LEARNING OUTCOMES ASSESSMENT

2022 – 2023
ANNUAL REPORT

COMPLIED BY:
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INTRODUCTION

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Assistant Dean for Curriculum and Assessment

June 2023

The Community College of Baltimore County (CCBC) conducts intentional, systematic, and collaborative assessments of student and employee learning at course, program, general education curriculum and institutional levels. The framework of assessment incorporates staff and faculty stakeholders in both the design, delivery, and internal evaluation of learning outcomes. Assessment at CCBC is guided by the philosophy that all members of the institution share the responsibility for student learning and continuous improvement. Assessment is also pivotal to CCBC's strategic goal of Transformational Academics and the commitment to applying outcome-driven assessments to instructional initiatives, with the quality of instruction remaining paramount (CCBC Strategic Plan, 2020-2023: 13).

Assessment practices for academic year 2022-2023 began from a position of strength, with CCBC having been awarded the National Institute of Learning Outcomes Assessment's (NILOA) Sustained Excellence in Assessment Award in August 2021, for its program-level and institutional framework of assessment. Furthermore, in February 2022, CCBC was one of ten finalists and a winning team for the Bellwether Award in Instructional Programs & Services, for its submission of "General Education as a Mechanism to Promote Equitable Access to High Impact Practices".

CCBC advertised for a new Assistant Dean of Curriculum and Assessment in Fall 2022, replacing Dr. Jennifer Kilbourne, former Dean of Curriculum and Assessment who was appointed to the position of Assistant Vice President of Academic Affairs. I was lucky enough to be appointed to the role and started in January 2023. Since arriving at CCBC, I have been eager to be a participant observer of all aspects of the assessment process, including the annual cycle of program review and the submission and approval of Program Outcomes Assessment Proposals (POAPs'), the work of the General Education Review Board (GERB) and the General Education Assessment Team's (GrEAT's) scoring and data evaluation of Common Graded Assignments (CGA's), and the work of the Learning Outcomes Assessment Advisory Board (LOAAB) and course-level outcomes assessment (LOA). My engagement with the work of faculty in these forums has helped me to learn a structure of assessment that is cyclical, comprehensive, integrated, and student-centered.

In academic year 2022-2023 the Program Review Committee evaluated eleven program review submissions, covering 42 distinct associate degrees and certificates. Eight programs received the committee's approval with no changes and three programs were approved with mandatory changes within the next three years. These changes focused on the streamlining of existing certificates as stackable credentials within degree programs, and on formalizing articulation

agreements with four-year partners for Associate of Applied Science degrees that fall outside of the universal institutional articulation agreements for Associates of Applied Science degrees that exist through CCBC's comprehensive *Degrees to Succeed* program.

General education courses in the Social & Behavioral Sciences disciplines assessed outcomes in Fall 2022, and general education courses in Math assessed outcomes in Spring 2023. Special analyses in Social and Behavioral Sciences identified opportunities for improvement of student learning in relation to diversity and personal ethics goals, which is surprising given the nature of the content in these disciplines. This provides interesting 'food for thought' as faculty consider intervention measures. In Criminal Justice, special analyses examined (among others) the impact of scaffolded assessments upon student learning. Data showed that students in sections with scaffolded assignments outperformed other students across all gen ed outcomes. In addition, CCBC's approach of continuous improvement in the evaluation of General Education goals was highlighted at the American Association of Colleges and Universities General Education, Pedagogy and Assessment Conference in February 2023, in a presentation by Dr. Beth Shrader and Sarah Young.

The Center for Excellence in Teaching and Learning (CETL) has had another exceptional year, with a pilot in Fall 2022 of a new opportunity for faculty to participate in the Effective Teaching Practices online certification course, from the Association of College and University Educators (ACUE). This opportunity supports and credentials faculty members in the use of evidence-based teaching practices and aligns with CCBC's strategic goal of Transformational Academics and the firm belief that implementing evidence-based practices improves student engagement, retention, and learning. Thirty-three full time faculty participated in the pilot, with thirty faculty completing and earning the Certificate of Effective College Instruction.

CETL also hosted the 8th Annual Culturally Responsive Teaching and Learning Conference, from April 19th – April 21st, 2023, at the Maritime Conference Center in Linthicum, Maryland. 293 people were in attendance across the pre-conference institute and two conference days, including 49 students, 21 of whom participated as co-presenters.

On a personal note, I am incredibly grateful to our faculty assessment coordinators, Dr. Beth Shrader and Dr. Fernando Paniagua, and to Dr. Glenda Breaux, Heidi Barth and Sarah Young from the Office of Planning, Research and Evaluation (PRE) for their guidance and support as I sought to learn and understand the excellent assessment practices in place at CCBC. These individuals are leaders of assessment at the college, and their efforts and expertise are responsible for driving forward the comprehensive assessment efforts that distinguish CCBC as a national leader in the field. I am excited to work with such dynamic and accomplished team!

LEARNING OUTCOMES ASSESSMENT ADVISORY BOARD ANNUAL REPORT

Prepared By:
Fernando Paniagua & Sarah Young

June 2023

Overview

The Learning Outcomes Assessment Advisory Board (LOAAB) continued to play an integral role in facilitating learning outcomes assessment and providing assessment-related professional development at CCBC during the 2022-2023 academic year. This active group consists of members from multiple sectors of CCBC's organizational structure, with representation from all academic schools, Continuing Education, CCBC Online, the Office of Planning, Research and Evaluation, and CCBC's Middle States accreditation leadership.

The LOAAB Planning Meeting for AY22-23 activities took place on June 10th, 2022, with seven of 21 LOAAB members present. This meeting and the early meetings of AY22-23 gave rise to six goals that the full board or subcommittees pursued and discussed during the seven LOAAB meetings that took place in AY21-22. The goals were to:

- **Deliver assessment-related professional development**. Hold at least two events, one of which is Assessment Appreciation Day.
- **Investigate ways to assess online learning across disciplines**. Focus on closing the gap between online and face-to-face outcomes (course success, retention). Can we leverage SmartEvals or Brightspace? Are there retention and success strategies that close gaps for online students?
- **Identify ways LOAAB can assist with the evaluation process for digital badges.** Can LOAAB help with criteria development for badges in expanded areas or with vetting the criteria developed by other entities? Can LOAAB help with an effort to expand badges to areas like global studies and humanities?
- **Revive the Assessment Newsletter**. Produce two assessment newsletters per year: One at the beginning of the year to highlight activities to come, and one at the end of the year to sum up the assessment- related accomplishments for the year. Potential topics for the newsletter include results from assessment and discussion of how we close the loop from Assessment Appreciation Day activities (e.g., how was information from the sessions acted on in the college community).
- **Increase LOAAB member participation in subcommittee work**. Enlist each member in at least one subcommittee.
- E**ngage with the Senate around work on Core Competencies**. An ad-hoc committee will work on it. LOAAB is represented on the committee.

Below we describe LOAAB activities related to these goals.

Deliver Assessment-Related Professional Development

LOAAB's signature professional development event is Assessment Appreciation Day. Last year, it was decided to move this event to the Fall semester. Therefore, the event is planned to be held on October 27th, 2023, at the Essex Campus in person.

Several LOAAB members presented at assessment events during Academic Year 2022-2023:

1. Karen Beck, Elizabeth Shrader, and Adrianne Washington presented at the CCBC Professional Development Day a workshop "Strategies for Engagement and Retention". May 24th, 2023.

2. Elizabeth Shrader and Sarah Young presented at American Association of Colleges and Universities General Education, Pedagogy, and Assessment conference "Data driven collaborations for continuous improvement in Gen Ed Assessment" on February 10, 2023.

Investigate Ways to Assess Online Learning Across Disciplines

During this academic year, the chair of this subcommittee contacted one of the librarians at CCBC to provide LOAAB with some research on the topic. Here is the information provided:

- Patchwork quilt or woven cloth? The student experience of coping with assessment across disciplines.
- The influence of disciplinary assessment patterns on student learning: a comparative study.
- Variations in Pedagogical Design of Massive Open Online Courses (MOOCs) Across Disciplines.
- Innovative assessment across the disciplines
- Using the TPACK framework to unite disciplines in online learning.
- Small data, online learning, and assessment practices in higher education: a case study of failure?
- A flipped classroom model in higher education: a review of the evidence across disciplines.

The subcommittee did not discuss any of these articles because we were waiting for a representative of online learning, who joined at the end of the academic year.

Identify Ways LOAAB Could Assist with the Evaluation Process for Digital Badges

Digital badging was an item in all the monthly meetings, and LOAAB provided support and guidance on this topic. During this academic year, efforts have been placed into the acquisition of a platform that would be used to produce the badges. This acquisition is ongoing.

Revive the Assessment Newsletter

LOAAB has a subcommittee dedicated to assessment communication. While we were unable to revive the Newsletter during this academic year, LOAAB was able to provide communication about assessment to the college community by updating and maintaining the learning outcomes assessment web pages, updating materials on SharePoint, and sharing LOAAB agendas and minutes with academic schools via school representatives. The GrEATs Coordinator and LOA Associate also made visits to department and school meetings to address frequently asked questions, offer reminders on assessment goals and processes, and provide support in preparation for assessment activities.

Increase LOAAB Member Participation in Subcommittee Work

Some subcommittees were active (i.e., Communication with Assessment Appreciation Day planning) while others were hindered by logistical issues specific to their focus (e.g., necessary conversations and the workflow necessary to purchase a badging software platform).

Engage with the Senate Around Work on Core Competencies

An ad-hoc committee continues to work on this. LOAAB is represented on the committee and the work will continue into the coming academic year.

Plans for Next Year

LOAAB held its AY 2023-2024 planning meeting on June 13, 2023, with eight out of 21 members present. During the meeting, the members brainstormed about possible goals or ideas for the next academic year, and they were divided into 3 different categories:

- Level 1: easy to achieve goals because LOAAB is already working on them, and we would like to continue. These are the Level 1 goals for Academic Year 2023-2024:
    - Produce two newsletters: Fall/Spring
    - Continue working with online assessment across disciplines to identify a process or assessment instrument that can be used to assess online learning
    - Define a mission statement for LOAAB
    - Increase the participation of members in subcommittees
- Level 2: goals that need a little bit more time and organization to achieve. These are the Level 2 goals for Academic Year 2023-2024:
    - Revise the selection criteria for courses that can be a candidate for Learning Outcomes Assessment (e.g., enrollment, W rate, D/F rates, repeated courses)
    - Work on connections between GrEATs and Learning Outcomes Assessment
    - Work on Program Outcomes: identify courses that master Program Outcomes and communicate those program outcomes to Faculty. Work these into the LOA schedule
- Level 3: long-term goals that need more resources to achieve these.

We also determined the need for having a kick-off event in-person when we return in Fall 2023, with a proposed date of September 15th, 2023. Aside from the kick-off, the monthly LOAAB meetings will continue to be virtual during AY2023-2024. The chairs will meet with the Assistant Dean for Curriculum and Assessment to discuss and determine the goals for the AY2023-2024 and how they relate to the newly approved strategic plan. Goals will be presented, discussed, and affirmed at the kick-off event in September.

COURSE-LEVEL LEARNING OUTCOMES ASSESSMENT (LOA)

Prepared By:
Fernando Paniagua Ph.D.
With assistance and data analysis from the
Office of Planning, Research and Evaluation (PRE)

June 2023

Contents:

A. Overview

The course-level assessment process utilizes externally validated assessments that directly measure student learning of course objectives. All assessment projects begin with the development of a Request for Proposal (RFP) and flow through the five stages listed below. Throughout the process, faculty teams adhere as closely to the research design as possible. The Office of Planning, Research, and Evaluation (PRE) conducts the data analyses and provides a detailed report at stages 2 and 4.

Before launching a project, the academic dean selects a team of faculty leaders to serve as the primary researchers for each project. In orientation meetings, the team leaders are briefed about LOA policies and procedures before framing the outcomes to be measured and the research design to be employed. Next, the faculty group selects or designs an assessment instrument, ensures external validation, and outlines a timeline for the completion of each stage listed below.

- Stage 1: Designing and Proposing a Learning Outcomes Assessment Project
- Stage 2: Implementing the Design and Collecting and Analyzing the Data
- Stage 3: Redesigning the Course to Improve Student Learning
- Stage 4: Implementing Course Revisions and Reassessing Student Learning
- Stage 5: Final Analysis and Reporting Results

B. LOA Project Status
  1. Projects in Progress:

  Stage 4: Implementing Course Revisions and Reassessing Student Learning

  ALHL 115: Medical Terminology – The assessment implementation and data collection for this project occurred in two consecutive semesters: Summer 2020 and Fall 2020. During the Spring 2021 semester, the data was analyzed by PRE and presented virtually to the faculty involved in the project. During Fall 2021 they developed the strategies to be implemented into the course to improve student learning. Those strategies were implemented during Spring 2022, and data was collected. It took a tremendous amount of time to format the data that was downloaded from Brightspace, because of the way that the different scenarios were developed (multiple filling-the-blank questions, multiple choice, matching). PRE has worked on data from three of the six sections. We are hoping that during this summer we can have the other three sections processed, so the analysis can be performed during the Fall 2023 semester.

  HLTH 101: Health and Wellness – The proposal for this project was received and approved during Spring 2021. During Fall 2022, the assessment instrument was implemented, and data were collected and presented virtually to the faculty involved in the project. During Winter 2023 they developed the strategies to be implemented into the course to improve student learning. Those strategies were implemented during Spring 2023, and data was collected. Currently, the data collected is being formatted by the Learning Outcome Associate and will be ready to be sent to PRE for analysis during the Fall 2023 semester.

