



The Community College of Baltimore County
Learning Outcomes in Student Services Plan
2007

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by the CCBC Deans of Learning and Student Development

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The Community College of Baltimore County
Learning Outcomes in Student Services Plan

**CCBC Academic Advising
Learning Outcomes Assessment Project
2007**

GOAL: Independent Learner

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| Advising Outcome: Students will take the initiative to: | Articulate an educational goal and author a Graduated Learning Plan (GLP) while enrolled in SDEV 101. (1.) (2.) (4.) (6.) |
| Advising Strategy: | Require GLP presentations in SDEV 101. Require students to meet with advisors to review GLP's. (1.) (3.) (5.) (6.) (7.) |
| Benchmarks: | GPA's of students who completed/did not complete GLPs in the Fall 2005 semester |
| Measurement: | <ul style="list-style-type: none"> - Enter cohorts of students from each campus who completed/did not complete GLPs into Banner. - Use Focus report to track retention rates, GPA's and hours completed of students who completed/did not complete GLPs for subsequent terms. - Collaborate with Planning, Research and Evaluation to develop an in-depth analysis of the data. |
| Feedback Loop: | <ul style="list-style-type: none"> - Based on data analysis, redesign the process of administering GLPs. - Implement improvements to the process of administering GLPs, and analyze data to measure degree of effectiveness. - Post final report on CCBC LOA web page and share with deans, department chairs, program coordinators, academic advisors and SDEV 101 instructors. |

Deans' Definition of Independent Learner: Takes responsibility for learning; The student will:

1. Define a need or problem and employ effective decision making to resolve it
2. Plan ahead/set goals
3. Acquire knowledge
4. Use available resources
5. Seek assistance from appropriate people/experts
6. Apply critical analysis to consider options
7. Evaluate decisions



The Community College of Baltimore County
Learning Outcomes in Student Services Plan

**CCBC Admissions
Learning Outcomes Assessment Project
2007**

Goal: The Self-Directed Learner successfully navigates the college admissions process

The student will:

1. Define a need or problem and employ effective decision making to resolve it.
2. Plan ahead/set goals
3. Acquire knowledge
4. Use available resources
5. Seek assistance from appropriate people/experts
6. Apply critical analysis to consider options
7. Evaluate decisions

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| Outcome | Identification of barriers and disconnects in the entry process. Recommendations for improvements. |
| Strategy | Survey a cohort of new CCBC students who applied and completed the registration process for spring 2007. Identify the enrollment steps that may have been perceived as barriers to completing the enrollment process. |
| Measurement | <ul style="list-style-type: none">• Develop questions to guide discussion concerning the entry process.• Contact applicants who registered for spring 2007 to form a focus group of 15 participants on each campus.• Conduct focus group early in the spring 2007 semester. |
| Feedback Loop | Directors will review focus group results and make recommendation for improvement. |



The Community College of Baltimore County
Learning Outcomes in Student Services Plan

CCBC Athletics
Learning Outcomes Assessment Project
2007

Core Competency: Independent Learner

The student will:

1. Define a need or problem and employ effective decision-making to solve it.
2. Plan ahead/set goals
3. Acquire knowledge
4. Use available resources
5. Seek assistance from appropriate people/experts
6. Apply critical analysis to consider options
7. Evaluate decisions

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| Outcome: | Student athletes will choose to exhibit good sportsmanship |
| Strategy: | <p>Conduct pre season meetings with each team to reinforce the behaviors student athletes are expected to exhibit.</p> <p>Conduct pre season meetings with coaches to emphasize the importance of coaches modeling behaviors student athletes are being encouraged to choose to exhibit.</p> <p>Conduct voting for the Jack Cistrano Sportsmanship Award. This award is voted on by each coach in the conference to honor the college whose teams have demonstrated the best sportsmanship during the academic year.</p> <p>Publicize Student Athlete of the Month/Semester awards, including criteria to be used in selection (sportsmanship, service as a role model, school involvement, leadership, civic engagement, academic performance, motivation/personal growth) and the establishment of a statewide award.</p> |
| Measurement: | <p>Compare the reports to the conference Standards and Ethics committees from the previous year. This also tracks improvement or lack of improvement by poor performing colleges</p> <p>Number of ejections in all sports</p> <p>Number of red/yellow cards in soccer</p> |
| Benchmark: | <p>20% decline in the total number of unsportsmanlike incidents.</p> <p>20% decline in number of ejections for fighting by sport by school.</p> <p>20% decline in yellow cards by sport by campus</p> |
| Feedback Loop: | AD's to review results/ modify strategies at annual spring meeting |



