement/goal attainment for non-majors?
- On the basis of available data, what does the department judge to be the main successes and shortcomings of its programs?
- How are departmental teaching assignments determined?
- How has student feedback (formal or informal) informed program or course development/revision?
- How does the department support, counsel, and mentor adjunct faculty?
- What efforts are made to attract majors?
- Are the equipment and other resources available to the program adequate for the current state of the program? Are there adequate library holdings and administrative support?

The report should end with clear and specific recommendations the department could take to capitalize on its strengths and minimize its weaknesses.



**COMPREHENSIVE PROGRAM REVIEW SCHEDULE  
(as of December 2021)**

<b>Year</b>	<b>Programs to complete review</b>
<b>2021-22 (Year 3)</b>	Driver Education Nursing Assistant/GNA Visual Communications (Communications, Photography, Digital Imaging, Web Programs, Video, Graphic Design & Multimedia) Welding
<b>2022-23 (Year 4)</b>	Computer Science (all varieties) and Cybersecurity English Exercise Science and Personal Trainer/Fitness Manager Medical Assistant Social Work Supply Chain Management Transportation Management
<b>2023-24 (Year 5)</b>	Communication Studies Engineering (all) Motorcycle Training Geosciences Nursing (ACEN accreditation) Paralegal Studies Pharmacy Technician Psychology Simulation Design and Gaming Theatre
<b>2024-25 (Year 6)</b>	Addiction and Chemical Dependency Criminal Justice Paramedic/EMT (CAHEEP and CoAEMSP) Fire Science Technology Health Navigator (Public Health Generalist) Healthcare Science Public Health – Health Care Professionals
<b>2025-26 (Year 7)</b>	*Review of General Education Learning Outcomes* Accounting Agricultural Sciences (including Equine and Horticulture certificates) Biology & Environmental Science Chemistry Adult Education
<b>2026-27 (Year 8)</b>	General Studies Middle States prep/research/writing year
<b>2027-28 (Year 1)</b>	Automotive Repair Business Administration Leadership & Management Management Math Music (all) Physics Truck Driver Education (CDL A)
<b>2028-29 (Year 2)</b>	Art & Design (Drawing/Painting, Ceramics, Sculpture, Graphic Design) Health Information Technology HVAC/R Marketing



Year	Programs to complete review
	Teacher Education (all) Phlebotomy Physical Therapist Assistant (CAPTE)

Programs may request a revision to the schedule based on enrollment, changes in the programs, significant personnel changes, etc. These requests should be discussed with their dean and the VP of academic programs.



**GENERAL EDUCATION ASSESSMENT SCHEDULE**

*Updated November 2019*

Goals/Outcomes	Measure(s)	Timeline
I. Apply critical thinking skills to explain theoretical and concrete issues, evaluate evidence, recognize and incorporate divergent perspectives, explore the assumptions of self and others, propose problem-solving strategies, and support a position using evidence.	ETS proficiency profile	Administer to graduates every other year, beginning spring 2019. Administer to first-year students every other year, beginning fall 2019.
IIa. Analyze the aesthetic, historical and cultural values of artistic works across genres and disciplines, or produce such work in visual, sonic, written, or performative media.	Rubric to be applied to a final project in ART, EGL, MUC, and THE classes with the H designation.	Piloted fall 2021; implemented fall 2022. To be evaluated in Fall term of even numbered years.
IIb. Identify cultural norms and biases, and how they shape experience.	Diversity rubric to be applied in courses identified as Diversity courses (list and rubric attached)	Piloted fall 2021. To be evaluated in Spring term of odd numbered years.
III. Develop, organize and present ideas orally and in writing.	ETS proficiency profile	Administer to graduates every other year, beginning spring 2019. Administer to first-year students every other year, beginning fall 2019.
IV and V. Select and ethically use current and emerging technologies effectively to acquire, organize, analyze, produce and share information.	Information literacy quiz in EGL 101; technological skills rubric to be used to evaluate final paper	To be evaluated in Spring term of even numbered years.
VIa. Construct or evaluate objective investigations using the scientific method.	Rubric to be used in all Science (S) courses or corresponding labs. Rubric is attached	To be evaluated in Fall term of odd numbered years.
VIb. Apply mathematical concepts and quantitative reasoning to solve problems.	ETS proficiency profile	Administer to graduates every other year, beginning spring 2019. Administer to first-year students every other year, beginning fall 2019.