  HLTH 126: Introduction to Holistic and Complementary Health – The implementation of the assessment instrument and the data collection took place during the Fall 2020 semester. The data was analyzed and presented virtually to the faculty involved in the project during the Spring 2021 semester. The analysis presented showed a strong achievement of all the learning objectives with a significant difference in the performance between males and females. Because of this, they decided to take some time to brainstorm possible avenues to close this gap. Finally, they decided to run a survey during Spring 2022 to help inform their improvement strategies. Consequently, an intervention plan was designed and implemented in Fall 2022. Data were collected at the end of the semester at the end of Fall 2022. Currently, the Learning Outcome Associate is formatting the data, which will be sent to PRE for analysis during the summer of 2023.

  Stage 5: Final Analysis and Reporting Results

  PEFT 101: Lifetime Fitness and Wellness – This project was approved in Spring semester 2020 and was externally validated. Originally, the assessment implementation and data collection were planned for the Fall 2020, but because of the COVID-19, this was moved to Spring 2021. The data was analyzed and presented during Fall 2021 and the intervention plan was approved in the same semester. During Spring 2022, the

intervention plan was implemented, and data collected. During Fall 2022, the results of this second assessment were presented to the faculty involved, and finally, during the Spring 2023 semester, the Executive Summary was developed and approved.

2. **New Projects:**
   Stage 1: Designing and Proposing a Learning Outcomes Assessment Project

   MNGT 105: Introduction to Management – The proposal for this project was received and approved during Spring 2022. They are still seeking external validation of their assessment instrument and rubric. We reached out to several colleagues outside CCBC, with no luck. We are optimistic that we will find an external evaluator during the Fall 2023 semester.

C. LOA Status Report Summary

Beginning year	Dean	Team Leader(s)	Stage of Completion
2019			
ALHL 115	Shawn McNamara	Virginia Foster	Stage 4: Implementing Course Revisions and Reassessing Student Learning
2020			
HLTH 126	Timothy Davis	Claire Colclough	Stage 4: Implementing Course Revisions and Reassessing Student Learning
PEFT 101	Timothy Davis	Karen Renaud	Stage 5: Final Analysis and Reporting Results
2021			
HLTH 101	Timothy Davis	John Reed	Stage 4: Implementing Course Revisions and Reassessing Student Learning
2022			
MNGT 105	Jane Mattes	Brian Hagen	Designing and Proposing a Learning Outcomes Assessment Project (Missing External Evaluation)

D. Intervention Plan Documents:

HLTH 101

Based on the data analysis, the faculty member or team designs course improvements and develops new course materials, as necessary.

The faculty member or team presents a summary report of the data, results, and recommendations for course improvements, along with samples of any new materials, to the Learning Outcomes Assessment Associate, Fernando Paniagua.

Current Data:
Briefly describe the data provided by PRE in the Stage 2 meeting, presenting the principal results of the project and identifying areas of improvement, such us objectives with lower performance, components of a rubric with lower scores, and/or questions with the lower percentage of correct answers.

Overall students were successful in meeting the objectives for the HLTH 101 LOA. The results for each learning objective are as follows; 96% of students scored over 60% on Objective 1, 85% on Objective 3, 86% on Objective 6, 84% on Objective 9, and 68% on Objective 11. For objective 11. Questions 7, 35, and 43 were the lowest performing questions for objective

Previous Intervention Strategies, if applicable:
Briefly present any intervention strategies that were designed before implementing the assessment instrument.

N/A

Instructional Intervention Target Areas:
Indicate clearly what are the target areas that the Instructional Intervention plan will be focusing on, and provide any rationale needed to fully comprehend the plan.

Objective 11, questions 7, 35, and 43 will be the focus of the intervention plan. Objective 11 is the lowest performing objective. Questions 7, 35, and 43 are the lowest performing questions for objective 11.

Intervention Strategies and Implementation Plan:
Clearly enumerate all the intervention strategies, and how those strategies are going to be implemented in the course.

1. Provide a comprehensive review- Most of the content for objective 11 is covered at the beginning of the semester. A comprehensive review of course material prior to the exam may help students to better recall course content regarding objective 11 and questions 7,35, and 43.
2. Clarification of language for questions 7, 35, and 43. Students struggled with these 3 questions impacting the successful completion of objective 11. The language used for these questions seemed to have confused students. These questions will be adjusted to clarify their intended understanding of class content and course objectives.

Intervention Goals and Expected Outcomes:
Clearly present the instructional intervention goals and briefly describe the expected outcomes of this plan.

Increase the success rate of Objective 11 by 10% by the end of the Spring 2023 semester.

HLTH 126

Based on the data analysis, the faculty member or team designs course improvements and develops new course materials, as necessary.

The faculty member or team presents a summary report of the data, results, and recommendations for course improvements, along with samples of any new materials, to the Learning Outcomes Assessment Associate, Fernando Paniagua.

Current Data:
Briefly describe the data provided by PRE in the Stage 2 meeting, presenting the principal results of the project and identifying areas of improvement, such us objectives with lower performance, components of a rubric with lower scores, and/or questions with the lower percentage of correct answers.

The main area of improvement needed was identified as narrowing the gender gap. Females outperformed males by approximately 8 percentage points on the LOA assessment (89% vs 81% average performance).

Previous Intervention Strategies, if applicable:
Briefly present any intervention strategies that were designed before implementing the assessment instrument.

While not an intervention strategy, in the spring 2022 and summer 2022 terms we implemented a survey on Microsoft forms, asking students questions about interest in the subject, course materials, and if they had thoughts on why a gender gap existed in the course. Responses to most questions were generally along the lines of the material was equally relevant to both genders, and there wasn't anything that stood out that would encourage or discourage one gender more than another. However, one thing that stood out in the survey was an overwhelming response that females generally took more initiative in health care and self-care, and so this class would have more appeal to that population. With that in mind, we looked to design an intervention that would make it evident to males that many of the practices in the class were also seeing increased acceptance in many areas of life – including the traditionally male world of sports.

Instructional Intervention Target Areas:
Indicate clearly what are the target areas that the Instructional Intervention plan will be focusing on, and provide any rationale needed to fully comprehend the plan.

The plan is to target the statistically significant gender difference via showing practices that may be viewed as stereotypically female being used as part of a healthy routine. This will be

especially focused on showing men, or athletes, incorporating the practices into their life or training.

Intervention Strategies and Implementation Plan:
Clearly enumerate all the intervention strategies, and how those strategies are going to be implemented in the course.

The intervention strategy designed is to have faculty follow up units with a brief announcement that includes videos of people, especially males or athletes, incorporating practices discussed in the unit.

Intervention Goals and Expected Outcomes:
Clearly present the instructional intervention goals and describe briefly the expected outcomes of this plan.

The goal of this is to increase male relevance and interest in the course objectives, thus leading towards more information retention for the LOA assessment.

We hope to see a narrowing of the gender gap as a result of this intervention.

E. Executive Summary Documents

PEFT 101
Faculty Leaders: Karen Renaud and Candy Carr-Smith

Stage 1: Designing and Proposing a Learning Outcomes Project
Briefly describe the LOA project, including the assessment instrument that was used and the rubric if you developed one. In addition, please list the Outcomes that this project evaluates.

Students were asked to develop a Power Point project regarding nutrition and health. This Power Point project strengthens student learning by asking them to describe, apply and analyze strengths and weaknesses in their current nutritional intake, analyzing their ethnicity and how a chronic disease could be a result of their diet, and describing and comparing the current US food model with another country's food model. To access students' work, a rubric was developed, and it was externally validated as well as the assessment instrument. The assessment instrument rubric measured objectives 1, 2, 3, 4, 5, 9, 10, 11, & 12. Those specific objectives are as follows:

1. Utilize the language of fitness, health, and wellness in written and oral assignments;
2. Determine the benefits of adopting a proactive self-directed lifetime wellness program;
3. Identify the factors of human diversity that influence wellness potential;
4. Analyze the impact of culture and ethnicity on risk factors for developing chronic diseases;
5. Examine personal health risk factors including age, genetics, lifestyle choices, environmental influences, income, and educational background and how these risk factors impact the quality of life;
9. Evaluate fitness, health, and wellness-related resources for accuracy according to the informational Literacy criteria

10. Evaluate their current health and well being and design a behavior change model that enhances their well-being;
11. Create personal wellness goals; and
12. Apply current wellness research for selective written and oral projects

Stage 2: Implementing the Design and Collecting and Analyzing the Data
Briefly describe the major results of this stage. You might include summaries tables and/or charts when appropriate.

Comparing the lowest score to the highest score for all students, for each slide, the standard deviation was 12.30, (see Table 6. Spring 2021 LOA Performance-Stage 2, page 7).

Overall, the exam score and percentage were similar from Stage 2 to Stage 4 with students in Stage 2 earning a higher average but students in Stage 4 having a higher minimum score.

Table 6. Spring 2021 LOA Project Performance – Stage 2

Metric	N	Minimum	Maximum	Mean	Std. Deviation
Score	102	0	100	95.44	12.30
Percentage	102	0	100	95.44	12.30

The data indicates that slide #1, Purpose of Project, the Stage 2 mean was 4.92 and in Stage 4 the mean was 4.76. Slide # 11, Access to healthy foods provide research in your own words, the Stage 2 mean was 4.65 and Stage 4 mean was 4.57. The mean slide range was slide #1, -0.32 to slide #11, 0.20. (See Appendix B: Item Analysis page 24).

Table B1 and Figure B1 show the means for each item. The median was not shown because most students scored a 5 for all items in all stages. Figure B1 arranges items from highest mean to lowest mean.

Table B1. Item Score Means and Medians

Item	Stage 2 Mean	Stage 4 Mean	Difference
Q1	4.92	4.76	-0.32
Q2	4.94	4.90	-0.21
Q3	4.79	4.69	-0.09
Q4	4.87	4.96	-0.08
Q5	4.71	4.58	-0.13
Q6	4.84	4.93	-0.14
Q7	4.85	4.88	-0.10
Q8	4.90	4.78	-0.02
Q9	4.83	4.78	-0.21
Q10	4.92	4.71	-0.12
Q11	4.65	4.57	0.20
Q12	4.85	4.73	-0.16
Q13	4.72	4.70	-0.08
Q14	4.85	4.77	-0.12

Q15	4.65	4.56	-0.05
Q16	4.54	4.74	0.08
Q17	4.70	4.78	0.03
Q18	4.74	4.53	-0.04
Q19	4.69	4.37	0.09
Q20	4.46	4.60	0.09

According to the data, slides 12 and 15 regarding Food Models and slides 20 and 21 regarding project references citations were identified as areas of improvement. Regarding the results based on the CCBC campuses, CCBC Essex students performed slightly better than those online, but there was no statistically significant difference. Generally, students in all locations did well. Performance did not differ significantly by gender. T-tests showed no statistically significant differences between scores of male and female students.

Stage 3: Designing and Intervention to Improve Student Learning:
Summarize the strategies implemented to improve student Learning. Clearly identify the outcomes that the intervention plan was focused on.

Food Model Intervention Strategies and Implementation Plan

*Added the following clarifications for slides 12 and 15 NOTE: a picture of a specific food is NOT an example of a food model.

*For an online, blended, and/or a face-to-face modalities faculty can implement a food model discussion board assignment (post) that involves students comparing another country's food model for strengths and weaknesses. This discussion would indicate which students were confused about what a food model is and the information from the discussion board post can be used for the student's Power Point presentation. For a face-to-face class, in addition to the discussion board posts, students can get into groups and use their cell phones, tablets, or computers, to research another country's food model and then discuss with the class their country's food model strengths and weaknesses. Students can also use this information for their power point slide in their Power Point presentation.

References/citations Intervention Strategies and Implementation Plan

*In slide 20 we added a CCBC library resource link (https://library.ccbcmd.edu/#) as a resource for students to use for appropriate citations/references.

* In the directions to the PEFT Power Point project, to assist students with APA style/references we have stated that students can click on a document that is attached to the assignment containing information regarding how to use APA style of documentation.

Stage 4: Implementing the Intervention and Reassessing Student Learning
Briefly describe the results of this second assessment cycle and compare the results with Stage 2. You might include summaries, tables and/or charts when appropriate.

The following analysis looks at student scores on each objective in the stage 2 analysis report.

Students had the highest scores in Objectives 2 (98.14%) and 11 (98.04%), and the lowest in Objective 9 (89.22%).

- 98% of students scored over 60% on Objectives 1, 2, 10, and 11;
- 97% of students scored over 60% on Objective 12;
- 96% of students scored over 60% on Objective 4;
- 95% of students scored over 60% on Objective 5;
- 92% of students scored over 60% on Objective 3;
- 89% of students scored over 60% on Objective 9.

The following analysis looks at student scores on each objective in the stage 4 analysis report students had the highest scores in Objectives 2 (98.57%) and 10 (98.16%), and the lowest in Objective 3 (88.96%). As illustrated in

- 98% of students scored over 60% on Objectives 2 and 10;
- 96% of students scored over 60% on Objectives 1 and 11;
- 93% of students scored over 60% on Objectives 4 and 12;
- 92% of students scored over 60% on Objectives 5 and 9;
- 89% of students scored over 60% on Objective 3.

Stage 5: Final Analysis and Executive Summary of the Project:
Provide a final analysis for the entire project. You might highlight the most important achievements of the project and might also include tables and/or charts when appropriate.

