Closing-the-Loop Report

⦁ Your Department ⦁ Date Submitted ⦁ Contact ⦁ [email address](http://www.umbc.edu/provost) ⦁ Phone ⦁

# Overview

Please provide a one-page report that highlights your department’s closing-the-loop applications and follow-up activities since we instituted the [UMBC Assessment Plan](http://www.umbc.edu/provost/Assessment_Plan_Outline_2009.pdf) in 2009.

# Program’s Student Learning Outcomes

Add your department’s name, etc. above and paste your numbered SLOs here. If you have linked your SLOs to the [UMBC Functional Competencies](http://www.umbc.edu/undergrad_ed/docs/General_Education_Competencies_0805.pdf), please indicate in parentheses.

1. SLO1
2. SLO2
3. SLO3
4. SLO4
5. SLO5

# Closing-the-Loop: Evidence, Recommendation, Follow-Up, and Results

Please provide brief details about your department’s learning assessment applications like those below.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Source, Date, SLO(s) | Evidence from Original Assessment | Recommendation from that Assessment | Follow-Up Implementation | Results from Implementation |
| (For Example) Intro to QFall 2013-Spring 14SLO1  | (For Example) Final exam, Fall 2013, 10 questions mapped to SLO1, of X students tested, \_\_% demonstrated competence; \_\_% tested as inadequate. | (For Example) Students need add’l practice on SLO1.  | (For Example) Intervention: Tutorials added to address SLO1 in Spring 2014. | (For Example) Final exam, Spring 2014, 10 similar questions mapped to SLO1; reduced inadequate learning in SLO1 by \_\_%. |
| (For Example) Capstone CourseSpring 2012-14All SLOs | (For Example) Spring 12, Capstone paper scored by multiple readers with rubric aligned to all SLOs; sample of X students out of Y total. Only \_\_% of students demonstrated competence in SLO3.  | (For Example) Reviewed curriculum map to pinpoint where SLO3 is addressed. Identified need for add’l learning opportunity in 2 courses. | (For Example) Added class activity in 2 courses dealing with SLO3. | (For Example) Spring 14, Capstone review; sample of X students out of Y total. \_\_% of students competent in SLO3. Competent learning in SLO3 increased by \_\_%. |
| (For Example)Senior SurveySpring 13SLO2 | (For Example) Spring 13 data indicated student satisfaction with learning opportunities in oral communication (SLO2); increase of \_\_% over Spring 12 survey. | (For Example) Discussed faculty efforts linked to improvement, including shared rubric for oral reports. | (For Example) Created similar components in other courses. | (For Example) Spring 13 satisfaction data remained steady. |

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1. SLO 1
2. SLO 2
3. SLO 3
4. SLO 4
5. SLO 5

# Closing-the-Loop: Evidence, Recommendation, Follow-Up, and Results

Please provide brief details about your department’s learning assessment applications like those below.

## **Course, Date, SLO:** (For Example) Intro to Q; Fall 2013-Spring 14; SLO1

**Evidence from Original Assessment:** (For Example) Final exam, Fall 2013, 10 questions mapped to SLO1, of X students tested, \_\_% demonstrated competence; \_\_% tested as inadequate.

**Recommendation from that Assessment:** (For Example) Students need add’l practice on SLO1.

**Follow-Up Implementation:** (For Example) Intervention: Tutorials added to address SLO1 in Spring 2014.

**Results from Implementation:** (For Example) Final exam, Spring 2014, 10 similar questions mapped to SLO1; reduced inadequate learning in SLO1 by \_\_%.

## **Course, Date, SLO:** Capstone Course; Spring 2012-14; All SLOs

**Evidence from Original Assessment:** (For Example) Spring 12, Capstone paper scored by multiple readers with rubric aligned to all SLOs; sample of X students out of Y total. Only \_\_% of students demonstrated competence in SLO3.

**Recommendation from that Assessment:** (For Example) Reviewed curriculum map to pinpoint where SLO3 is addressed. Identified need for add’l learning opportunity in 2 courses.

**Follow-Up Implementation:** (For Example) Added class activity in 2 courses dealing with SLO3.

**Results from Implementation:** (For Example) Spring 14, Capstone review; sample of X students out of Y total. \_\_% of students competent in SLO3. Competent learning in SLO3 increased by \_\_%.

## **Course, Date, SLO:** Senior Survey; Spring 2013; All SLOs

**Evidence from Original Assessment:** (For Example) Spring 13 data indicated student satisfaction with learning opportunities in oral communication (SLO2); increase of \_\_% over Spring 12 survey.

**Recommendation from that Assessment:** (For Example) Discussed faculty efforts linked to improvement, including shared rubric for oral reports.

**Follow-Up Implementation:** (For Example) Created similar components in other courses.

**Results from Implementation:** (For Example) Spring 13 satisfaction data remained steady.