The Community College of Baltimore County Learning Outcomes in Student Services Plan

CCBC Financial Aid Learning Outcomes Assessment Project 2007

Goal: Self-Directed Learner

The student will:

1. Define a need or problem and employ effective decision-making to solve it.
2. Plan ahead/set goals
3. Acquire knowledge
4. Use available resources
5. Seek assistance from appropriate people/experts
6. Apply critical analysis to consider options
7. Evaluate decisions

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| Outcome: | Increased number of students seeking financial aid who will comply with the MHEC Office of Student Financial Aid March 1 deadline. | Increase the number of students seeking financial via FAFSA on the Web. |
| Strategy: | <ul style="list-style-type: none"> -Financial Aid administrators will provide information workshops. -MD ASFAA will sponsor high school guidance counselor workshops. -FAA will participate in College Goal Sunday activities including representatives from MHEC OSFA. -Distribute MHEC OFSA 411 books and web info. -Use mailings, email, and other media including a candy bar campaign to remind students of the March 1 deadline. | <ul style="list-style-type: none"> -Financial Aid administrators will provide information workshops. -Use mailings, email and other media to encourage students to file electronically via the Web. -FAA will participate in College Goal Sunday. -Institutionally have computers available for student use. -Distribute the Department of Ed.'s FAFSA on the Web brochures. Candy bars which state "remember you can apply online at:fafsa.ed.gov. |
| Measurement: | Use 0607 data from MHEC to establish a baseline of the number of MD students who | Use 0607 data from CPS to establish a baseline. Use CPS reporting on YTD number of electronic applications and calculate a percentage of electronic applications against |

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| | met the deadline. Compare annual March 1 figures. | the total applications (paper or otherwise). Compare with 0506 YTD data. |
| Benchmark: | Increased number students completing the FAFSA by March 1. | Increased number of students who file FAFSA on the Web. |
| Feedback Loop: | FAA's will review results and modify strategies during affinity group meetings. | FAA's will review results and modify strategies during affinity group meetings. |



The Community College of Baltimore County
Learning Outcomes in Student Services Plan

**CCBC Registration
Learning Outcomes Assessment Project
2007**

Goal: Self-Directed Learner:

**To increase student utilization of on-line Web registration
To increase student awareness and usage of self-service options**

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| Outcome: | Increase the number of students who register on-line via Web in subsequent semesters. |
| Strategy: | Provide on-line registration instruction to SDEV 101 students in selected sections through a handout, demonstration format. Require SDEV 101 students in cohort to register on-line. |
| Measurement: | Focus reports track percentage of student body using Web to register. Track SDEV 101 cohorts that registered via Web in subsequent semesters compared to general student population. |
| Benchmark: | Number of students receiving on-line registration instruction through handout, demonstration format. Number of students receiving instruction who register on-line in subsequent semesters. |
| Feedback Loop: | The Director of Records & Registration will provide comparative data regarding percentage of students registering via Web that received instruction versus percentage of CCBC general population registering via Web. |



The Community College of Baltimore County
Learning Outcomes in Student Services Plan

**CCBC Student Life
Learning Outcomes Assessment Project
2007**

Core Competency: Independent Learner

The student will:

1. Define a need or problem and employ effective decision-making to solve it.
2. Plan ahead/set goals
3. Acquire knowledge
4. Use available resources
5. Seek assistance from appropriate people/experts
6. Apply critical analysis to consider options
7. Evaluate decisions

| STUDENT LIFE | |
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| Outcome: | Student Leaders will assess, examine and clarify their personal values, beliefs, goals and motivations in order to better understand their roles as leaders and their interactions with community and society. |
| Strategy: | Student Life staff will execute a leadership program involving leadership workshops, conferences, retreats and major leadership programs, service learning opportunities, trips, and other related leadership activities |
| Benchmark: | Student leaders will develop co-curricular portfolios to document learning that occurs via goal setting, knowledge acquisition and the use of resources. Student Leaders are identified as those involved in SGA, other student clubs and organizations, and students who participate in leadership programs. 60% of participants who begin the portfolio program will complete it. |
| Measurement: | Co- curricular portfolios will be evaluated using a state-wide rubric that measures student achievement of the personal development competency objectives. |
| Feedback Loop: | MCCADA members will evaluate our progress and review our strategies/ delivery methods to ensure consistency and efficiency at our winter meeting and at our summer retreat. |