The most important achievements of the PEFT Power Point project were:

- The percentage of student completing the PEFT Power Point project was 62 percent completion.
- The PEFT Power Point project provides students with personal nutritional information to make informed decisions.
- The PEFT Power Point project was designed to reduce the probability of students submitting someone else's work due to the fact the Power Point project was based upon self- reflection, personal information, and outside scientific documentation.
- The PEFT Power Point project utilized software technology for students to input their dietary intake to obtain personal nutritional information that was used to complete the project.
- The PEFT Power Point project reduces the probability of academic dishonesty incidents.
- Faculty were enthusiastic with implementing the PEFT Power Point project for numerous reasons including -
  i. student creativity in designing a power point project,
  ii. grading rubrics designed for ease of use and understanding for both students and faculty,
  iii. directions for the Power Point project being clear and easy for students to follow and,

iv. high student participation. Overall, the Power Point project score and percentage were similar from Stage 2 to Stage 4 with students in Stage 2 earning a higher average but students in Stage 4 having a higher minimum score. The following table is from the spring 2022 LOA project report and shows the LOA project performance in Stage 4.

Metric	N	Minimum	Maximum	Mean	Std. Deviation
Score	91	35	100	94.29	10.94
Percentage	91	35	100	94.29	10.94

F. Projects Working on the Request for Proposal (RFP)

SOCL 101: Introduction to Sociology – The faculty in charge of this project has been working very closely with the Learning Outcome Associate to design the assessment instrument to be used in the project. They are currently working o

GENERAL EDUCATION OUTCOME ASSESSMENT ANNUAL REPORT

Prepared By:
Elizabeth Shrader, Ph.D.

June 2023

The following report includes an overview of the General Education program goals, the assessment process and project implementation, including the data outcomes and subsequent interventions, as well as a conclusions section that reflects on current conditions and looks forward.

General Education Outcome Assessment is undertaken by a General Education Assessment Team (GrEAT). GrEAT projects discussed in this report pertain to the Spring 2022, Fall 2022 and Spring 2023 assessment semesters. General Education assessment occurs on a three-year cycle which is published on the college website. In any individual semester, courses are preparing assessment tools, assessing, and implementing interventions.

In addition, a list of the last revision and assessment dates for General Education Common Course Outlines is provided in Appendix 3.

	Spring 2022	**Fall 2022**	**Spring 2023**
Intervention Plans	English Composition	Information Technology & Wellness	Social & Behavioral Sciences
Assignment Preparation	Social & Behavioral Sciences	Mathematics	Biological & Physical Sciences
Assessment	Information Technology & Wellness	Social & Behavioral Sciences	Mathematics

GENERAL EDUCATION GOALS AND ASSESSMENT

The purpose of the GrEAT project is to assess the extent to which students acquire and demonstrate college- level proficiency in essential general education skills across disciplines in approved General Education courses. The project is conducted through the implementation of Common Graded Assignments (CGAs) and accompanying scoring rubrics. Each assignment and rubric are designed by content expert faculty teams and then reviewed and approved by the General Education Review Board (GERB). The General Education Assessment Coordinator supports faculty through meetings with faculty teams and assisting with revisions; facilitating training workshops on the assessment process and assessment tool design; coordinating scoring and data review sessions; and providing sample intervention strategies. In 2022 – 2023 the coordinator was also the Chair of the General Education Review Board.

The General Education Program assesses the following outcomes:

1. **Written and Oral Communication**—develop effective skills in written, oral, and/or signed communication for a variety of audiences and situations, including active listening, the creation of well- organized messages, and critical analysis of others' messages.
2. **Critical Analysis and Reasoning**—evaluate information by identifying the main concept, point of view, implications, and assumptions to come to well-reasoned conclusions and solutions, testing them against relevant criteria and standards.
3. **Technological Competence**—use contemporary technology to solve problems, validate information, and to meet challenges as a member of an evolving technological society.
4. **Information Literacy**—identify, find, and evaluate appropriate resources for research as well as incorporate the information effectively and ethically for lifelong educational, professional, and personal use.
5. **Scientific, Quantitative or Logical Reasoning**—apply basic mathematical, scientific, and/or logical concepts and theories to analyze data, solve problems and make decisions.
6. **Local and Global Diversity**—use knowledge and skills effectively in dynamic, evolving multicultural environments to address the challenges in building just, equitable, and productive communities and societies.
7. **Personal and Professional Ethics**— identify, examine, evaluate, and resolve personal and professional ethical issues and their ramifications using a variety of ethical perspectives and problem-solving approaches.

GREAT PROJECT ASSESSMENT PROCESS

Common Graded Assignments

During the semester prior to assessment, faculty teams design Common Graded Assignments (CGAs) to be used in all sections of the participating courses. Each assignment must address at least 5 of the 7 General Education Program objectives. Once assignments are approved by the General Education Review Board (GERB), these CGAs are distributed to faculty teaching the assessed courses, along with submission guidelines and a project overview for use when assigning the project to students.

Students complete the assignment to be submitted between the 10th and the 14th week of the semester. Starting in Fall 2020, all students were required to submit assignments electronically through the Learning Management System (LMS) with their student ID number as the document file name. Faculty then upload the assignments to CCBC's OneDrive and shared the assignments by Course Registration Number (CRN) with the GrEATs Coordinator for inclusion in the sample. Student ID numbers are associated with each file and used to collect demographic information and disaggregate the data.

Since Fall 2020, 100% of the collected student work was submitted electronically in this way. These constitute submissions, on average, of between 45-60% of the students enrolled in General Education courses based on enrollment information from the third week of classes. Strategies for increasing retention of students within and between semesters are being explored in hopes of increasing these submissions to 75% in the next assessment cycle.

During the 2021 – 2022 assessments, between 45-60% of the students enrolled in General Education courses based on enrollment information from the third week of classes submitted assignments. A variety of strategies for retention and engagement of students were put in place during the 2022 – 2023 academic year and an increase in participation was seen in many courses. During the Social & Behavioral Sciences assessment (Fall 2022) submission rates as high as 78% were seen in some courses.

Scoring Rubrics
During the semester prior to assessment, faculty teams design a rubric used for scoring the CGAs. The rubric for each CGA is designed to match the desired General Education program outcomes. The CGA and rubric templates were revised in 2021 to provide clarity in alignment clarity in alignment between the General Education Outcomes, course objectives and the rubric criteria through which student assignments are evaluated in the General Education assessment process. In Summer 2022, a spreadsheet tool was developed to assist faculty in aligning course level objectives to the General Education Outcomes used for assessment.

See **Appendix 1** for the 2021 templates and a sample CGA and rubric for SOCL 101: Introduction to Sociology

Scoring and Sample Size
Full and part-time college faculty are recruited and trained to score the CGAs at the close of the assessment semester. A random, representative sample of CGAs is scored.

The goal sample sizes provide, on average, a confidence level of 95% and a confidence interval of ±6%. This means, after scoring, let's say, SOCL 101 courses, 85% of scored sheets demonstrate competency. With a confidence level of 95% and a confidence interval of 6% we could say, "With 95% confidence, between 79- 91% of the population would demonstrate competency".

SCORING SAMPLE SIZE:

Students Enrolled	1-37	38 – 100	101 – 185	186 – 345	346 – 599	600 +
Sample Size	100%	80%	65%	50%	35%	25%

The results cannot be generalized to other courses, disciplines, or even future semesters of the same course taught by the same teacher.

The college-wide assessment cycle organizes the assessment of General Education courses by discipline groups. Some disciplines enroll more General Education courses and sections than other disciplines. Therefore, scoring costs and impact varies from semester to semester. The move to remote synchronous scoring via Microsoft Teams has proved to be more efficient and cost effective that in-person scoring. Scoring faculty also report that this method enables greater participation than would have happened for in-person scoring because of the flexibility of scheduling.

A Team is created for each discipline group. Within each Team, individual breakout rooms (Channels) are created for each course to be scored. Within each Channel, the necessary documents for scoring are posted in the Files area so that all members could equally access that information. These included copies of the assignment (CGA) and rubric. To facilitate collaborative work, faculty used the Meet function to video conference throughout the scoring sessions.

To reduce inter-rater variability, a randomly selected example of student work is designated as the Norming Sample. All faculty scoring for the course are required to initially score the Norming Sample and work collaboratively to come to a consensus about how to interpret the rubric. These normed scores were recorded on the Norming Sheet providing a record of that norming. In many cases, additional notes about how and why scores were assigned are included in these materials.

Once scoring faculty have completed norming, the sample to be scored is provided via the Files section of each Channel. Faculty recorded consensus scores on a Scoring Sheet. At the close of scoring, these data sheets are provided to Planning, Research, and Evaluation (PRE) for data analysis. Having the data in this format is one factor in the improved data reporting efficiency of this process.

Outcomes Data Reports and Intervention Reports
The college's Planning, Research, and Evaluation (PRE) office processes scoring results and compiles reports on the data outcomes, which are reviewed and discussed with course and discipline stakeholders. Based on these assessment outcomes, GrEAT project faculty teams, in consultation with department faculty and leadership, develop intervention plans formalized in reports submitted to the GrEAT Coordinator and housed on the GERB SharePoint site.

Half-day Data Retreats are now part of the assessment process. This collaborative strategy combines data reporting with time for faculty to start work on interventions. Work continues to provide support for effective implementation of continuous improvement Interventions for all General Education Courses. The Intervention Plan Report template provides specific guidance for this process.

All courses, even those which were not able to generate data in the formal assessment must file an Intervention Plan. This provides a framework to address challenges such as low enrollment and limited faculty support for a specific course in the General Education curriculum. In addition, the template asks faculty to provide S.M.A.R.T. goals and a specific timeline for Intervention stages. It continues to be a goal of the General Education Review Board to provide effective following up with faculty teams to provide support for Interventions at least once in each semester following Assessment.

See **Appendix 2** for the 2021 Intervention Plan Report Template and sample Intervention Plan for CSIT 101.

PROJECT IMPLEMENTATION

The General Education SharePoint area contains all the background information, forms, procedures, and data summary reports related to general education assessment at the Community College of Baltimore County. Elizabeth Shrader serves as the college's GrEATs coordinator. The coordinator assists faculty through all stages of the general education assessment process. School representatives to GERB assist with the review and revision on the assessment tools.

General education courses in the **Information Technology** and **Wellness** disciplines assessed outcomes in Spring 2022.

Technology Course	Title	Team Leader(s)
ARTD 109	Introduction to Interactive Media	JJ Chandler
CSIT 101	Technology and Information Systems	Willa Boze Paulette Comet
CSIT 111	Logic and Object-Oriented Design	Veronica Noone
CSIT 120	Diversity in a Technical Society	Renuka Kumar
MUSC 110	Audio Technology	Brian Comotto
Wellness Course	**Title**	**Team Leader(s)**
HLTH 101	Health and Wellness	Connie Colclough John Reed
HLTH 120	Aging and Health	Andre Ifill Karen Renaud
HLTH 126	Introduction to Holistic and Complementary Health	Brenda Pieszala Claire Colclough
PEFT 101	Lifetime Fitness and Wellness	Candy Carr-Smith Craig Newton

General education courses in the **Social & Behavioral Sciences** disciplines assessed outcomes in **Fall 2022**.

Social & Behavioral Science Course	Title	Team Leaders
AASD 101:	Intro to Africana Studies	Ingrid Sabio-McLaughlin Michelle Wright
ANTH 101:	Intro to Cultural Anthropology	Nina Brown
ANTH 102:	Intro to Biological Anthropology	Nina Brown
CRJU 101:	Intro to Criminal Justice	Pam Kessler
CRJU/SOCL 202:	Criminology	Tressie Nickleberry

ECON 163:	Issues in Environmental Economics	Jenn Joyner
ECON 201:	Intro Macro-Economics	Jenn Joyner Jamie Falcon
ECON 202:	Intro Micro-Economics	Jenn Joyner Jamie Falcon
HIST 101:	West Civ I Ancient & Medieval	Josh Ackerman
HIST 102:	West Civ II Modern	Josh Ackerman
HIST 111:	History of US I	Dawn Greeley
HIST 112:	History of US II	Dawn Greeley
HIST 116:	African American History*	Michelle Wright
HIST/NAST 127:	Native American History*	*course was not offered*
LGST 101:	Introduction to Law	Shaun Koenig
POLS 101:	American Government & Politics	John Dedie
POLS 111:	Intro to Political Science	John Dedie
POLS 131:	Comparative Government & Politics*	John Dedie
PSYC 101:	Intro to Psychology	April Tripp
PSYC 105:	Multicultural Psychology*	Jessica Carroll
PSYC 103:	Human Growth & Development	Azar Etesamypour-King
SOCL 101:	Intro to Sociology	Nelda Nix McCray
SOCL 102:	Social Problems	Nelda Nix McCray
HUSC 104:	Developing Cultural Proficiency in a Diverse World*	Marguerite Falcon
SOCL/HUSC: 122:	Aging in a Global Society*	Ann MacLellan
SOCL 141:	Sociology of Race, Ethnicity & Culture	Ann MacLellan
SOCL 230:	The Holocaust and Global Racism*	*course was not offered*
WMST 101:	Intro Women's Studies*	Ingrid Sabio-McLaughlin
ARSC 121:	American Pluralism: Search for Justice *	*course was not offered*
GLBL 101:	Intro to Global Studies	Ann MacLellan

*Indicates a course which meets CCBC's Diversity requirement

General education courses in the **Mathematics** discipline assessed outcomes in **Spring 2023**.