**Diversity Courses:**

*As of December 2021*

ART 141	Survey of Art History (H)
ART 150	Museum Studies
ART 178	Art Appreciation
ART/HST 242	Survey of Modern Art
CRJ 110	Police Community Relations
CSC 110	Ethics in Information Technology
EDU 101	Foundations of Education
EDU 131	Principles of Early Childhood
EDU 207	Educational Psychology
EDU 250	Classroom Management
EGL 102	Composition and Literature (H)
EGL 203	British Literature I
EGL 204	British Literature II
EGL 205	American Literature I
EGL 206	American Literature II
EGL 209	Introduction to African American Literature (H)
EGL 210	Topics in World Literature (H)
GEO 102	Cultural Geography (SS)
HST 110	World History I
HST 111	World History II
HST 201	US History I (H)
HST 202	United States History II (H)
HUM 101	Introduction to Critical Inquiry (H)
HUM 110	Introduction to Gender Studies (H)
LPN 211	Clinical Lab III: Care of Childbearing/Childrearing Families
LPN 215	Clinical Lab IV: Medical, Surgical, Psychiatric
MUC 122	Music Appreciation
MUC 133	Music Literature and Appreciation
MUC 135	History of Rock
MUC 136	World Music
NUR 114	Clinical Lab I: Nursing Fundamentals
NUR 115	Clinical Lab II: Medical/Surgical
NUR 211	Clinical Lab III: Care of Childbearing/Childrearing Families
NUR 214	Clinical Lab IV: Medical, Surgical, Psychiatric
PHI 201	Contemporary Moral Issues
PSY 201	Human Growth and Development (SS)
PSY 228	The Helping Relationship: Intro to Theory and Technique
PTA 104	Fundamentals of PT Practice I
PTA 211	Fundamentals of PT Practice II
PTS 220	Clinical Orthopedics
SOC 101	Introduction to Sociology (SS)
SOC 105	Perspectives in Human Diversity (SS)
SPM 201	Sports in American Culture

## DIVERSITY RUBRIC

*Piloted Fall 2021*

Graduates will illustrate knowledge of...the diversity of Human Cultures.

*For each section of your Diversity-designated course, submit one copy of this rubric to the Assessment Committee, with (a) the number of students achieving Excellent/Satisfactory/Unsatisfactory for your selected learning goal, and (b) a short (one paragraph) reflection on your class results.*

For all items below, culture includes race, class, gender, sexual orientation, ethnicity, religion/spirituality, place of origin, era, etc.

**This can be demonstrated by (choose one of the following four goals):**

	<b>Excellent</b>	<b>Satisfactory</b>	<b>Unsatisfactory</b>
Identifying cultural norms and biases and how they shape experience	Student compares and contrasts the norms and biases of other cultures to their own. Student identifies and describes how cultural norms and biases shape experiences.	Student identifies and describes the norms and biases of their own culture. Student identifies how cultural norms and biases shape experiences.	Student does not identify cultural norms and biases and how they shape experiences.
Identifying and engaging with other cultural perspectives	Student conveys 3 or more ideas, values, traditions, or emotions of people whose cultural identity differs from student's own. Student also does extensive research and reporting on these other cultural perspectives, creates sophisticated art about them, shares student's own various experiences with them, or compares several of them to student's own evolving perspective.	Student conveys at least 2 ideas, values, traditions, or emotions of people whose cultural identity differs from student's own. Student also researches and reports on these other cultural perspectives, creates art about them, shares student's own experience with them, or compares them to student's own perspective.	Student does not convey any ideas, values, traditions, or emotions of people whose cultural identity differs from student's own. Or student does none of the following: researches and reports on these other cultural perspectives, creates art about them, shares student's own experience with them, or compares them to student's own perspective. Or both problems are present.