The Community College of Baltimore County Learning Outcomes in Student Services Plan

CCBC Testing Centers Learning Outcomes Assessment Project (1) 2007

Core Competency: Independent Learner

Definition: Takes responsibility for learning

The student will:

1. Define a need or problem and employ effective decision making to resolve it
2. Plan ahead/set goals
3. Acquire knowledge
4. Use available resources
5. Seek assistance from appropriate people/experts
6. Apply critical analysis to consider options
7. Evaluate decisions

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| Outcome: | Students will demonstrate proper preparation for academic activities by coming to the Testing Center with proper materials. |
| Strategy: | Students will come prepared to testing activities administered through the Testing Centers – arranging appointments to test (if necessary at campus Testing Center), bringing required picture identification, writing implements, and other materials as permitted per the instructor’s proctored testing directions as outlined in promotional flyers, brochures, the website and message to the instructors. |
| Measurement: | Testing Centers will track students who come prepared for testing and compare fall to fall, spring to spring. |
| Benchmark: | The number of students who come to the Testing Center prepared will increase by 5%. (Fall 2004 – Of the total number of students taking course tests/exams at the Essex Campus Testing Center, approximately 86% of the total numbers of students were prepared to test.) |
| Feedback Loop: | Testing Center leaders will review results and modify strategies Summer 2006. |



The Community College of Baltimore County Learning Outcomes in Student Services Plan

CCBC Testing Centers Learning Outcomes Assessment Project (2) 2007

Core Competency: Independent Learner will demonstrate Integrity, Honesty and Ethical Behavior

Definition: In seeking the truth, in learning to think critically, and in preparing for a life of constructive service, honesty is imperative. Each student has a responsibility to submit work that is uniquely his or her own, or to provide clear and complete acknowledgement of the use of work attributable to others.

The student will:

1. Complete all work without unauthorized assistance.
2. Follow the professor's instructions when completing all class assignments including tests/exams administered through the Testing Centers.
3. Ask for clarification when instructions are not clear.
4. Provide proper credit when quoting or paraphrasing
5. Submit only one's own work.

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| Outcome: | Students will demonstrate academic integrity. |
| Strategy: | Students will read the Code of Academic Integrity and be instructed to adhere to it. Students will sign a form indicating they have read the code and understand the consequences of cheating. |
| Measurement: | Testing Centers will track instances of cheating and compare fall to fall and spring to spring. |
| Benchmark: | The number of students who are caught cheating while taking course tests/exams in the Testing Centers will decrease by five percent. (Fall 2004 – Of the total number of students taking course tests/exams at the CCBC Essex Testing Center, less than 1% of the total numbers of students were caught cheating.) |
| Feedback Loop: | Testing Center leaders will review results and modify strategies – Summer 2006 |



The Community College of Baltimore County
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**CCBC Tutoring
Learning Outcomes Assessment Project
2007**

Core Competency: Independent Learner

The student will:

1. Define a need or problem and employ effective decision-making to solve it.
2. Plan ahead/set goals
3. Acquire knowledge
4. Use available resources
5. Seek assistance from appropriate people/experts
6. Apply critical analysis to consider options
7. Evaluate decisions

| TUTORING CENTER | |
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| Outcome: | Students will be able to identify and prioritize specifically and accurately the skills or areas they need help in when seeking tutoring support. At the end of the tutoring session, tutor and student will discuss the items identified on the Tutoring Goal Information Form (TGIF) . Based on these discussions, students will be able to learn how to prioritize their learning goals. |
| Strategy: | <ol style="list-style-type: none">1. At the beginning of the tutoring session, students will fill be able to identify their tutoring needs on the TGIF.2. At the end of the tutoring session, students and tutors will evaluate and discuss whether the students accurately identified and prioritized their need.3. Based on those discussions, students will be able to learn how to prioritize their learning goals and strategies. |
| Measurement: | Analysis of the TGIF data collected will primarily compare matches of students' and tutors' perceptions of tutoring needs. The impact of length, frequency, number of sessions and the type of course will be analyzed. |
| Feedback Loop: | Students, tutors, and administrators will evaluate the TGIF and its usefulness continuously. |