Mathematics Course	Title	Team Leader
MATH 125:	Finite Mathematics & Modeling	Cody Cassiday
MATH 132:	Concept of Mathematics II: Geometry	Bob Koca Christine Mirbaha
MATH 135:	Applied Algebra and Trigonometry	Lisa Feinman
MATH 153:	Introductory Statistics	Bin Wang
MATH 163:	College Algebra	Danielle Truszkowski

Summary of Participation and Scoring

English Composition assessed outcomes in Fall 2021, but data was not available until Summer 2022 and is therefore included in this report. These courses had previously assessed General Education Outcomes in Fall 2018. Comparisons between 2018 and 2021 are especially challenging as both the Common Course Outlines and the Common Graded Assignments for these courses have changed significantly. English Composition courses scored in January of 2022. Over 1,000 items of student work were evaluated in for English Composition courses. The Data Report for English Composition was published in the Summer 2022 and so is discussed here. In addition to the assessment of General Education Outcomes, data about the use of Library resources as it impacted General Education Outcomes achievement was made available to faculty.

English Composition:
Two courses are part of the English Composition General Education Assessment, ENGL 101, and ENGL 102. English Composition I is the most highly enrolled course at CCBC. During the Fall 2021 assessment semester 3,429 students were enrolled. At the same time, 1,046 students were enrolled in English Composition II.

Confidence intervals were sufficient for useful inferences from both courses at ±6% or less. Student submissions were fewer than the number of enrolled students, with only 38% of ENGL 101 students enrolled at the third week submitting an assignment for assessment. Similarly, only 46% of enrolled ENGL 102 students submitted an assignment.

Students achieved in the 2 (Approaches Expectations) and 3 (Meets Expectations) range for most General Education Outcomes. Courses assessed for the Written & Oral Communication, Critical Analysis & Reasoning, Technological Competence, Information Literacy and Local & Global Diversity Outcomes. Scientific, Quantitative or Logical Reasoning and Personal & Professional Ethics were not scored in this assessment. Local & Global Diversity is a target for intervention as students scored in the 1 (Falls Below Expectations) level. Some of this may be due in part to misinterpretation of the rubric by scoring faculty, many of whom were not full-time (76% of scoring faculty were adjunct).

Library Supplement:
During this assessment semester, colleagues from CCBC Libraries collected data about library use for sections of ENGL 101 and 102. ENGL 101 sections which included Library instruction, formal or informal, had statistically significant higher mean Outcomes scores than those

without. This is a strong indicator of just how important these services are to our students. "For ENGL 101, the means for sections that received library instruction were higher and there were more students meeting (3) or exceeding (4) expectations.". ENGL 102 sections had similar outcomes although these were not statistically significant. This data indicates that whenever possible students should be encouraged and supported to use library resources.

Figure 2. ENGL 101 Category Score Distributions
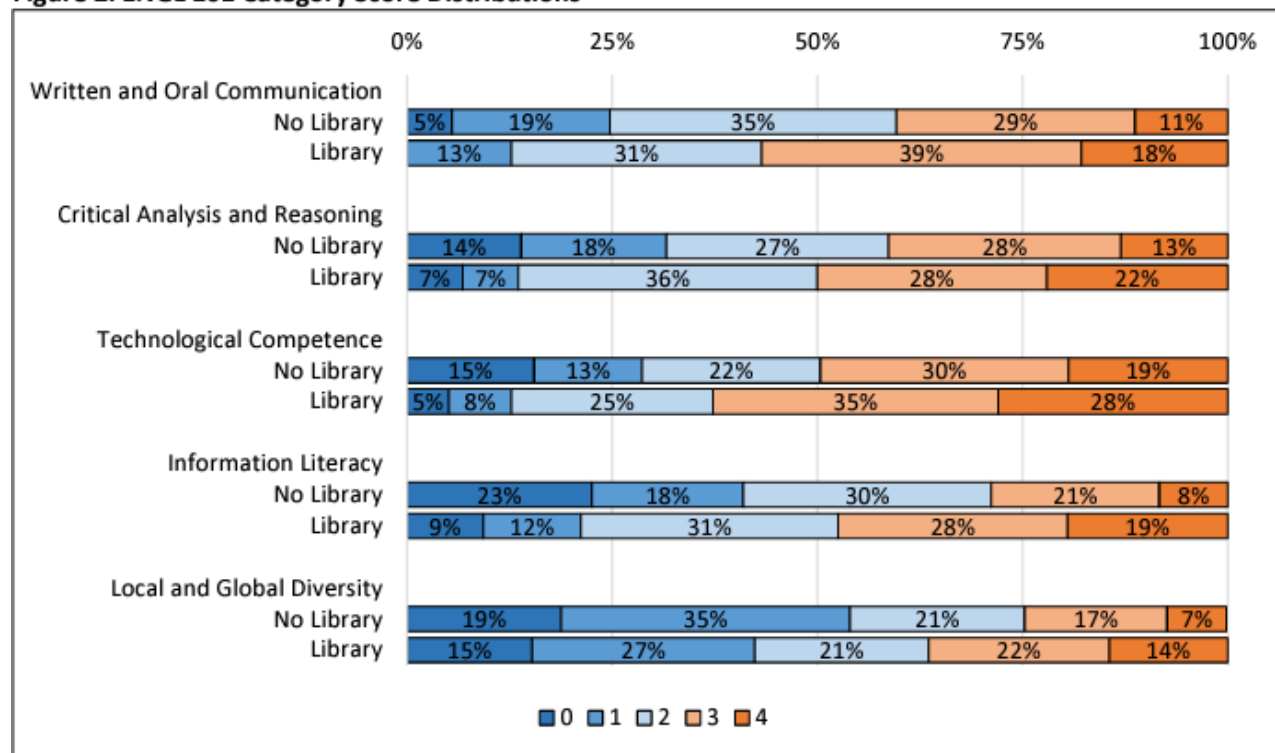
Information Technology and **Wellness** courses while assessing in the same semester are disciplines separate from each other in many ways and so data is collected and analyzed separately as well. There is no overlap of faculty nor content in these areas. Information Technology and Wellness courses had previously assessed General Education Outcomes in Spring 2019. Comparisons between 2019 and 2022 are challenging as many courses revised their CGAs and rubrics. For detailed data analysis, please refer to the reports generated specifically for each discipline:

Information Technology:
CGAs were administered for five courses in this discipline. Confidence intervals of ±8% are acceptable for use in inference from this data set. Most courses in this area met that confidence interval for statistical comparisons.

A significant exception was MUSC 110 which is a newer course and had only two sections running during the assessment semester which resulted in a low sample size (n=16). While statistically significant findings are not possible with larger confidence intervals, the data can still be used in a general way to suggest targets for intervention that will promote student success and proficiency in General Education Outcomes.

Across the Technology discipline, on average 57% of students enrolled at the third week submitted assignments for assessment. This ranged from 44% - 67% depending on the course. The average submission rate is like that seen across disciplines and semesters (F2021 Math submission rate was 58%, F2021 Physical Sciences submission rate was 53%). It is important to note that significant measures to increase student engagement have been enacted since Spring 2022.

Students achieved in the 2 (Approaches Expectations) and 3 (Meets Expectations) range for all General Education Outcomes. All courses assessed for the Written & Oral Communication, Technological Competence, and Information Literacy Outcomes. Critical Analysis & Reasoning and Personal & Professional Ethics were assessed in three of the five courses. Scientific, Logical & Quantitative Reasoning and Local & Global Diversity were assessed in two of the five courses.

Wellness:
CGAs were administered for four courses in this discipline. Confidence intervals of ±8% are acceptable for use in inference from this data set. Two courses met this goal, HLTH 101 and PEFT 101. HLTH 120 and HLTH 126 are much lower enrolled courses with only three sections each. It is well established that with smaller sample sizes inferences are more challenging.

Across the Wellness discipline, on average 55% of students enrolled at the third week submitted assignments for assessment. This ranged from 53% - 57% depending on the course. The average submission rate is like that seen across disciplines and semesters (F2021 Math submission rate was 58%, F2021 Physical Sciences submission rate was 53%). It is important to note that significant measures to increase student engagement have been enacted since Spring 2022.

Students achieved in the 2 (Approaches Expectations) and 3 (Meets Expectations) range for all General Education Outcomes assessed. No courses in this discipline assessed Technological Competence. All courses assessed for the Written & Oral Communication, Critical Analysis & Reasoning, and Information Literacy Outcomes. Local & Global Diversity and Personal & Professional Ethics were assessed in three of the four courses. Scientific, Logical & Quantitative Reasoning was assessed in two of the four courses.

Social & Behavioral Sciences courses comprise a wide variety of disciplines and approaches from highly enrolled courses such as PSYC 101: Introduction to Psychology to courses with more focused content such as ANTH 102: Biological Anthropology, AASD 101: African American Studies, and SOCL 141: Sociology of Race, Ethnicity & Culture. At the request of faculty, this group was broken into two data reports, one specifically for Criminal Justice and Law and one for the remaining courses.

Many special analyses were requested from the faculty in this area. These analyses are thought provoking with respect to how Diversity and Ethics are taught and assessed at the college. In addition, the special analyses should be explored in the context of equity and closing achievement gaps for students in minoritized groups. For detailed data analysis, please refer to the reports generated specifically for each discipline:

Social & Behavioral Sciences:
CGAs were administered for 18 courses in this discipline. Confidence intervals of ±8% are acceptable for use in inference from this data set. Ten courses in this area met that confidence interval for statistical comparisons. As is typical, courses with lower enrollments and therefore smaller sample sizes produce results that are less suitable for statistical comparisons. Specifically, ANTH 102 (n = 16), HIST 102 (n=30), POLS 101 (n=36), SOCL 141 (n=96) had confidence intervals greater than ±14%. While statistically significant findings are not possible with larger confidence intervals, the data can still be used in a general way to suggest targets for intervention that will promote student success and proficiency in General Education Outcomes.

The average number of assignments from each section was lower than the number of students enrolled at the third week of the semester, averaging approximately 61% of third week enrollment. There was a wide range of participation from a high of 76% in ECON 201 to a low of 45% in PSYC 101. Overall, the average submission rate was slightly higher that seen across disciplines and semesters (F2021 Math submission rate was 58%, F2021 Physical Sciences submission rate was 53%, Information Technology Sp2022 submission rate was 57%, Wellness Sp2022 submission rate was 55%).

Students achieved in the 2 (Approaches Expectations) all General Education Outcomes except Scientific & Logical or Quantitative Reasoning where students earned 3 (Meets Expectations). Technological Competence was not assessed in any courses within the Social & Behavioral Sciences group. All courses in this group assessed for the Written & Oral Communication, Critical Analysis & Reasoning, and Information Literacy Outcomes. Fourteen courses assessed for Local & Global Diversity. Twelve Courses assessed for Personal & Professional Ethics. Eleven courses assessed for Scientific, Logical or Quantitative Reasoning.

Careful review of each individual discipline is warranted however because of the large number and varied assessment tools used in this group. SOCL 102: Social Problems stands out as exemplary across many General Education Outcomes with students achieving at the 4 (Exceeds Expectations) level in four of the five outcomes assessed. Similarly, other courses demonstrated excellent outcomes. However, there were areas that are clear targets for interventions across the discipline. For example, seven courses showed students achieving at the 1 (Falls Below Expectations) or 2 (Approaches Expectations) levels for the Personal & Professional Ethics Outcome.

Criminal Justice & Law:
This small group of courses was reviewed in a separate Data Report at the request of the faculty. It comprises only three courses: CRJU 101: Introduction to Criminal Justice, CRJU 202: Criminology, and LGST 101: Introduction to Legal Studies.

Confidence intervals of ±8% are acceptable for use in inference from this data set. CRJU 202: Criminology was the only course that fell slightly outside of this range (CI ±9%). While statistically significant findings are not possible with larger confidence intervals, the data can still be used in a general way to suggest targets for intervention that will promote student success and proficiency in General Education Outcomes.

The average number of assignments from each section was lower than the number of students enrolled at the third week of the semester, averaging approximately 70% of third week enrollment. Overall, the average submission rate was slightly higher that seen across other

disciplines and semesters (F2021 Math submission rate was 58%, F2021 Physical Sciences submission rate was 53%, Information Technology Sp2022 submission rate was 57%, Wellness Sp2022 submission rate was 55%).

Students achieved in the 3 (Meets Expectations) range for Written & Oral Communication across the three assessed courses. Students achieved at the 2 (Approaches Expectations) for Critical Analysis & Reasoning, Information Literacy, and Personal & Professional Ethics. The Local & Global Diversity Outcome is a target for intervention as students scored in the 1 (Falls Below Expectations) range. No courses in this group assessed for Technological Competence nor for Scientific, Logical or Quantitative Reasoning.

Mathematics:
Five courses in Mathematics scored for General Education Assessment in Spring 2023. Mathematics had previously assessed in Fall 2020. Usually, Mathematics assessment is in the Spring, however, the COVID-19 pandemic prevented assessment in the Spring semester. Comparisons between 2020 and 2022 are especially challenging as both the Common Course Outlines and the Common Graded Assignments for these courses have changed significantly. In addition, the disruption of education systems and changes in modality of instruction were significant during and after the 2020 assessment period.

Scoring was completed in Spring 2023 and the Data Report is expected in Fall 2023.

Intervention Plans English Composition:
The intervention for this discipline focuses on increasing intercultural dialogues specifically to address the Local & Global Diversity Outcome. In Fall 2023, the team is planning professional development activities to support faculty in more consciously and directly addressing this Outcome in their courses. Expertise in Culturally Responsive Teaching exists at CCBC through the Center for Teaching and Learning. Utilizing our in- house resources to support students is an important part of the continuous improvement cycle.