	<b>Excellent</b>	<b>Satisfactory</b>	<b>Unsatisfactory</b>
Explaining the similarities and differences among various cultures	Student accurately identifies various cultures. Both similarities and differences are included in a comparative analysis. Analysis is in-depth and investigates various cultural dimensions such as historical context, demographics, class structure, belief systems, or creative expression.	Student accurately identifies various cultures. Both similarities and differences are included in a comparative analysis.	Student does not include either differences or similarities in the comparative analysis. Analysis lacks an in-depth investigation of culture.
Describing and evaluating theories regarding human culture and social organization	Student accurately describes theories regarding human culture and organization, and includes examples to explain each theory. Student evaluates theories, identifying strengths and weaknesses; assumptions of self or others; or historical/social contexts that affect evidence, issues, and conclusions. <sup>3</sup>	Student accurately describes theories regarding human culture and organization, and includes examples to explain each theory. Student appropriately uses these theories to evaluate social constructs or historical events.	Student accurately or inaccurately describes theories regarding human culture and organization, and either does not evaluate theories or evaluates them based on a poor understanding of the theories.

<sup>3</sup> With thanks to St. Lawrence University [https://www.stlawu.edu/sites/default/files/resource/Diversity\\_%20Rubric\\_0.pdf](https://www.stlawu.edu/sites/default/files/resource/Diversity_%20Rubric_0.pdf)

## SCIENCE RUBRIC

*Piloted Fall 2021*

	2 (Proficient)	1 (Moderately proficient)	0 (Not proficient)
Problem	Students identify/create an appropriate problem/investigation that is testable and formulate an appropriate hypothesis	Students identify/create an appropriate problem/investigation that is testable <b>OR</b> formulate an appropriate hypothesis	Students do not identify/create an appropriate problem/investigation that is testable nor formulate an appropriate hypothesis
Data Collection	Students collect, identify, and/or observe data	Students partially collect, identify, and/or observe data	Students do not collect, identify, and/or observe data
Analysis	Students assess data and/or observations	Students partially assess data and/or observations	Students do not assess data and/or observations
Conclusions	Students compile appropriate conclusions from data collected or a methodology of data/observations	Students partially compile appropriate conclusions from data collected or a methodology of data/observations	Students do not compile appropriate conclusions from data collected or a methodology of data/observations

Report Format for non-ETS General Education Learning Goals/Outcomes

<b>General Education Goal/Outcome</b>	<b>Measures – include a copy of the rubric or quiz used in the report</b>	<b>Results/Success Rate – include number of students evaluated and semester and year</b>	<b>Reason/Hypothesis</b>	<b>Action</b>
IIa. Analyze the esthetic, historical and cultural values of artistic works across genres and disciplines, or produce such work in visual, sonic, written, or performative media.	A rubric is to be applied to a final project in ART, EGL, MUC, and THE classes with the 'H'			
IIb. Identify cultural norms and biases, and how they shape experience.	Diversity rubric to be applied in courses identified as Diversity courses			
IV and V. Select and ethically use current and emerging technologies effectively to acquire, organize, analyze, produce and share information.	Technological skills rubric to be used to evaluate final paper in EGL 101			
	An information literacy quiz administered in EGL 101 classes			
VIa. Construct or evaluate objective investigations using the scientific method.	Rubric to be used in all Science (S) courses or corresponding labs.			

**APPENDIX A**

**GENERAL EDUCATION STUDENT LEARNING OUTCOMES**



## GENERAL EDUCATION STUDENT LEARNING OUTCOMES

### APPROVED FALL 2018

Updated fall 2021

Through the General Education core requirements, all degree curricula are designed so that students demonstrate college level competencies in:

- I. Critical Thinking
- II. An appreciation of the Arts and Human Cultures
- III. Use of appropriate written and oral communication
- IV. Effective information literacy
- V. Technological skills
- VI. Quantitative and scientific reasoning

The College characterizes a general education as one that develops the skills, knowledge and abilities essential to all students completing a degree to enter the workforce or transfer to an advanced degree regardless of chosen majors. Cecil College defines general education competencies as follows:

I. Graduates will have the ability to apply Critical Thinking.

This can be demonstrated by:

- Explaining theoretical and concrete issues.
- Questioning, evaluating, and synthesizing evidence.
- Recognizing and incorporating divergent perspectives.
- Exploring the assumptions of self and others.
- Proposing problem-solving strategies.
- Arguing a position using evidence.

