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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. All educational experiences require assessment of student learning outcomes to facilitate the delivery of timely, quality educational offerings.

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. The Assessment Plan supports the Cecil College Strategic Plan, guiding academic decisions and development. Annual review and revision as needed occurs to ensure that the college remains current with 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
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
2015-2020 Strategic Plan Overview

VISION
Cecil College, a dynamic and dedicated center of learning that transforms lives and strengthens our community.

MISSION
Cecil College is an inclusive, open-access college committed to academic excellence and service to the greater region. The College provides a supporting learning environment to a diverse body of students as they build the skills and knowledge to achieve academic success, prepare to transfer, and enter the workforce. Further, Cecil College fosters intellectual, professional, and personal development through lifelong learning opportunities, the arts, and community engagement.

VALUES
Cecil College takes pride in honoring our institutional values.

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

Compassion: We show care and concern for our students, our community, and each other.

Diversity: We embrace diversity, honor shared governance, and foster inclusiveness.

Excellence: We seek excellence in all facets of our academic enterprise and operations as we serve the College and community.

Innovation: We boldly pursue the most innovative learning environment for our students and community.

Integrity: We demonstrate honesty and respect at all times and act ethically in all matters.

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

STRATEGIC PRIORITIES
Strategic Priority One: Drive academic achievement
Strategic Priority Two: Foster a dynamic learning environment
Strategic Priority Three: Expand and deepen community alliances
Strategic Priority Four: Stimulate resource development to prompt student success

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. The 2018-2020 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.”\(^1\) 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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\(^1\) Middle States Commission on Higher Education, *Student Learning Assessment: Options and Resources*; 2nd 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 every four years
- To collectively review and provide feedback on program assessment reports, and periodically test for inter-rater reliability on those reviews
- To design and conduct assessment of the General Studies program
- To serve as a resource for developing assessment instruments

As stated in the Faculty Handbook, this committee “coordinates with Academic Affairs Committee twice a semester to report on activities related to student assessment.”

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 business intelligence 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.

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

**Annual Program Assessment Report Review Rubric**

**Department ____________________________**

<table>
<thead>
<tr>
<th></th>
<th>Excellent</th>
<th>Needs Improvement</th>
<th>Unsatisfactory</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Goals</strong></td>
<td>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).</td>
<td>Mix of measurable and unmeasurable goals. The number of goals is slightly too few or too many.</td>
<td>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.</td>
</tr>
<tr>
<td><strong>Measures (Direct or Indirect)</strong></td>
<td>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).</td>
<td>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.</td>
<td>No measures identified. No statement of expected achievement (score/competency level) for success at this goal.</td>
</tr>
<tr>
<td><strong>Results</strong></td>
<td>Reports a success rate for each measure such as “80% of students met the standard.”</td>
<td>Reports a success rate for some measures</td>
<td>Success rate for measures not identified</td>
</tr>
<tr>
<td><strong>Reason/Hypothesis</strong></td>
<td>Explanation of what has led to success or to the less-than-desirable outcomes. Explanation is strong and logically plausible.</td>
<td>Explanation of what has led to success or the less-than-desirable results is weak and/or not logically plausible.</td>
<td>No explanation of results</td>
</tr>
<tr>
<td><strong>Action</strong></td>
<td>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)</td>
<td>Follow-up actions are not specifically related to assessment results</td>
<td>No follow-up actions identified.</td>
</tr>
<tr>
<td><strong>Narrative</strong></td>
<td>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.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
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 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 July 2019)