Information Technology:
There are individual Intervention Plans for each course in this discipline which were submitted in Spring 2023. Scheduling did not allow for specific review and recommendations from the General Education Review Board on these interventions, however, they will be taken up in Fall 2023. CSIT 101 is currently working on a comprehensive course revision that includes the use of Open Educational Resources (OER) as the main course materials and the creation of a portfolio of student work. In addition, mentoring and professional development for faculty will be offered. CSIT 111 has been in transition to teaching the Python programming language for the last few semesters. A significant part of the intervention is to collaborate with CCBC's Library for support around Local & Global Diversity and Personal & Professional Ethics Outcomes. Faculty from GERB will be working with CSIT 120 faculty to expand and provide additional details for that Intervention Plan.

ARTD 109 and MUSC 110 are courses that bridge between the arts and technology. ARTD 109 was recently re-designed to address digital media literacy. Based on the rapidly changing media and technology landscape and the advent of AI, the CGA for this course is being revised. MUSC 110 has relatively small enrollment and is often taught by adjunct faculty. Faculty are

building a module to specifically address Ethics in the context of Digital Music. Faculty from GERB will be working with both course Teams in Fall 2023.

Wellness:
Three of the four Health & Wellness courses submitted Intervention Plans in Spring 2023. Many courses in this area also participated in Learning Outcomes Assessment this year. The Learning Outcomes Assessment Associate and the General Education Assessment Coordinator will be collaborating to ensure that interventions serve both General Education Outcomes and content specific Learning Outcomes. HLTH 101 faculty will be building up resources for collaborating with the CCBC Library and for increased faculty professional development. HLTH 120 faculty have developed a video tutorial for students about how to best approach the Senior Interview and how to be successful in developing the analysis of that work. HLTH 126 faculty will be focusing on Information Literacy by collaborating with the CCBC Library.

Social & Behavioral Sciences:
Data for the Social & Behavioral Sciences was presented to the faculty in June 2023. Faculty will be working on developing intervention strategies in Fall 2023 with implementation starting in Spring 2024.

CONCLUSIONS

Direct comparisons between assessment years are not possible as many of the assessment tools (CGAs) were revised in the intervening period. Participation is good across assessment periods. Of note is that the average number of assignments submitted per section averaged many fewer than of the total number of students enrolled at the third week of classes, although was somewhat improved in the Social & Behavioral Sciences sample. This is an observation that is common across all disciplines assessed since 2019 and additional investigation is warranted. College wide retention efforts should examine student engagement with an individual semester as well as between semesters.

Students in **English Composition** courses, some of the most highly enrolled courses at the college, achieved in the 2 (Approaches Expectations) and 3 (Meets Expectations) range for most General Education Outcomes.
Courses assessed for the Written & Oral Communication, Critical Analysis & Reasoning, Technological Competence, Information Literacy and Local & Global Diversity Outcomes. Local & Global Diversity is a target for intervention as students scored in the 1 (Falls Below Expectations) level. The most significant result of this assessment was the statistically significant increase in student outcomes when there was intentional interaction with the CCBC Library. Students receiving Library instruction achieved higher scores than those that did not across all Outcome and course modalities. This evidence should be used to support significant and widespread use of library resources across all disciplines.

Students in **Information Technology** courses, which are critical to student success in an increasingly digital workplace, achieved in the 2 (Approaches Expectations) and 3 (Meets Expectations) range for all General Education Outcomes. All courses assessed for the Written &

Oral Communication, Technological Competence, and Information Literacy Outcomes. Specific interventions are planned to address the rapidly changing landscape of technology especially Artificial Intelligence.

Students in **Wellness** courses achieved in the 2 (Approaches Expectations) and 3 (Meets Expectations) range for all General Education Outcomes assessed. All courses assessed for the Written & Oral Communication, Critical Analysis & Reasoning, and Information Literacy Outcomes. Continuous improvement plans in this discipline are focused on better integration between General Education Outcomes and Program level Outcomes.

Students in **Social & Behavioral Sciences** courses achieved in the 2 (Approaches Expectations) all General Education Outcomes except Scientific or Logical and Quantitative Reasoning where students earned 3 (Meets Expectations). All courses in this group assessed for the Written & Oral Communication, Critical Analysis & Reasoning, and Information Literacy Outcomes. Fourteen courses assessed for Local & Global Diversity.

Twelve Courses assessed for Personal & Professional Ethics. Eleven courses assessed for Scientific, Logical or Quantitative Reasoning. It was of note that the Personal & Professional Ethics Outcome was particularly challenging for students in some courses

Robust intervention plans are a good step to achieving General Education Outcomes success. The next step in fully implementing these plans is development of a practice to routinely check back with faculty teams in the process of intervention and to provide supports for their efforts between formal assessment semesters. Building on the success of individual assessment activities, it is vital that integration of assessment at all levels is expanded. Specific touchpoints to connect General Education Outcomes Assessment (GrEATs) with Learning Outcomes Assessment (LOAs) and Program Outcomes will be an important goal for AY 2023-2024.

APPENDIX 1: Templates & Sample CGA-rubric

General Education Common Graded Assignment: *[INSERT course name and year] [INSERT assignment title]*

[INSERT course name] is a general education course designed to assist students in the development of critical life skills. One of the goals of this assignment is to assess student competence for each of these objectives:

I. **Written and Oral Communication**— develop effective skills in written, oral, and/or signed communication for a variety of audiences and situations, including active listening, the creation of well- organized messages, and critical analysis of others' messages.

II. **Critical Analysis and Reasoning**— evaluate information by identifying the main concept, point of view, implications, and assumptions in order to come to well-reasoned conclusions and solutions, testing them against relevant criteria and standards.

III. **Technological Competence—** use contemporary technology to solve problems, validate information, and to meet challenges as a member of an evolving technological society.

IV. **Information Literacy**— identify, find, and evaluate appropriate resources for research as well as incorporate the information effectively and ethically for lifelong educational, professional, and personal use.

V. **Scientific and Quantitative or Logical Reasoning—** apply basic mathematical, scientific, and/or logical concepts and theories to analyze data, solve problems and make decisions.

VI. **Local and Global Diversity**— use knowledge and skills effectively in dynamic, evolving multicultural environments to address the challenges in building just, equitable, and productive communities and societies.

VII. **Personal and Professional Ethics**— identify, examine, evaluate, and resolve personal and professional ethical issues and their ramifications using a variety of ethical perspectives and problem-solving approaches.

[The above are the definitions for each competency. Replace with course specific CCO objectives (CCO#).
Any CCO objective may only be used <u>once</u> in the above section. Choose only those CCO objectives that are specifically assessed in this assignment to assure clear alignment between objectives and rubric criteria.]

In addition to the above general education objectives, this assignment assesses students' understanding and application of the following skills and knowledge specific to *[INSERT course, unit, or chapter name]:*

- *[INSERT relevant CCO topics that are not used in the above section but are relevant to the assignment]*

ASSIGNMENT: *[INSERT assignment description of 1-2 sentences that focus on what students are doing in the assignment.]*

Purpose:
Audience:
Directions: [When possible, provide a summary here and attach specific directions that will be given to students below.]

ASSIGNMENT SPECIFICATIONS:

- Minimum *[INSERT]* pages typed in Times New Roman 12-pt font, double-spaced with 1" margins. The **[Works Cited/References]** page is not included in the assigned page length.
- *[MLA/APA/Chicago]* style format and documentation for parenthetical citations and a Works Cited/References page.
- Minimum of *[INSERT]* academically appropriate sources in addition to assigned primary source/s.
- Utilize library databases to locate appropriate sources. **[Insert link to CCBC Library Research Guide if applicable.]**

GRADING:

- This assignment will account for *[___% (must be at least 10%)]* of the total course grade.
- See attached rubric for details about how your essay will be graded

SUBMISSION GUIDELINES:

- *[INSERT DUE DATE]*
- *[INSERT COURSE SPECIFIC SUBMISSION DETAILS]*
- Electronic submissions must be made with the student's ID number (900 or 901#) as the file name through Brightspace. Student and instructor names should not appear on electronic submissions.

GENERAL EDUCATION COMPETENCY	ASSIGNMENT/ QUESTION	4 EXEMPLARY: EXCEEDS EXPECTATIONS	3 ACCOMPLISHED: MEETS EXPECTATIONS	2 DEVELOPING: APPROACHES EXPECTATIONS	1 BEGINNING: FALLS BELOW EXPECTATIONS	0 MISSING CONTENT/TASK REQUIRED FOR EVALUATION
WRITTEN & ORAL COMMUNICATION CCO# STATE THE CCO OBJECTIVE(S) FOR THIS GENED OUTCOME	*In this column, list the specific parts of the Assignment that address each competency.*					*Use this score when it is not possible to evaluate for this competency because the submission is incomplete*
CRITICAL ANALYSIS & REASONING CCO# STATE THE CCO OBJECTIVE(S) FOR THIS GENED OUTCOME		*Work of a quality that should earn an A*				

30

GENERAL EDUCATION COMPETENCY	ASSIGNMENT/ QUESTION	4 EXEMPLARY: EXCEEDS EXPECTATIONS	3 ACCOMPLISHED: MEETS EXPECTATIONS	2 DEVELOPING: APPROACHES EXPECTATIONS	1 BEGINNING: FALLS BELOW EXPECTATIONS	0 MISSING CONTENT/ TASK REQUIRED FOR EVALUATION
TECHNOLOGICAL COMPETENCE CCO# STATE THE CCO OBJECTIVE(S) FOR THIS GENED OUTCOME			*Work of a quality that should earn a B or high C.*			
INFORMATION LITERACY CCO# STATE THE CCO OBJECTIVE(S) FOR THIS GENED OUTCOME				*Work of a quality that should earn a low C or D.*		
SCIENTIFIC AND QUANTITATIVE OR LOGICAL REASONING					*Poor, failing work.*	

General Education Competency	Assignment/ Question	4 Exemplary: Exceeds Expectations	3 Accomplished: Meets Expectations	2 Developing: Approaches Expectations	1 Beginning: Falls Below Expectations	0 Missing Content/Task Required For Evaluation
Objective(s) for this GenEd outcome						
Local & Global Diversity CCO# State the CCO objective(s) for this GenEd outcome						
Personal & Professional Ethics CCO# State the CCO objective(s) for this GenEd outcome						

General Education Common Graded Assignment:
SOCL 101 Fall 2022

Social Inequalities in American Society: Media
Assignment

Introduction to Sociology is a general education course designed to assist students in the development of critical life skills. One of the goals of this assignment is to assess student competence for each of these objectives:

   I.   **Written and Oral Communication**—assess the sociological perspective and its development in studying human behavior (CCO 1)
  II.   **Critical Analysis and Reasoning**— compare and contrast the macro and micro sociological approaches in examining social structure and social interaction (CCO 2),
  IV.   **Information Literacy**— find, evaluate, use and cite appropriate academic resources related to sociological topics (CCO 6)
   V.   **Scientific and Quantitative or Logical Reasoning—** evaluate major sociological theories by focusing on the main concepts, ideas and critical assessment of each theory from a historical, social and political context (CCO4)
  VI.   **Local and Global Diversity**—evaluate the nature and significance of social inequalities in a global society focusing on social class, race, age, gender and other areas of diversity (CCO11)

In addition to the above general education objectives, this assignment assesses students' understanding and application of the following skills and knowledge specific to understanding the impact of *Social Inequality in America.*

  • Culture
  • Social Stratification

ASSIGNMENT:

Social inequality can be defined as the unequal distribution of power, privilege, and social status among various groups in society. Social inequality is pervasive as the consequences of unequal treatment and resource distribution are reflected in all social institutions. Thus, different outcomes are experienced by different groups of people in the educational system, the criminal justice system, health care industry, the media, and political and economic arrangements. Groups of people based on age, race, gender, social class, sex, or sexual orientation experience life differently based on social inequalities.

This assignment will require you to examine, discuss and explain a pattern of social inequality in a form of media. There are many themes of social inequality that are often incorporated into movies, documentaries, films, plays, music, and other forms of media. The use of these themes in media allows viewers to see how issues of racism, sexism and other forms of social inequality affect the lives of the characters and their social experiences. Movies, films and other forms of media bring issues of social inequality to our attention and we are better able to

understand a range of social problems.

As you prepare for this media assignment, consider the following list of movies that reflect areas of social inequality. Keep in mind that you can select a movie, documentary, film, play, or music CD for your review.

Examples: (You do not have to select any of these... only examples)

Racial Inequality: *The Help, 42*

Gender Inequality: *Confirmation, Hidden Figures*

Social Class: *Titanic, The Notebook*

Sexuality: *Milk, The Stonewall Riots*

Purpose:
The purpose of this assignment is to have students demonstrate an understanding of a form of social inequality based on age, race, social class, gender, or sex, sexual orientation presented in a movie, film, documentary, book, play or music CD. In addition, specific General Education objectives will be met as they are aligned with course objectives in SOCL 101.

Audience:
The audience for this assignment is anyone who is interested in acquiring information about patterns of pervasive social inequality based on age, race, social class, gender, sex, sexual orientation that can be empirically analyzed through the media using research materials.

Directions:
Select a movie, film, documentary, book, play or musician or musical group that addresses an area of social inequality based on age, race, gender, social class, sex, sexual orientation etc. and how they are represented in the media. (If you select a music CD, you must provide an assessment of at least four songs on the selected CD.) Your selection can be a classical or a contemporary selection. Thus, there are no year requirements for your selection.

You will be composing a **3-page paper** examining an issue of social inequality based on age, race, gender, social class, sexual orientation etc. and how they are represented in media. In your essay, you should address each of the following areas.

1. How does your selection relate to a specific area of social inequality based on age, race, gender, social class, or sexual orientation? Are there multiple forms of social inequality represented in your selection? If so, please make the connections of intersectionality throughout the body of your paper.