II. Graduates will illustrate knowledge of arts and the diversity of Human Cultures.

This can be demonstrated by:

- Analyzing the aesthetic, historical and cultural values of artistic works across genres and disciplines, or producing such work in visual, sonic, written or performative media.
- Identifying cultural norms and biases, and how they shape experience.
- Identifying and engaging with other cultural perspectives
- Explaining the similarities and differences among various cultures.
- Describing and evaluating theories regarding human culture and social organizations.

III. Graduates will be able to illustrate appropriate written and oral communication

This can be demonstrated by:

- Describing and manipulating rhetorical elements such as purpose, audience, genre and style.
- Crafting a persuasive or analytical thesis statement and support it with evidence.
- Identifying, interpreting, synthesizing and responding to differing perspectives and complex texts.
- Recognizing writing as a recursive process involving multiple stages of revision, and using conventions of standard academic English.

- Developing, organizing and presenting ideas individually and collaboratively in a variety of academic and professional settings.

#### IV. Graduates will be able to apply Information Literacy

This can be demonstrated by:

- Determining the nature and extent of the information needed.
- Using different methods to locate sources for various research needs.
- Critical evaluating sources for currency, relevance, authority, accuracy and purpose.
- Using and documenting information ethically, legally and responsibly.
- Interweaving original ideas and research to communicate information effectively.

#### V. Graduates will be able to illustrate Technological Skills

This can be demonstrated by:

- Selecting and using current and emerging technologies effectively to acquire, organize, analyze, produce and share information.
- Showing competency with discipline specific technology.
- Evaluating the appropriate and ethical use of technology in college, the workplace and society.

#### VI. Graduates will be able to apply Quantitative and Scientific Reasoning

This can be demonstrated by:

- Constructing or evaluating objective investigations using the scientific method.
- Using mathematical representations to organize data and apply mathematical concepts and quantitative reasoning to solve problems.
- Collecting and interpreting data in order to draw valid conclusions, identify logical relationships and distinguish between causation and correlation.

**APPENDIX B**

**ASSESSMENT RESOURCES**

## ASSESSMENT RESOURCES

- One of the most valuable resources for program assessment is your professional organization or program accreditor. Check their website for information on learning goals and/or best practices in assessment in your field. Colleagues at other institutions may be willing to share what has worked for them, too.
- The College's library databases are a good source of scholarly articles on student learning assessment.
- National Institute for Learning Outcomes Assessment (searchable resource library as well as publications and examples of good assessment practice) <http://www.learningoutcomesassessment.org/>
  - A discussion of assessment practices at LaGuardia Community College:  
<http://www.learningoutcomesassessment.org/documents/LaGuardiaCaseStudy.pdf>
- Association of American Colleges and Universities: Assessment/VALUE rubrics:  
<https://www.aacu.org/resources/assessment-and-value>
- Association for the Assessment of Learning in Higher Education <http://www.aalhe.org/> (AALHE also has a listserv for assessment that you can subscribe to)
- Las Positas College has information on writing learning goals, including lists of all of their course and program outcomes: <http://www.laspositascollege.edu/slo/>
- *Assessment Update* journal. (Academic Programs has copies of 2 collections of articles from this journal: *Hallmarks of Effective Outcomes Assessment* and *Community College Assessment*.)
- Stevens, Dannelle D., Antonia J. Levi and Barbara E. Walvoord. *Introduction to Rubrics: An Assessment Tool to Save Grading Time, Convey Effective Feedback, and Promote Student Learning*. 2<sup>nd</sup> edition, Stylus Publishing, 2012. (Academic Programs has a copy of this book available for you to borrow)
- Suskie, Linda. *Assessing Student Learning: A Common Sense Guide*. 3<sup>rd</sup> edition, Jossey-Bass, 2018. (Academic Programs has a copy of this book available for you to borrow). Linda also has a blog on assessment topics from learning goals to designing curricula:  
<https://www.lindasuskie.com/apps/blog/>

