

# 2021 Student Learning Outcomes Assessment Report (SLOAR)

This survey is a required aspect of the 2021 SLOAR reporting process.

Please take a few moments to tell us about the approaches and tools your institution is using to assess learning outcomes of your undergraduate students. Results from the survey can inform the Maryland Higher Education Commission's analysis of statewide trends in student learning assessment and will complement the 2021 statewide SLOAR. Thank you in advance for your help. Please complete this survey no later than August 9, 2021.

**\* Required**

1. Email \*

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## 2. Please select your institution \*

*Mark only one oval.*

- Allegany College of Maryland
- Anne Arundel Community College
- Baltimore City Community College
- Bowie State University
- Carroll Community College
- Cecil College
- Chesapeake College
- College of Southern Maryland
- Community College of Baltimore County
- Coppin State University
- Frederick Community College
- Frostburg State University
- Garrett College
- Hagerstown Community College
- Harford Community College
- Howard Community College
- Montgomery College
- Morgan State University
- Prince George's Community College
- Salisbury University
- St. Mary's College of Maryland
- Towson University
- University of Baltimore
- University of Maryland Eastern Shore
- University of Maryland Global Campus
- University of Maryland, Baltimore
- University of Maryland, Baltimore County
- University of Maryland, College Park
- Wor-Wic Community College

3. Please provide the name and title of the person or persons submitting/responsible for this report \*
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4. Does your institution have a common set of student learning outcomes that applies to all undergraduate students across all majors?

\*

*Mark only one oval.*

Yes    *Skip to question 5*

No    *Skip to question 6*

Upload  
Common  
Set

Please upload your institution's common set of student learning outcomes that applies to all undergraduate students across all majors and return to complete the rest of the survey. The document must be in pdf format.

5. Upload your pdf. \*

Files submitted:

*Skip to question 6*

Departments and FTE

6. Have specific departments, schools, or majors at your institution spelled out intended learning goals or outcomes applicable to their own students? Select the option that best describes your institution. \*

*Mark only one oval.*

Yes, all departments/schools have defined field-specific learning outcomes

Yes, selected departments/schools have defined field-specific learning outcomes

No, individual departments/schools do not specify their own learning outcomes

7. Does your institution have a person or unit charged with coordinating or implementing student learning outcomes assessment campus-wide? \*

*Mark only one oval.*

Yes    *Skip to question 8*

No    *Skip to question 9*

### FTE counts

8. If yes, how many FTE are assigned responsibility? \*

*Mark only one oval.*

1

2

3

4

5

6

7

more than 7

*Skip to question 9*

### Assessment Drivers

9. What are the primary drivers of assessment on your campus? Please select the top three. \*

*Check all that apply.*

- National calls for accountability and/or transparency
- Faculty and staff interest in improving student learning
- Institutional commitment to improve undergraduate education (e.g., strategic plan)
- Governing board mandate
- Internal program review requirements
- Institutional membership initiatives (e.g., AAUDE, VSA)
- Specialized or program accreditation
- Institutional accreditation

Other:  \_\_\_\_\_

Uses of student learning outcomes results, institution-level uses and accreditors

10. To what extent has your institution used student learning outcomes results for each of the following: Mark a response for each statement. \*

*Mark only one oval per row.*

	Not at all	Some	Quite a bit	Very much
Preparing for institutional accreditation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Preparing for program or specialized accreditation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Revising undergraduate learning goals	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Determining student readiness for college level work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Determining student readiness for upper-division work (e.g., rising 3rd year exams)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Encouraging adoption of best practices in teaching, learning, and assessment from other institutions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Improving instructional performance (e.g., design faculty or staff development programs)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Evaluating departments, units and programs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Modifying general education curriculum	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Allocating resources to academic units	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Allocating resources to student affairs units	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Modifying student academic support services (e.g., advising, tutoring, study skills)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Changing policies and practices related to transfer or articulation agreements	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Changing admissions policies and recruitment materials	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Responding to calls for accountability and/or transparency	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Informing strategic planning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Informing governing board about student and institutional performance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Reporting to the public	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

11. What assessment approaches are used at the institution level (NOT program, department or unit) to represent undergraduate student learning? Institution-level should be interpreted to mean across the entire institution or with valid samples representing the institution. Mark all that apply to your institution. \*

*Check all that apply.*

- Incoming student placement exam (e.g., ACCUPLACER, COMPASS, locally developed)
- National student survey (e.g., CCSSE, NSSE, CIRP)
- Locally developed surveys
- General knowledge and skills measures (e.g., CLA, CAAP, ETS)
- Locally developed knowledge and skills measures
- Classroom-based performance assessments such as simulations, comprehensive exams, critiques, etc.
- Externally situated performance assessments such as internships or other community-based projects
- Portfolios or other collection of student work highlighting achievement of learning objectives
- Capstone projects (including senior thesis), courses, or experiences
- Rubrics (published or locally developed)
- Alumni surveys, alumni focus groups, or alumni interviews
- Employer surveys, employer focus groups, or employer interviews

Other:  \_\_\_\_\_

12. Please identify your institutional accreditor by name. \*

\_\_\_\_\_

- 13. Please identify all programmatic accreditors that require specific learning outcomes for the purposes of accreditation. (Use the full name of the accreditor; do not include acronyms). If your institution has no programmatic accreditors, please write "none". \*

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Upload  
Report  
and  
Case  
Study

Please upload the Report (required) and Case-Study (optional). The only acceptable format for the Report and the Case Study is pdf so please prepare all of your materials as pdfs. Limit is five uploaded documents. ENSURE YOUR INSTITUTION'S NAME IS IN THE FILE NAME.

- 14. Please upload a PDF of your institution's required Report and Appendices AND, for participating institutions, the Case Study. Ensure your institution's name is included in the file name. \*

Files submitted:

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