2. Listed below are questions that can serve as a guide as you develop the paper.
   - Who are the main characters in your selection and how do they experience a form of social inequality? Provide specific examples from your selection that

demonstrate the form of inequality in practice.
- How do the characters respond to being treated unequally?
- What steps are taken in your selection regarding trying to overcome this form of social inequality?
- Do the characters mobilize, start a social movement, or take action in some other organized way as to challenge systemic oppression? Draw parallels between the plot and themes of your selection as they relate to the form of social inequality.
- What are the outcomes of these actions?

3. Incorporate and explain **five** different sociological concepts related to social inequality within your paper.
   - Highlight these concepts in **bold** print.
   - Select and apply concepts that are relevant to your selected area of social inequality.
     - For example, specific concepts associated gender inequality could include sexism, patriarchy, gender role socialization, pay gap, sexual harassment, glass ceiling etc.

The purpose of using and highlighting the concepts is to demonstrate that you can make the connection between your selection and sociological concepts provided in the textbook or in the module readings as they relate to a specific form of social inequality by using concepts from the chapters.

4. Use **one** sociological theory (structural functionalism, conflict, symbolic interaction, feminist, queer theory etc.) to analyze your selection.
   Draw parallels between the plot and themes in your selection as it relates to the underlying premise of the selected social theory.

5. Select another country or culture where the selected form of social inequality is also present. Provide a discussion regarding how the form of social inequality impacts the overall life experience of the oppressed group in that specific culture. Students should illustrate that issues of age, race, gender, social class, sex or sexual orientation are also major concerns impacting the global society.

ASSIGNMENT SPECIFICATIONS:

- Minimum *three (3)* pages typed in Times New Roman 12-pt font, double-spaced with 1" margins. The References are not included in the assigned page length.
- *APA* **7 student** style format and documentation for parenthetical (in-text) citations and a Reference page at the end.
- ***Use your textbook as one source for this assignment, specifically the chapter on social inequality that provides information on your selected topic.***
- Select **two additional sources** from the library databases.
  One (1) article should be from a peer-reviewed scholarly journal.

Another article should come from the materials available through the [CCBC Library Sociology](#) [Research Guide.](#)

GRADING:

This assignment will account for at least 10% of the total course grade.
Please review the attached rubric for details on how the essay will be graded. Failure to follow instructions can result in point deductions.

Submission Guidelines:

- Please submit your paper by _____
- Due date is decided by the department/instructor but should be in the last 3rd of the class but before finals week
- Students will submit their assignments through the Brightspace Assignment Tool.
- Electronic submissions should be made with the student's ID number (900 or 901#) as the file name through Brightspace. Student and instructor names should not appear on electronic submissions.

SOCL 101 General Education Assessment Rubric Fall 2022

Gen Ed Competency	Related Assignment Requirement	4 Exceeds Expectations	3 Meets Expectations	2 Approaches Expectations	1 Falls Below Expectations	0 Missing content/task required for evaluation
Written & Oral Communication **assess the sociological perspective and its development in studying human behavior (CCO1)**	Q1: How does your selection relate to a specific area of social inequality based on race, gender, social class, sex, or sexual orientation? Are there multiple forms of social inequality represented in your selection? If so, please make the connections of intersectionality throughout the body of your paper.	Student relates selection to relevant, specific area of inequality. AND Makes valid connections in the paper to at least two forms of social inequality discussing the intersectionality of social inequalities AND Includes complex well-developed ideas, which are supported by relevant and ample details, reasons, and other logical evidence AND	Student relates selection to a relevant, specific area of inequality AND Makes valid connections in the paper to at least two forms of social inequality, recognizing the potential for intersectionality AND The paper is free of errors in usage/mechanics, but for minor errors which do not impede meaning (typos, minor	Student relates selection to specific area of inequality AND Makes connections in the paper to at least two forms of social inequality but does not identify intersectionality of inequality. OR The paper contains errors in usage/mechanics which impede meaning (sentence	Student does not relate selection to specific area of inequality OR Area of social inequality is not relevant to selection AND The paper contains errors in usage/mechanics which impede meaning (structure and	No selected issue presented AND The paper contains usage/mechanics errors which make meaning difficult to discern

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		The paper is free of errors in usage/mechanics.	mechanics and grammar errors).	structure and major usage errors).	major usage errors).	
Critical Analysis & Reasoning **compare and contrast the macro and micro sociological approaches in examining social structure and social interaction (CCO2)**	Q2: Students should draw parallels between the plot and themes in their selection as it relates to the form of social inequality. Q3: Incorporate and explain five different sociological concepts related to social inequality within your paper. Highlight these terms in bold print.	Paper provides detailed and specific examples of social inequality through referencing key themes or scenes and character experiences in the selection with a complete and detailed discussion of each. AND Paper specifically identifies and explains at least 5 sociological concepts related to the selected form of social inequality.	Paper provides detailed examples of social inequality through referencing key themes or scenes and character experiences in the selection. AND Paper identifies and explains at least 5 sociological concepts related to the selected form of social inequality	Paper provides basic examples of social inequality through referencing key themes or scenes and character experiences in the selection and discussion is limited or cursory. AND Paper identifies and explains several sociological concepts related to the selected form of social inequality. Concepts are relevant but not	Paper does not provide any examples of social inequality and does not reference key themes or scenes in the selection. OR Paper identifies some sociological concepts but fails to explain how they are related to the selected form of social inequality.	Paper does not attempt to analyze a form of social inequality. OR Paper does not identify sociological concepts.
				specific to the selected form of inequality and may not be fully explained; discussion is limited or cursory.		

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| Information Literacy find, evaluate, use, and cite appropriate academic resources related to sociological topics (CCO6) | Use credible resources that discuss the form of social inequality selected for the assignment. | Students choose and incorporate appropriate resource materials including: the media selection, class materials, a peer- reviewed scholarly journal, and at least one additional scholarly resource AND APA requirements for citations within paper and in references were met | Students choose and incorporate appropriate resource materials including: the media selection, class materials, a peer-reviewed scholarly journal, and at least one additional scholarly resource AND Minor citation errors with the APA requirements for citations within paper and in references were met with only *minor errors* | Students choose and incorporate appropriate resource materials but may be missing one of the following: the media selection, class materials, a peer-reviewed scholarly journal, and at least one additional scholarly resource OR APA requirements for citations within paper and in references were met with *major errors* | Students choose appropriate resource materials but may be missing one or more of the following: the media selection, class materials, a peer-reviewed scholarly journal, and at least one additional scholarly resource; resource material is poorly incorporated AND APA requirements for citations within paper and in references were met *with major errors or not met at all* | Student fails to use any resource materials, credible or otherwise AND No evidence of attempt to properly cite sources. |
| **Intentionally blank** | | | | | | |

Scientific, Quantitative or Logical Reasoning	Q4: Use one sociological theory to analyze your selection.	Student clearly identifies a sociological theory and applies this theory to the media selection with respect to the form of social inequality depicted.	Student clearly identifies a sociological theory and applies this theory to the media selection with respect to the form of social inequality depicted.	Student clearly identifies a sociological theory and applies this theory to the media selection with respect to the form of social inequality depicted.	Student identifies a sociological theory and applies this theory to the media selection with respect to the form of social inequality depicted.	Provides no assessment of sociological theory
evaluate major sociological theories by focusing on the main concepts, ideas, and critical assessment of each theory from a historical, social, and political context (CCO4)	Students should draw parallels between the plot and themes in their selection as they related to the underlying premise of your selected social theory.	Analysis includes a summary of the premise of the sociological theory and several examples from the media selection that support the	Analysis includes a summary of the premise of the sociological theory and an example from the media selection that support the	Analysis is limited; provides a general, non-specific summary of the premise of the sociological theory and an	Analysis is limited; provides a general, non-specific summary of the premise of the sociological	

		sociological theory selected. AND Specifically applies the main premise of the theory to understanding social inequality	sociological theory selected. AND Applies the main premise of the theory to understand to social inequality.	example from the media selection that support the sociological theory selected. AND Applies only some of premises of the theory to understand social inequality.	theory and an example from the media selection that support the sociological theory selected. OR Applies only some of the premise of the theory to understanding social inequality.	AND Does not apply main concepts or premise of the theory to social inequality.
Local and Global Diversity **evaluate the nature and significance of social inequalities in a global society focusing on social class, race, age, gender and other areas of**	Q5: Select a country other than that which is portrayed in the media selection. Discuss how the form of social inequality depicted in the media selection impacts the life experiences of the oppressed	Student clearly identifies a specific country or individual culture other than in the media selection AND Use several specific examples supported by evidence from	Student clearly identifies a specific country or individual culture other than in the media selection AND Use a specific example, supported by evidence from	Student identifies a specific country or individual culture other than in the media selection AND Provides a generalized example, lacking	Student does not identify a specific country or culture other than that in the media selection OR Provides a generalized example, of the impacts of the selected form	Does not address the nature and significance of social inequalities AND Does not address the

diversity (CCO11)	group in that other country.	research to demonstrate the impacts of the selected form social inequality to the oppressed group.	research, to demonstrate the impacts of the selected form social inequality to the oppressed group.	supporting evidence, to demonstrate the impacts of the selected form of social inequality to the oppressed group.	of social inequality to the oppressed group.	global reach of inequality.

APPENDIX 2: Intervention Plan Report Template (2021) and sample Intervention Plan: CSIT 101

INTERVENTION PLAN REPORT

Date:

Course:

I.	**Current Data**
	In this section, summarize the data/ outcomes of this most recent assessment. • Identify the Gen Ed Outcomes assessed in the CGA, and the degree of proficiency found in the assessment. • If student work was not evaluated, describe why. For example, because only one section was taught or that no faculty were available for scoring.
II.	**Previous Cycle's Intervention Strategy**
	In this section, summarize the intervention strategy plan and implementation from the previous assessment cycle, and evaluate the effectiveness of that intervention in the context of the most recent data. • If no Intervention plan is on file, acknowledge that; if this was due to lack of scoring note that as well.
III.	**Intervention Target Area and Rationale**
	In this section, identify the target area for intervention, including relevant CCO course objectives and major topics as well as relevant General Education Outcomes, and explain the rationale for this focus. *This is possible even if no student work was scored.*
IV.	**Intervention Strategy and Implementation Plan**
	In this section, summarize the proposed strategy and implementation plan. • Interventions may be facilitated through a wide variety of methods, including addition of High Impact Practices, professional development for faculty, revised instructional methods, revised instructional materials (textbooks, Library Guides etc.), revised assessment tools (CGA and rubric), course requirements, and much more. • Implementation plans must include specific dates for putting interventions in place as well as identifying specific people who will carry out those interventions.
V.	**Intervention Goals and Expected Outcomes**
	In this section summarize the goals and expected outcomes of the intervention. • Goals should be S.M.A.R.T. (specific, measurable, achievable, relevant, and timely) • Align each goal with the expected improvement in student outcomes
VI.	**Implementation Timeline**

	Describe specific actions that will be taken in each semester prior to the next Assessment. Semester 1 post Assessment (F2023) Semester 2 post Assessment (Sp2024) etc.

INTERVENTION PLAN REPORT

Date: March 23, 2023

Course: CSIT 101

I.	**Current Data**
	In this section, summarize the data/ outcomes of this most recent assessment. • Identify the Gen Ed Outcomes assessed in the CGA, and the degree of proficiency found in the assessment. • If student work was not evaluated, describe why. For example, because only one section was taught or that no faculty were available for scoring. The median range for each of the scored CGA categories are as follows: Written and Oral 1 Tech Competence 3 Info Lit 2 Diversity 2 Ethics 2 Written and Oral Communication, which was the lowest area, had 84% of scores at 2 or lower. Technological Competence, which was the highest area, had 55% of scores at 3 or 4 (meeting or exceeding expectations).
II.	**Previous Cycle's Intervention Strategy**

	In this section, summarize the intervention strategy plan and implementation from the previous assessment cycle, and evaluate the effectiveness of that intervention in the context of the most recent data.
	• If no Intervention plan is on file, acknowledge that; if this was due to lack of scoring note that as well.
	We chose to focus on creating interventions on the lowest scoring competency, Local & Global Diversity. CCO course objectives related to these competencies include the following:
	Describe the role of social media in transforming businesses (CCO 9)
	Describe how the emergence of mobile technology has affected society (CCO 8).
	Local & Global Diversity:
	The CGA was changed to add an additional slide where students are required to research and define diversity and name four dimensions of diversity before they attempt to find ways to apply its definition to their future work or career paths.
	Additionally, we changed the wording for several slides – originally, we used "List and Describe" and changed this to "List and describe two …. and give a specific example" to help better guide students.
	Across the CGA document we made changes to the formatting, such as bold and underline to emphasize important instructions and added additional screenshots where needed.
	PowerPoint Best Practices and Guidelines were added to the CGA replacing a link to a website. This will eliminate an extra step for students and will make it easier to get this information.
	In addition to revising the CGA, we will also address problems within the rubric so that it aligns closer to CGA for more consistent scoring.
III.	**Intervention Target Area and Rationale**

	In this section, identify the target area for intervention, including relevant CCO course objectives and major topics as well as relevant General Education Outcomes, and explain the rationale for this focus. *This is possible even if no student work was scored.*
	Target Area and Rationale:
	Target area: Written and Oral Communication
	Rationale: We are going concentrate on the lowest area which is Written and Oral Communication
IV.	**Intervention Strategy and Implementation Plan**

	In this section, summarize the proposed strategy and implementation plan. • Interventions may be facilitated through a wide variety of methods, including addition of High Impact Practices, professional development for faculty, revised instructional methods, revised instructional materials (textbooks, Library Guides etc.), revised assessment tools (CGA and rubric), course requirements, and much more. • Implementation plans must include specific dates for putting interventions in place as well as identifying specific people who will carry out those interventions. The proposed strategy and implementation plan include: • The CSIT 101 Redevelopment committee is in the process of redesigning the course, spring 2023 • Changing the approach on how the course is taught • Fall 2023 we will be using OER materials • Feedback and reflection will be woven throughout the semester in all activities and assignments • Students will leave with a robust student portfolio • Offer faculty professional development • Offer faculty mentoring See Implementation Timeline below for dates.
V.	**Intervention Goals and Expected Outcomes**
	In this section summarize the goals and expected outcomes of the intervention. • Goals should be S.M.A.R.T. (specific, measurable, achievable, relevant, and timely) • Align each goal with the expected improvement in student outcomes The following are outcomes for the new course: • Student success • Engaged students • Real world and relevant information and activities that support the learning objectives of the course • Students leave the course being more digitally literate where they learn how to find, evaluate, and communicate information effectively • Students achieve digital citizenship where students will use technology responsibly. This includes computers, mobile devices, and the Internet as they engage in society. • Students take ownership of their educational goals The biggest indicator of the achieved outcomes will be overall student success in the course. Data will be compared by past semesters, specifically spring and fall. The CSIT 101 Redevelopment committee will create a survey to get feedback from students at the end of the semester in all courses taught.