**APPENDIX C**  
**TIPS FOR WRITING LEARNING**  
**OBJECTIVES/GOALS/OUTCOMES**

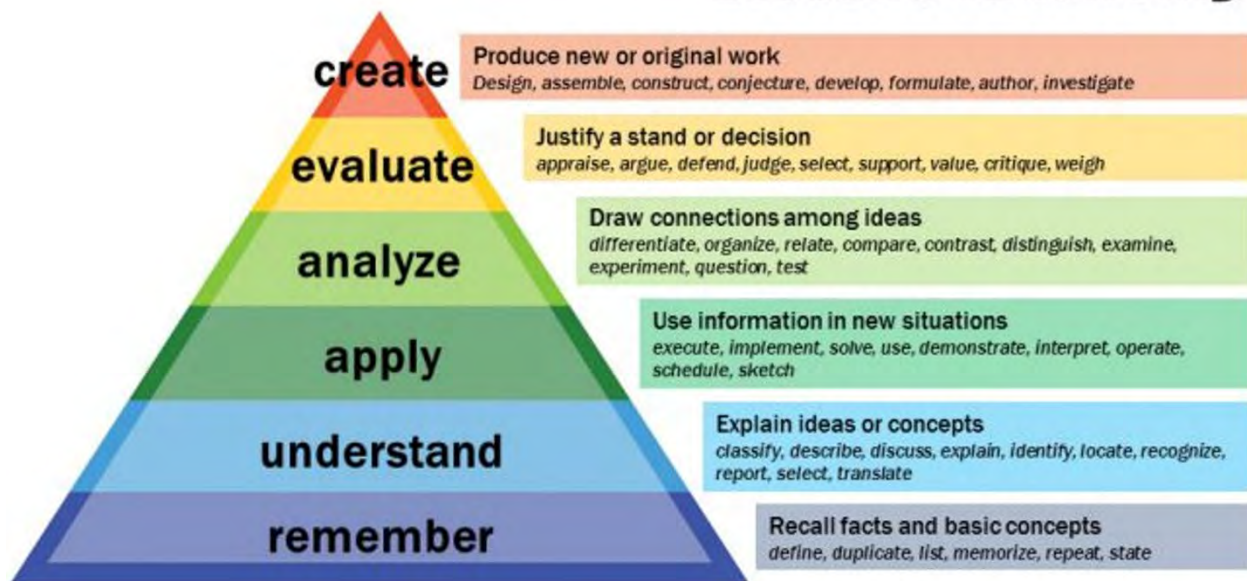
## TIPS FOR WRITING LEARNING OBJECTIVES/GOALS/OUTCOMES/INDICATORS

The greatest challenge in writing learning goals is the balance between being too specific (focusing on course content) and too general (listing just the higher order skill). For example, “students will use software X to evaluate data” is too specific, while “students will practice/exhibit critical thinking” is too broad. Something in the middle, such as “students will analyze survey data,” is best. A second challenge is writing goals that are measurable and can be supported with specific student work. While it is tempting to ask students to “understand” or “remember”, we can only evaluate whether they can describe, discuss or list things.

### Here are some key points to keep in mind when writing learning goals.

1. Focus on
  - a. Expected student behavior (as opposed to course content)
  - b. An observable and measurable outcome
  - c. An outcome that is directly related to the academic discipline (i.e., “analyze a current issue in sociology” instead of “be a critical thinker.”)
  - d. Students’ cumulative learning across courses at the end of the program<sup>4</sup>
  
2. Bloom’s Taxonomy can help identify key verbs for learning goals<sup>5</sup>. *The verbs included in the lists below are not intended to be an exhaustive list of possible verbs for learning goals.*

## Bloom’s Taxonomy



<sup>4</sup> [https://wayne.edu/assessment/files/course\\_vs\\_program\\_learning\\_outcomes.pptx](https://wayne.edu/assessment/files/course_vs_program_learning_outcomes.pptx)

<sup>5</sup> Modified from (1) a widely-distributed source no one can remember the origins of, and (2) <https://tips.uark.edu/using-blooms-taxonomy/>