<table>
<thead>
<tr>
<th>Year</th>
<th>Programs to complete review</th>
</tr>
</thead>
</table>
| 2019-20 (Year 1) | Automotive Repair  
Business Administration  
Leadership & Management  
Management  
Math  
Medical Assistant (CAHEEP and MAERB)  
Music (all)  
Physics  
Truck Driver Education (CDL A) |
| 2020-21 (Year 2) | Art & Design (Drawing/Painting, Ceramics, Sculpture, Graphic Design)  
Health Information Technology  
HVAC/R  
Marketing  
Teacher Education (all)  
Phlebotomy  
Physical Therapist Assistant (CAPTE) |
| 2021-22 (Year 3) | Driver Education  
Engineering (all)  
Nursing Assistant/GNA  
Visual Communications (Communications, Photography, Digital Imaging, Web Programs, Video, Graphic Design & Multimedia)  
Welding |
| 2022-23 (Year 4) | Computer Science (all varieties) and Cybersecurity  
English  
Exercise Science and Personal Trainer/Fitness Manager  
Social Work  
Supply Chain Management  
Transportation Management |
| 2023-24 (Year 5) | Communication Studies  
Motorcycle Training  
Geosciences  
Nursing (ACEN accreditation)  
Paralegal Studies  
Pharmacy Technician  
Psychology  
Simulation Design and Gaming  
Theatre |
| 2024-25 (Year 6) | 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 |
<table>
<thead>
<tr>
<th>Year</th>
<th>Programs to complete review</th>
</tr>
</thead>
<tbody>
<tr>
<td>2025-26 (Year 7)</td>
<td><em>Review of General Education Learning Outcomes</em></td>
</tr>
<tr>
<td></td>
<td>Accounting</td>
</tr>
<tr>
<td></td>
<td>Agricultural Sciences (including Equine and Horticulture certificates)</td>
</tr>
<tr>
<td></td>
<td>Biology &amp; Environmental Science</td>
</tr>
<tr>
<td></td>
<td>Chemistry</td>
</tr>
<tr>
<td></td>
<td>Adult Education</td>
</tr>
<tr>
<td>2026-27 (Year 8)</td>
<td>General Studies</td>
</tr>
<tr>
<td></td>
<td>Middle States prep/research/writing year</td>
</tr>
<tr>
<td>2027-28</td>
<td><em>Repeat Year 1</em></td>
</tr>
</tbody>
</table>

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.
<table>
<thead>
<tr>
<th>Goals/Outcomes</th>
<th>Measure(s)</th>
<th>Timeline</th>
</tr>
</thead>
<tbody>
<tr>
<td>I. Apply critical thinking skills to explain theoretical and concrete</td>
<td>ETS proficiency profile</td>
<td>Administer to graduates every other year, beginning spring 2019. Administer to first-year</td>
</tr>
<tr>
<td>issues, evaluate evidence, recognize and incorporate divergent</td>
<td></td>
<td>students every other year, beginning fall 2019.</td>
</tr>
<tr>
<td>perspectives, explore the assumptions of self and others, propose</td>
<td></td>
<td></td>
</tr>
<tr>
<td>problem-solving strategies, and support a position using evidence.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>IIa. Analyze the aesthetic, historical and cultural values of artistic</td>
<td>Rubric to be applied to a final project in ART, EGL, MUC, and THE classes with the H designation.</td>
<td>Piloted spring 2020; implemented fall 2020. To be evaluated in Fall term of even numbered years.</td>
</tr>
<tr>
<td>works across genres and disciplines, or produce such work in visual,</td>
<td></td>
<td></td>
</tr>
<tr>
<td>sonic, written, or performative media.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>IIb. Identify cultural norms and biases, and how they shape experience.</td>
<td>Quiz to be administered in all Social Sciences (SS) and History courses</td>
<td>Designed fall 2019; piloted spring 2020. To be evaluated in Spring term of odd numbered years.</td>
</tr>
<tr>
<td>III. Develop, organize and present ideas orally and in writing.</td>
<td>ETS proficiency profile</td>
<td>Administer to graduates every other year, beginning spring 2019. Administer to first-year students every other year, beginning fall 2019.</td>
</tr>
<tr>
<td>IV and V. Select and ethically use current and emerging technologies to</td>
<td>Information literacy quiz in EGL 101; technological skills rubric to be used to evaluate final paper</td>
<td>Piloted fall 2019; instituted spring 2020. To be evaluated in Spring term of even numbered years.</td>
</tr>
<tr>
<td>acquire, organize, analyze, produce and share information.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>VIa. Construct objective investigations using the scientific method.</td>
<td>Exam questions to be used in all Science (S) courses</td>
<td>Piloted fall 2019; instituted spring 2020. To be evaluated in Fall term of odd numbered years.</td>
</tr>
<tr>
<td>VIb. Apply mathematical concepts and quantitative reasoning to solve problems.</td>
<td>ETS proficiency profile</td>
<td>Administer to graduates every other year, beginning spring 2019. Administer to first-year students every other year, beginning fall 2019.</td>
</tr>
</tbody>
</table>
APPENDIX A

