

UMBC ASSESSMENT PLAN
April 27, 2009

- I. Principles for UMBC Assessment Plan
 - A. UMBC uses assessment results to improve student learning and to advance the institution.
 - B. Student learning outcomes are an essential component of the assessment of institutional effectiveness.
 - C. The UMBC Assessment Plan applies to all academic and administrative units and divisions to ensure institutional improvement.
 - D. The UMBC Assessment Plan applies to all academic degree programs, both undergraduate and graduate.
 - E. Departments' Academic Program assessments are to be coordinated with their Academic Program Review schedule whenever practical and appropriate.
 - F. The UMBC Assessment Plan is an evolving document that will change with time.
 - G. Department chairs, faculty, and others who are involved with student learning will be offered professional development opportunities to develop expertise in assessment.
 - H. UMBC is committed to building its assessment capacity, and will provide sufficient financial and staffing resources to carry out its assessment responsibilities.

- II. Responsibilities and Process for Developing and Implementing UMBC Assessment Plan and Student Learning Outcomes goals
 - A. UMBC's Assessment Plan will consist of plans from each college and school, the general education assessment plan, and the assessment plans of academic support units and administrative divisions.
 - B. The Provost, with the support of the deans and vice presidents, is responsible for monitoring and ensuring implementation of UMBC's Assessment Plan, including use of the assessment results to ensure institutional improvement.
 - C. The Assessment Committee, composed of faculty and staff and chaired by the Provost, will provide advice to the Provost and campus. It will serve as a forum for discussion and review of the plans' implementation and continuing development and institutional progress in assessment.
 - D. The General Education Committee will be responsible for monitoring general education assessment and the use of assessment data to help direct the improvement of the general education program.
 - E. The university's undergraduate student learning outcomes goals will be its general education competencies as approved by the Faculty Senate.
 - F. Each general education course must be reviewed and approved by General Education Committee which will ensure that each course contains explicit student learning outcome goals.
 - G. Assessment of general education student learning outcomes will be the assessment of key general education courses. First Year Seminar assessment

activity for seminars with a general education designation, and one general education course per department, biennially, beginning fall 2008.

Program Level

- H. Department Chairs and Graduate Program Directors are responsible for developing appropriate assessment plans for their respective academic degree programs.
- I. Student learning outcome goals at the course level shall support program-level student learning outcome goals which shall be consistent with the university's student learning outcome goals.
- J. Assessment plans of departments and graduate programs are submitted to their respective deans who review and forward the plans to the Provost's office for approval.
- K. Plans developed within each college and school will be the College and School Assessment Plans. Deans will be responsible for monitoring and ensuring implementation of their College and School Assessment Plans as part of the Academic Program Review process. They will also monitor the use of assessment results to ensure academic program improvement.
- L. The Graduate Dean and Graduate Council will be responsible for monitoring graduate program assessments and the use of assessment data to improve graduate programs.

Administrative Divisions and Academic Support Units

- M. Academic support units will submit plans, addressing student learning outcome goals where appropriate, to the Provost for approval
- N. Administrative Vice Presidents will submit plans to Deans and Vice Presidents Council for review and discussion
- O. Academic support units directors and administrative vice presidents will seek to identify a common set of goals and shared priorities (to improve effectiveness, efficiency, and student learning) which academic support units and administrative divisions can help achieve.

Figure 1