<b>Bloom's Level</b>	<b>Key Verbs (keywords)</b>	<b>Example Learning Objective</b>
<b>Creating</b>	design, formulate, build, invent, create, compose, generate, derive, modify, develop.	<i>By the end of this program, the student will be able to develop their own argument in support of a thesis.</i>
<b>Evaluating</b>	choose, support, relate, determine, defend, judge, grade, compare, contrast, argue, justify, support, convince, select, evaluate.	<i>By the end of this program, the student will be able to compare and contrast opposing sides of a key argument in the concentration's field.</i>
<b>Analyzing</b>	classify, break down, categorize, analyze, diagram, illustrate, criticize, simplify, associate.	<i>By the end of this program, the student will be able to analyze national issues.</i>
<b>Applying</b>	calculate, predict, apply, solve, illustrate, use, demonstrate*, determine, model, perform, present.	<i>By the end of this program, the student will be able to locate, collect, and organize evidence on research topics.</i>
<b>Understanding</b>	describe, explain, paraphrase, restate, give original examples of, summarize, contrast, interpret, discuss.	<i>By the end of this program, the student will be able to summarize health and wellness issues</i>
<b>Remembering</b>	list, recite, outline, define, name, match, quote, recall, identify, label, recognize.	<i>By the end of this program, the student will be able to recognize ethical behavior.</i>

\*Demonstrate is usually used for something you would watch students do, whether in real time or in video – such as demonstrating the proper form of an exercise, or demonstrating musical performance skills.

3. Make sure there is ONE measurable verb in each objective. That objective should describe what the student will be able to do upon completion of the program. Some before and after examples are listed in the table below.

<b>Before</b>	<b>After</b>	<b>Reason for change</b>
Understand immigration policy	Describe the history of American immigration policy	“Understand” is not a measurable verb
Describe and create a marketing plan for your organization	Create a marketing plan for your organization	Two verbs
Complete the assignment	Analyze possible solutions to an ethical problem	Move from a to-do list to a learning objective
Demonstrate an awareness of ...	Describe/explain/summarize...	“Demonstrate an awareness of” is not measurable

4. Examples of moving toward measurable learning outcomes.<sup>6</sup>

VERY HARD TO MEASURE	STILL TOO HARD TO MEASURE	RELATIVELY EASY TO MEASURE
Students will be able to	Students will be able to	Students will be able to
<i>appreciate the benefits of exercise.</i>	<i>value exercise as a stress reduction tool</i>	<i>explain how exercise affects stress.</i>
<i>access resources in the college library database.</i>	<i>recognize problem solving skills that would enable one to adequately navigate through the proper resources within the college.</i>	<i>evaluate the most appropriate resource that is pertinent to their college concern.</i>
<i>develop problem-solving skills and conflict resolution.</i>	<i>understand how to resolve personal conflicts and assist others in resolving conflicts.</i>	<i>demonstrate to classmates how to resolve conflicts by helping them negotiate agreements.</i>
<i>have more confidence in their abilities.</i>	<i>identify critical thinking skills, such as problem solving as it relates to social issues.</i>	<i>analyze and respond to arguments about racial discrimination.</i>

5. For reference, here are some examples of strong learning goals, both at the program and course level, all taken from Cecil College programs and courses:
- a. Apply the theories of communication to interpersonal, organizational and public communication
  - b. Collect and perform qualitative/quantitative chemical analyses of data
  - c. Apply basic math and graphical analysis used in engineering and scientific work
  - d. Demonstrate proficiency working with a range of art media and techniques
  - e. Explain, prepare, and analyze the income statement, statements of equity, balance sheet, and cash flow statement
  - f. Assess, design, and implement safe and effective exercise prescriptions to improve health and performance
  - g. Modify exercise prescriptions for various populations and condition
  - h. Communicate scientific information through written and /or verbal formats
  - i. Apply basic computational, statistical and quantitative reasoning skills in collecting, analyzing and interpreting numerical data
  - j. Apply ethical standards to evaluate psychological science and practice
  - k. Assess the economic, technical, legal and sociocultural environments of a business
  - l. Critically analyze the cultural, historical, and social significance of literary and historical works through effective written and oral communications
  - m. Employ current research techniques and resources to place students' original ideas in dialog with discipline experts
  - n. Recognize the regulations and ethical limits associated with biotechnology

<sup>6</sup> <https://academicprograms.calpoly.edu/program-learning-outcomes>



- o. Design and write clear, readable instructional materials
- p. Discuss and demonstrate appropriate procedures to increase patient and healthcare provider safety
- q. Choose appropriate data types and operators for specific programming tasks
- r. Use Excel to solve a complex engineering problem and to document and present the solution and solution method
- s. Explain the basics of infrastructure maintenance
- t. Describe DNA structure and analysis from a molecular biology perspective
- u. Analyze patient/client management considerations in the orthopedic realm of physical therapy
- v. Identify the structure of the sun and its relationship to planets within its system
- w. Identify, evaluate, and use different patterns of development in writing
- x. Apply digital filmmaking theory and practice
- y. Discuss the role pharmacology plays in the nursing care of childbearing and childrearing families
- z. Distinguish various art styles and significant movements