VI.	**Implementation Timeline**

	Describe specific actions that will be taken in each semester prior to the next Assessment. Spring 23 - redeveloping the course Fall 23 - teach new course in all sections Spring 24 - pilot new Greats Fall 24 - new Greats CGA and rubric get GERB review Spring 25 - Implement CGA

APPENDIX 3: General Education Common Course
Outline Revisions List

CCBC's General Education Outcomes were last revised in 2015 and all General Education Common Course Outlines (CCOs) were revised at that time. It is the policy of the Curriculum & Instruction Committee of the Senate to support course committees in reviewing and revising CCOs every 5 years, however, lower enrolled courses are often overlooked or choose not to revise.

Discipline	last updated	Course	Last Assessed	Notes
MATH	2018	MATH 125	Sp2023	
MATH	2022	MATH 132	Sp2023	
MATH	2022	MATH 135	Sp2023	
MATH	2018	MATH 153	Sp2023	
MATH	2022	MATH 163	Sp2023	
MATH	**2015**	MATH 165	2nd in a series	
MATH	**2015**	MATH 243	2nd in a series	
MATH	**2015**	MATH 251	2nd in a series	
MATH	**2015**	MATH 257	2nd in a series	
MATH	**2015**	MATH 259	2nd in a series	
PS	**2015**	ARSC 103	not assessed since pre-2015	low enrolled
PS	**2015**	ARSC 104	not assessed since pre-2015	low enrolled
PS	2022	ASTM 101	2020	
PS	2022	ASTM 102	lab	
BIOL	2022	BIOL 100	2020	
BIOL	**2015**	BIOL 104	2015	one section

BIOL	2022	BIOL 106	2017	now only taught in Fall
BIOL	2021	BIOL 107	2020	CCO update may be inaccurate
BIOL	2023	BIOL 108	2020	
BIOL	2020	BIOL 109	2020	
BIOL	2019	BIOL 110	2020	
BIOL	2022	BIOL 111	2nd in a series	
BIOL	2018	BIOL 126	2015	we don't teach this anymore
BIOL	2020	BIOL 160	2017	low enrolled
BIOL	2019	BIOL 220	2nd in a series	nursing exception

BIOL	2019	BIOL 221	2nd in a series	nursing exception
PS	2020	CHEM 100	2020	
PS	2020	CHEM 102	lab	
PS	2022	CHEM 107	2020	
PS	2022	CHEM 108	lab	
PS	2022	CHEM 131	2020	
PS	2022	ENVS 101	2020	
PS	2022	ENVS 102	lab	
PS	2022	ERSC 101	2020	
PS	2022	ERSC 121	not assessed since pre-2015	low enrolled
PS	2022	ERSC 131	2020	
PS	2022	ERSC/GEOG 141	2015	submitted, not scored
PS	2022	ERSC/GEOG 142	lab	
PS	2022	GEOG 101	2020	
SOCL	2022	GEOG 102	not assessed since pre-2015	technically social science taught by PS faculty

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SOCL	2022	GEOG 111	not assessed since pre-2015	technically social science taught by PS faculty
PS	2022	PHYS 101	2020	
PS		PHYS 102	2nd in a series	not listed as Gen Ed in Catalog
PS	2019	PHYS 105	2020	CCO update may be pre-reqs only
PS	2020	PHYS 111	lab	low enrolled
PS	2022	PHYS 151	2020	
PS	2022	PHYS 251	2nd in a series	
ARTS	2022	ARTD 104	2021	
ARTS	2021	ARTD 105	2021	
ARTS	2021	ARTD 106	2021	
ARTS	**2014**	DANC 135	not assessed since pre-2015	
ARTS	**2015/2020**	DANC 147	not assessed since pre-2015	
ARTS	**2015**	FAPA 101	2021	
ARTS	2020	MUSC 101	2021	

ARTS	2020	MUSC 102	2021	
ARTS	**2015**	MUSC 109	not assessed since pre-2015	
ARTS	2022	THTR 101	2021	
HUMS	2020	CMNS 101	2021	
HUMS	**2015**	ENGL LIT	2021	a collection of 200 level ENGL courses
HUMS	**2015**	ASLS 101	2021	this course had a different designator originally - INTR
HUMS	**2015**	ASLS 102	2021	

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HUMS	2018	ASLS 121	??	low enrolled
HUMS	**2015/2018**	MCOM 111	2021	
HUMS	**2015/2018**	MCOM 150	2021	
HUMS	2021	PHIL 101	2021	
HUMS	**2015**	PHIL 103		???
HUMS	2021	PHIL 240	2021	
HUMS	**2015/2021**	WLXX 101	2021	all the 101 level World Language courses
HUMS	**2015**	WLXX 102	2021	all the 102 level World Language courses
HUMS	**2015**	WLXX 201	???	all the 201 level World Language courses
HLTH	2015/2020	HLTH 101	2022	
HLTH	2017	HLTH 120	2022	
HLTH	2019	HLTH 126	2022	
HLTH	2015/2020	PEFT 101	2022	
TECH	2020	CSIT 101	2022	
TECH	2021	CSIT 111	2022	
TECH	2021	CSIT 120	2022	
TECH	2022	ARTD 109	2022	
TECH	2017	MUSC 110	2022	
ENGL	2019/2021	ENGL 101	2021	
ENGL	2019	ENGL 102	2021	
BEHV	2020	PSYC 101	2022	
BEHV	**2015**	PSYC 103	2022	
BEHV	2020	PSYC 105	2022	
SOCL	2022	SOCL 101	2022	
SOCL	2022	SOCL 102	2022	

SOCL	2022	HUSC 104	2022	
SOCL	2016	HUSC/SOCL 122	2022	
SOCL	2022	SOCL 141	2022	
SOCL	2022	WMST 101	2022	
SOCL	2016	GLBL 101	2022	
SOCL	**2015**	AASD 101	not assessed since pre-2015	pre-req changes only in 2022
SOCL	2022	ANTH 101	2022	
SOCL	2021	ANTH 102	2022	
SOCL	2018	CRJU 101	2022	
SOCL	**2015/2020**	CRJU 202	2022	
SOCL	**2015**	ECON 163	not assessed since pre-2015	low enrolled
SOCL	**2015**	ECON 201	2022	
SOCL	**2015**	ECON 202	2022	
SOCL	**2015**	HIST 101	2022	pre-req changes only in 2022
SOCL	**2015**	HIST 102	2022	pre-req changes only in 2022
SOCL	**2015**	HIST 111	2022	pre-req changes only in 2022
	2015	HIST 112	2022	pre-req changes only in 2022
SOCL	**2015**	HIST 116		Submitted for assessment, not sufficient time
SOCL	2015/2019	LGST 101	2022	
SOCL	2022	POLS 101	2022	
SOCL	2022	POLS 111	not assessed since pre-2015	low enrolled
SOCL	2022	POLS 131	not assessed since pre-2015	low enrolled

PROGRAM-LEVEL LEARNING OUTCOMES ASSESSMENT

Prepared By:
Fernando Paniagua, Ph.D.

June 2023

Contents:

A. Overview
B. Recommendations from the Program Review Committee
C. Strengths, Opportunities, and Changes of the Programs under Review
D. Program of the Year Award
E. Synopsis of the New Program Outcomes Assessment Projects (POAPs)
F. POAPs Status Report Summary
G. POAPs Status
H. POAPs Semester Reports

A. Program Review Overview

On a rotating five-year cycle, the degree program and certificate program coordinators and chairs compile a program review report for their respective program(s). The report examines and assesses the curriculum, analyzes enrollment and student performance data, and reviews general program information including articulation agreements, faculty information, an inventory of instructional resources, course delivery strategies, and relationships to Continuing Education, cooperative education, and internships. After reading the report and with the program coordinators, chairs, and deans, the Program Review Committee identifies strengths and opportunities impacting the short-term goals and the long-term vision of the program and makes recommendations regarding the program's future. The recommendations must fall under one of the following options:

1. Program continuation with no mandatory changes to the existing program.
2. Program continuation with implementation of any proposed changes within three years. An annual follow-up report will be submitted each year to the Program's Academic Dean as part of the Program Coordinator's annual evaluation. Copies of the report will be submitted to the Vice President of Instruction.
3. Program transition from credit to non-credit.
4. Program suspension whereby the program is to be suspended with the option that it might be resumed in the next two years.
5. Permanent Discontinuation Status: The program is to be discontinued following MHEC procedures.

Eleven programs were reviewed for Academic Year 2022-2023:

i. Anesthesia Technology
ii. Business Studies
iii. Cybersecurity

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    iv.   Digital Forensics
     v.   Engineering Technology
    vi.   Information Technology
   vii.   Kinesiology
  viii.   Medical Laboratory Technology
    ix.   Radiation Therapy
     x.   Respiratory Care Therapist
    xi.   Social Sciences

B.   Recommendations from the Program Review Committee

After meeting with each individual program, the Program Review Committee agreed on the following recommendations:

Program Continuation with No Mandatory Changes:

     i.   Anesthesia Technology
    ii.   Cybersecurity
   iii.   Digital Forensics
    iv.   Engineering Technology
     v.   Information Technology
    vi.   Medical Laboratory Technology
   vii.   Radiation Therapy
  viii.   Respiratory Care Therapist

Program continuation with implementation of any proposed changes within three years:

     i.   Business Studies
    ii.   Kinesiology
   iii.   Social Sciences

C.   Strengths, Opportunities, and Changes of the Programs under Review

After meeting with the faculty leadership for each program, the Program Review Committee identified program strengths, resource needs and opportunities for increased enrollment. This feedback was compiled in individualized summary sheets and presented to Senior Staff for further discussion. These summary sheets also highlighted important program data and next steps for the program review process. Where FTE is identified at program-level, this value is determined from enrollment in a course or courses of a prefix primarily associated with the program requirements for a specific program. CCBC's Board of Trustees approved the committee's recommendations during the June 2023 meeting.

Anesthesia Technology: program continuation with no mandatory changes to the existing program.

	FY20	FY21	FY22	FY23
FTE (ANET)	**4.8**	**8.8**	**12.4**	
Program Graduates	**5**	**7**	**10**	
	Fall 2019	Fall 2020	Fall 2021	Fall 2022
Program majors (Fall)	**26**	**31**	**37**	**32**

Changes	Program Strengths	Opportunities for Improvement	Opportunities for Growth and Increased Enrollment
	Only AAS program in the region and one of only five programs nationwide. A strong partnership with Johns Hopkins University provides faculty support and employment opportunities. Extremely high program retention rates and 100% job placement. 100% board pass rate on licensure exam in FY21.	JHU employed faculty means that CCBC e-mail and access are currently renewed each year; explore ways to automate or streamline this.	Program enrollment can increase, within the program cap of 15. Work with the Director of Enrollment Marketing to explore ideas for both internal messaging to Health Sciences Pathway students and external marketing.

Next steps:

1. A meeting will be scheduled with the Assistant Dean of Curriculum, School Dean(s) and Program Chair and/or Coordinator(s) to discuss the recommendations above. Any additional resources needed to support program review goals will be identified.

2. A deadline for a final implementation summary will be identified. This summary will report on the progress toward the three-year goals specified in the program review, as well as any recommendations.

Business Studies: program continuation with implementation of any proposed changes within three years. An annual follow-up report will be required each year as part of the Program Coordinator's annual evaluation.

	FY20	FY21	FY22	FY23
FTE (MNGT)	**277.4**	**284.4**	**271.4**	
Program Graduates	**145**	**142**	**148**	
	Fall 2019	Fall 2020	Fall 2021	Fall 2022
Program majors (Fall)	**1083**	**1079**	**968**	**859**

Changes	Program Strengths	Opportunities for Improvement	Opportunities for Growth and Increased Enrollment
a. Add at least one program outcome to distinguish the Associate of Arts (AA) degree from the Associate of Applied Science (AAS) degree. b. Revise the Entrepreneurship Certificate to fully stack into the AA degree (with a reduction in Certificate credits). c. Revise the Human Resources Certificate to fully stack into the AAS degree (possibly with a reduction in Certificate credits).	Online institutional courses are popular and support consistent program enrollment. Initiatives such as remote tutoring appear to be supporting increased student success. Employment opportunities and market demand are strong. Collaborations with Continuing Education (CE) are popular including co-listed Real Estate Licensure, exploration of articulation for CE Human Resources courses, and partnerships with specific K-12 academies.	The advisory board has identified the need to integrate data analytics into program outcomes and existing coursework, with the additional possibility of a new course in data analytics. Retention rates pose a challenge, especially for minority males. Enrollment and graduation numbers for Certificates are low. Lower success rates in entry-level course: Accounting 101, Management 101	Mandated changes should help to increase awareness and completion of Certificates. Institutional course sites, listed as a goal within the program review, should help to increase student pass rates in MGMT 101 and ACCT 101.