GENERAL EDUCATION STUDENT LEARNING OUTCOMES
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 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 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/index.php
- Assessment Update journal. (Academic Programs has copies of 2 collections of articles from this journal: Hallmarks of Effective Outcomes Assessment and Community College Assessment.)
APPENDIX C

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

1. Bloom’s Taxonomy can help identify key verbs for learning goals

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

2. 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

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2 Modified from [https://tips.uark.edu/using-blooms-taxonomy/](https://tips.uark.edu/using-blooms-taxonomy/)
3 [https://wayne.edu/assessment/files/course_vs_program_learning_outcomes.pptx](https://wayne.edu/assessment/files/course_vs_program_learning_outcomes.pptx)
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.

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

4. Examples of moving toward measurable learning outcomes.

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

4 https://academicprograms.calpoly.edu/program-learning-outcomes
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

<table>
<thead>
<tr>
<th>Goal</th>
<th>Measure(s)</th>
<th>Results/Success Rate</th>
<th>Reason/Hypothesis</th>
<th>Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>Goal 1</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Goal 2</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Goal 3</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Goal 4</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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
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. 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.

VII. 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.

VIII. 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.)

IX. INNOVATIVE TECHNOLOGIES

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

XI. OTHER SIGNIFICANT PROJECTS OR ACCOMPLISHMENTS

Discuss any other significant accomplishments of your department and students.

XII. COST CONTAINMENT

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

XIII. 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
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

<table>
<thead>
<tr>
<th></th>
<th>Fall Term Year 1</th>
<th>Fall Term Year 2</th>
<th>Fall Term Year 3</th>
<th>Fall Term Year 4</th>
<th>Fall Term Year 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Program #1</td>
<td>17</td>
<td>20</td>
<td>25</td>
<td>30</td>
<td>45</td>
</tr>
<tr>
<td>Program #2</td>
<td>3</td>
<td>6</td>
<td>5</td>
<td>8</td>
<td>5</td>
</tr>
</tbody>
</table>

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

Graduates

<table>
<thead>
<tr>
<th></th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Program #1</td>
<td>17</td>
<td>20</td>
<td>25</td>
<td>30</td>
<td>45</td>
</tr>
<tr>
<td>Program #2</td>
<td>3</td>
<td>6</td>
<td>5</td>
<td>8</td>
<td>5</td>
</tr>
</tbody>
</table>

*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

<table>
<thead>
<tr>
<th></th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Graduates</td>
<td>17</td>
<td>20</td>
<td>25</td>
<td>30</td>
<td>45</td>
</tr>
<tr>
<td>Transferred</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
<td>8</td>
</tr>
<tr>
<td>Employed</td>
<td>6</td>
<td>7</td>
<td>8</td>
<td>9</td>
<td>10</td>
</tr>
<tr>
<td>Unknown</td>
<td>7</td>
<td>8</td>
<td>11</td>
<td>14</td>
<td>27</td>
</tr>
</tbody>
</table>

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.

LOW ENROLLMENT COURSES

<table>
<thead>
<tr>
<th>Course</th>
<th>Frequency Offered</th>
<th>Typical Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>CEC 270 Advanced Something I</td>
<td>Offered every other fall</td>
<td>6-8</td>
</tr>
<tr>
<td>CEC 280 Advanced Something II</td>
<td>Offered every other spring</td>
<td>5-7</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Course</th>
<th>Year 1 DFW Rate</th>
<th>Year 2 DFW Rate</th>
<th>Year 3 DFW Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>CEC 101 Intro to Something</td>
<td>17.2%</td>
<td>15.3%</td>
<td>12.8%</td>
</tr>
<tr>
<td>CEC 103 Topics in Something I</td>
<td>25.4%</td>
<td>22.0%</td>
<td>22.5%</td>
</tr>
</tbody>
</table>

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.