**APPENDIX D**

**TEMPLATE FOR ANNUAL PROGRAM ASSESSMENT REPORTS**

(see page 10 for minimum expectations in assessment reporting)

**[Major] [Degree(s)] Student Learning Assessment Report YEAR**

Goal	Measure(s)	Results/Success Rate	Reason/Hypothesis	Action
Goal 1				
Goal 2				
Goal 3				
Goal 4				
Add lines for additional goals as needed.				

Narrative: discuss the program’s assessment plan (Option A/B/C above, and the schedule the program chooses to assess continuously), any challenges faced in the assessment process, and any discussions/meetings in which your department discussed assessment of student learning.

**APPENDIX E**

**TEMPLATE FOR ANNUAL DEPARTMENT REPORT**



# CECIL COLLEGE

[INSERT DEPARTMENT NAME HERE]

[YEAR] ANNUAL REPORT

## DEPARTMENT ANNUAL REPORT

### I. PROGRESS ON DEPARTMENTAL GOALS SET LAST YEAR

Discuss progress on departmental goals set last year. How did goals relate to the College strategic plan?

### II. DEPARTMENTAL GOALS FOR THE COMING YEAR

Identify a minimum of two, and no more than 5, departmental goals for the coming year. Goals should be developed aligned with the College strategic plan

### III. DEGREE PROGRAMS OR COURSES YOUR DEPARTMENT PLANS TO INITIATE OR ARCHIVE

Discuss degree programs or courses your department plans to initiate or archive in the upcoming academic year. How did you decide to pursue or sunset these programs/courses? What data supports this decision?

### IV. RIGOR AND ARTICULATION AGREEMENTS

How does the department ensure the academic rigor of the program? Consider how you maintain rigor between sections, and how you maintain rigor compared to other institutions.

### V. THIRD PARTY CURRICULA

Does the department use curricula designed by third-party providers? If so, discuss how these curricula were chosen and what steps are in place to evaluate them.

### VI. DIVERSITY

Discuss the goal(s) your department has related to diversity. What are those goals? How do you plan to reach these goals? Starting in 2023, discuss your progress on these goals.

### VII. ASSESSMENT OF STUDENT LEARNING

Complete the required assessment report and discuss the ways in which your department (a) discusses assessment as a group, and (b) has used assessment results to improve courses and/or programs. Attach a copy of the required assessment report (grid) to this annual report.

### VIII. EFFECTS OF INTERNAL OR EXTERNAL CHANGES

What internal or external changes have occurred in the last year that have had a significant impact on your Department? Please describe the effect these changes have had.

### IX. ADVISORY COUNCIL MEETINGS

Please provide a listing of the Advisory Council meetings that were hosted by members of your department during the academic year. Include a list of members/attendees. (Attach a copy of the minutes of those meetings to your annual report.)

### X. INNOVATIVE TECHNOLOGIES

What innovative technologies have members of your department employed in the conduct of their classes this academic year?

XI. ADJUNCTS

Please provide a listing of the adjuncts that support your department and indicate the date that they were last evaluated. If they were not evaluated, please explain why not. List any noteworthy adjunct accomplishments.

XII. OTHER SIGNIFICANT PROJECTS OR ACCOMPLISHMENTS

Discuss any other significant accomplishments of your department and students.

XIII. COST CONTAINMENT

What efforts has your department made to contain costs or avoid cost increases?

XIV. BUDGET REQUIREMENTS

Prepare a forecast of budget requirements expected to be incurred over the next academic year, including increases in full-time personnel, increases in adjunct instructors, replacement of equipment used in the classroom, and future classroom technology requirements.

**APPENDIX F**

**TEMPLATE FOR COMPREHENSIVE PROGRAM REVIEWS**





# CECIL COLLEGE

[INSERT DEPARTMENT NAME HERE]

COMPREHENSIVE PROGRAM REVIEW [YEAR]

**DEPARTMENT  
COMPREHENSIVE PROGRAM REVIEW**

**INTRODUCTION**

In the Introduction, describe the department and its goals and objectives and their relation to the College’s strategic plan.

**ENROLLMENT AND GRADUATION TRENDS**

**Enrollment**

	<b>Fall Term Year 1</b>	<b>Fall Term Year 2</b>	<b>Fall Term Year 3</b>	<b>Fall Term Year 4</b>	<b>Fall Term Year 5</b>
Program #1	17	20	25	30	45
Program #2	3	6	5	8	5

\*Add or delete rows as needed. Most recent year should be on the right in the Year 5 column.

**Graduates**

	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>
Program #1	17	20	25	30	45
Program #2	3	6	5	8	5

\*Add or delete rows as needed. Most recent year should be on the right in the Year 5 column.

**ARTICULATION AGREEMENTS**

- List all articulation agreements and the year those agreements were last reviewed.
- Discuss any plans to add additional articulation agreements.

**PLACEMENT/TRANSFER**

Discuss placements/transfer information about graduates for the past five years, including information on where they transferred and/or what jobs they found. If you can, fill in this table:

**Placement/Transfer**

	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>
Total Graduates	17	20	25	30	45
Transferred	4	5	6	7	8
Employed	6	7	8	9	10
Unknown	7	8	11	14	27

**LICENSURE EXAMS (if applicable)**

Discuss success on completion or licensure exams, if applicable. Include the pass rate for the exam.

**MISSION AND GOALS**

How does the program contribute to the mission and strategic plan of the College? Consider ways in which the department supports the general education curriculum as well as the ways in which it provides opportunities for students. What future department plans/goals support the College strategic plan?

## STRENGTHS AND OPPORTUNITIES

On the basis of available data, what does the department judge to be the main successes and shortcomings of its programs?

## MARKETING

What efforts are made to attract majors?

## CURRICULUM CHANGES

What changes have been made in the curriculum in the past five years? Why did the department make these changes – on the basis of what evidence? How does the department ensure the academic rigor of the program? Consider how you maintain rigor between sections, and how you maintain rigor compared to other institutions.

## DIVERSITY

Discuss your program's diversity initiatives. What are your goals and what progress has been made toward these goals?

## LOW ENROLLMENT COURSES

Course	Frequency Offered	Typical Enrollment
CEC 270 Advanced Something I	Offered every other fall	6-8
CEC 280 Advanced Something II	Offered every other spring	5-7

Identify low enrollment courses and discuss the ways in which they continue to serve a pedagogical and/or institutional need. Should they continue to be offered? Why or why not? What long-term plan might be needed?

## DFW RATES IN KEY/CORE/HIGH ENROLLMENT COURSES

Course	Year 1 DFW Rate	Year 2 DFW Rate	Year 3 DFW Rate
CEC 101 Intro to Something	17.2%	15.3%	12.8%
CEC 103 Topics in Something I	25.4%	22.0%	22.5%

Identify key/core/high enrollment courses with DFW rates above 20%. What challenges do students face in these courses? What pedagogical or other changes could be implemented to improve these DFW rates if necessary? Are there any industry standards/trends that might be impacting these courses?

## THIRD-PARTY CURRICULA

Does the department use curricula designed by third-party providers? If so, discuss how these curricula were chosen and what steps are in place to evaluate them.

## ASSESSMENT OF STUDENT LEARNING

How does the department assess student learning outcomes for its majors? How are student-learning outcomes communicated to faculty, staff, and students? Include a copy of the assessment reporting grid in your discussion.

## NON-MAJORS

How does the department assess student achievement/goal attainment for non-majors (for example, in service courses)?

## STUDENT FEEDBACK

How has student feedback (formal or informal) informed program or course development/revision?

## TEACHING ASSIGNMENTS

Discuss how departmental teaching assignments are determined.

## ADJUNCT FACULTY

How does the department support, counsel, and mentor adjunct faculty?

## RESOURCES

Are the equipment and other resources available to the program adequate for the current state of the program?  
Are there adequate library holdings and administrative support?

## RECOMMENDATIONS

The report should end with clear and specific recommendations the department could take to capitalize on its strengths and minimize its weaknesses.