Next steps:
1. A meeting will be scheduled with the Assistant Dean of Curriculum, School Dean(s), and Program Chair and/or Coordinator(s) to discuss the recommendations above.
2. A plan of action and timeline will be developed, to deliver the changes requested.
3. Dates for any check-in meetings and a deadline for a final implementation summary will be identified.
4. The final implementation summary will also report on the progress toward the three-year goals, specified in the program review.

Cybersecurity: program continuation with no mandatory changes to the existing program.

	FY20	FY21	FY22	FY23
FTE (DCOM*)	**254.51**	**236.55**	**193.86**	
Program Graduates	**72**	**83**	**62**	
	Fall 2019	Fall 2020	Fall 2021	Fall 2022
Program majors (Fall)	**366**	**399**	**329**	**380**

Changes	Program Strengths	Opportunities for Improvement	Opportunities for Growth and Increased Enrollment
	Stackable credentials support career readiness and provide opportunities for accelerated completion in multiple modalities. Women in Technology initiative is increasing female program enrollment (21% in 2018 to 29% in 2022). Provision of a Virtual Desktop Infrastructure (VDI) is supporting student success.	Additional lab support from a dedicated systems engineer would support program outcomes.	Develop internal messaging to program majors to remind them of the possibility of graduating with stacked Certificates with no additional application costs. This should help increase the number of Certificates awarded.

Next steps:
1. A meeting will be scheduled with the Assistant Dean of Curriculum, School Dean(s), and Program Chair and/or Coordinator(s) to discuss the recommendations above. Any additional resources needed to support program review goals will be identified.
2. A deadline for a final implementation summary will be identified. This summary will report on the progress toward the three-year goals specified in the program review, as well as any recommendations.

Digital Forensics: program continuation with no mandatory changes to the existing program.

	FY20	FY21	FY22	FY23
FTE (DCOM*)	**254.51**	**236.55**	**193.86**	
Program Graduates	**5**	**6**	**5**	
	Fa ll 20 19	Fa ll 20 20	Fa ll 20 21	Fa ll 20 22
Program majors (Fall)	**20**	**27**	**22**	**20**

Changes	Program Strengths	Opportunities for Improvement	Opportunities for Growth and Increased Enrollment
	Strong online presence and variety of learning modalities supports student success. Provision of a Virtual Desktop Infrastructure (VDI) is supporting student success. Partnership with Department of Defense Cyber Crime (DC3) provides additional certificate credentials for graduates.	Additional lab support from a dedicated systems engineer would support program outcomes.	The program is new (2018). Enrollment is growing but has room for further expansion. Work with the Director of Enrollment Marketing to explore ideas for both internal messaging to Technology and Engineering Pathway students and external marketing.

Next steps:

1. A meeting will be scheduled with the Assistant Dean of Curriculum, School Dean(s) and Program Chair and/or Coordinator(s) to discuss the recommendations above. Any additional resources needed to support program review goals will be identified.

2. A deadline for a final implementation summary will be identified. This summary will report on the progress toward the three-year goals specified in the program review, as well as any recommendations.

	FY20	FY21	FY22	FY23
FTE (CADD, EGNT, GEOA, SURV)	**60.81**	**48.83**	**56.36**	
Program Graduates	**34**	**30**	**37**	
	Fall 2019	Fall 2020	Fall 2021	Fall 2022
Program majors (Fall)	**111**	**114**	**123**	**126**

Changes	Program Strengths	Opportunities for Improvement	Opportunities for Growth and Increased Enrollment
	Increasing numbers as part of the P- TECH program. Excellent alignment of Areas of Concentration to career needs (e.g., Land Survey, GIS) and to community partners (e.g., Maryland Society of Surveyors (MSS). Excellent collaborations with Continuing Education (CE), including cross-listed classes for CAD, Survey and Geospatial Applications and in CE courses needed for maintaining licensure.	Opportunity to revise outcomes associated with Areas of Concentration (AOC's) and Certificates, for currency. Spread of courses across three campuses is placing a strain on faculty; initiate discussions with your Dean and Academic leadership to consider locational consolidation opportunities.	Enrollment and graduation numbers for the Associate of Applied Science (AAS) degree and Certificates are low. Work with the School Dean, Assistant Dean of Curriculum and Assessment, and Director of Enrollment Marketing to discuss outreach initiatives and graduation strategies.

Next steps:
1. A meeting will be scheduled with the Assistant Dean of Curriculum, School Dean(s) and Program Chair and/or
Coordinator(s) to discuss the recommendations above. Any additional resources needed to support program review goals will
be identified.
2. A deadline for a final implementation summary will be identified. This summary will report on the progress toward the three-year goals specified in the program review, as well as any recommendations.

Information Technology: program continuation with no mandatory changes to the existing program.

	FY20	FY21	FY22	FY23
FTE (CIST*)	**481.46**	**543.30**	**482.41**	
Program Graduates	**65**	**43**	**51**	
	Fall 2019	Fall 2020	Fall 2021	Fall 2022
Program majors (Fall)	**321**	**314**	**273**	**292**

Changes	Program Strengths	Opportunities for Improvement	Opportunities for Growth and Increased Enrollment
	The Associate of Applied Science (AAS) program can be completed entirely online, and the majority of courses use the institutional course format. The program has a strong retention rate of 81%. Departmental exams enable the awarding of significant credits for Prior Learning. Course enrollments are strong.	Additional lab support from a dedicated systems engineer would support program outcomes. Provide additional attention and formalization of transfer articulations, given this is an Associate of Applied Science (AAS) degree.	Enrollment and graduation numbers for Certificates are low. Develop internal messaging to program majors to remind them of the possibility of graduating with stacked certificates with no additional application costs.

Next steps:
1. A meeting will be scheduled with the Assistant Dean of Curriculum, School Dean(s), and Program Chair and/or Coordinator(s) to discuss the recommendations above. Any additional resources needed to support program review goals will be identified.
2. A deadline for a final implementation summary will be identified. This summary will report on the progress toward the three-year goals specified in the program review, as well as any recommendations.

Kinesiology: program continuation with implementation of any proposed changes within three years. An annual follow-up report will be required each year as part of the Program Coordinator's annual evaluation.

	FY20	FY21	FY22	FY23
FTE (KNES)	**12.83**	**25.13**	**23.87**	
Program Graduates	**12**	**11**	**13**	
	Fall 2019	Fall 2020	Fall 2021	Fall 2022
Program majors (Fall)	**87**	**111**	**104**	**87**

Changes	Program Strengths	Opportunities for Improvement	Opportunities for Growth and Increased Enrollment
a. Revise the program sequence to enable students to earn the Personal Trai ner Certificate before the Associate of Applied Science degree. b. Formalize the transfer articulations that are verbally agreed.	Program faculty have strong connections to the community and to transfer institutions. Strong retention rates for degree seeking students post-Covid (71%). Growth in enrollment numbers (308 degree-seekers, 307 certificate-seekers).	Rebranding to Kinesiology and revised focus on transfer patterns to Athletic Training and Physical Therapy programs requires additional attention and formalization of transfer articulations, given this is an Associate of Applied Science (AAS) degree. Graduation numbers are low.	Work with the School Dean, Assistant Dean of Curriculum and Assessment, Assistant Dean of Student Achievement and Success, and Director of Enrollment Marketing to discuss outreach initiatives and retention and graduation strategies.

Next steps:
1. A meeting will be scheduled with the Assistant Dean of Curriculum, School Dean(s) and Program Chair and/or Coordinator(s) to discuss the recommendations above.
2. A plan of action and timeline will be developed, to deliver the changes requested.
3. Dates for any check-in meetings and a deadline for a final implementation summary will be identified.
4. The final implementation summary will also report on the progress toward the three-year goals, specified in the program review.

Medical Laboratory Technology: program continuation with no mandatory changes to the existing program.

	FY20	FY21	FY22	FY23
FTE (MLTC)	**17.97**	**11.01**	**13.53**	
Program Graduates	**16**	**12**	**4**	
	Fall 2019	Fall 2020	Fall 2021	Fall 2022
Program majors (Fall)	**67**	**52**	**60**	**65**

Changes	Program Strengths	Opportunities for Improvement	Opportunities for Growth and Increased Enrollment
	100% pass rate of the ASCP board exam for the past 3 years. Strong improvements to retention rates post-Covid (41% in 2020 to 75% in 2021). Excellent community and clinical partner support; strong job placement rate.	Availability of clinical sites has led to the need for in-house options to be established for blood-banking and microbiology. Continue to examine innovative opportunities for clinical sites.	Increasing student awareness of this "behind the scenes" healthcare profession could help increase cohort enrollment, within the cap of 20 p/yr. Work with the Director of Enrollment Marketing to explore ideas for both internal messaging to Health Sciences Pathway students and external marketing.

Next steps:

1. A meeting will be scheduled with the Assistant Dean of Curriculum, School Dean(s), and Program Chair and/or Coordinator(s) to discuss the recommendations above. Any additional resources needed to support program review goals will be identified.

2. A deadline for a final implementation summary will be identified. This summary will report on the progress toward the three-year goals specified in the program review, as well as any recommendations.

Radiation Therapy: program continuation with no mandatory changes to the existing program.

	FY20	FY21	FY22	FY23
FTE (RTTT)	**19.5**	**20.45**	**23.4**	
Program Graduates	**11**	**9**	**14**	
	Fall 2019	Fall 2020	Fall 2021	Fall 2022
Program majors (Fall)	**123**	**141**	**127**	**99**

Changes	Program Strengths	Opportunities for Improvement	Opportunities for Growth and Increased Enrollment
	High-demand program with strong application numbers. Good course success rates and program completion rates. Assessments are structured to mirror board exams.	Program size is limited by availability of clinical sites. Continue to explore innovative options for additional clinical sites.	A goal within the program review is to increase cohort size from 15 or 18 (cap p/yr.). Work with the Director of Enrollment Marketing to explore ideas for both internal messaging to Health Sciences Pathway students and external marketing.

Next steps:
1. A meeting will be scheduled with the Assistant Dean of Curriculum, School Dean(s) and Program Chair and/or Coordinator(s) to discuss the recommendations above. Any additional resources needed to support program review goals will be identified.
2. A deadline for a final implementation summary will be identified. This summary will report on the progress toward the three-year goals specified in the program review, as well as any recommendations.

Respiratory Care Therapist: program continuation with no mandatory changes to the existing program.

	FY20	FY21	FY22	FY23
FTE (RESP)	**24.46**	**22**	**22.27**	
Program Graduates	**20**	**17**	**16**	
	Fall 2019	Fall 2020	Fall 2021	Fall 2022
Program majors (Fall)	**119**	**110**	**116**	**113**

Changes	Program Strengths	Opportunities for Improvement	Opportunities for Growth and Increased Enrollment
	Strong community support and excellent career opportunities (2022 job placement is 91%). 100% of responding employers rated CCBC graduates with a top score on the Likert scale (CoARC). Simulation labs provide state of the art instruction.		Decreasing numbers of qualified applicants for the program means there is an opportunity to increase program enrollment, within the cap of 25 students per cohort. The cohort size for FY22 was 18.6. Work with the Director of Enrollment Marketing to explore ideas for both internal messaging to Health Sciences Pathway students and external marketing.

Next steps:
1. A meeting will be scheduled with the Assistant Dean of Curriculum, School Dean(s), and Program Chair and/or Coordinator(s) to discuss the recommendations above. Any additional resources needed to support program review goals will be identified.
2. A deadline for a final implementation summary will be identified. This summary will report on the progress toward the three-year goals specified in the program review, as well as any recommendations.

Social Sciences: program continuation with implementation of any proposed changes within three years. An annual follow-up report will be required each year as part of the Program Coordinator's annual evaluation.

	FY20	FY21	FY22	FY23
FTE (*)				
Program Graduates	**121**	**110**	**125**	
	Fall 2019	Fall 2020	Fall 2021	Fall 2022
Program majors (Fall)	**746**	**787**	**733**	**716**

Changes	Program Strengths	Opportunities for Improvement	Opportunities for Growth and Increased Enrollment

a. Discontinue the Native American Studies Area of Concentration (AOC).
b. Combine related low-enrolled AOC's into a single AOC (e.g., 'Social Sciences') and/or establish enrollment minimums (suggested 10 students) for the following areas within three years, to avoid off-cycle review:
   i. Women's Studies
   ii. Anthropology
   iii. Sociology
   iv. History
   v. Political Sciences
   vi. Public Health
   vii. Health Education
   viii. Physical Education
   ix. Sports Management
c. Revise program outcomes for each of the AOC's to ensure relevancy and currency for transfer.
	Good (but lower than expected) enrollment numbers for the program (170).
	
	Strong enrollment for many of the Social Sciences courses.
		Ownership of the program is spread across several people and two Schools; collating AOC's may help with leadership/coordination.	Low enrollment numbers for the Areas of Concentration (AOC's); increasing enrollment in AOC's is an opportunity. More intentional marketing and decision making may improve enrollment.
			
			Work with the School Dean, Assistant Dean of Curriculum and Assessment, Assistant Dean of Student Achievement and Success, and Director of Enrollment Marketing to discuss outreach initiatives and retention and graduation strategies.

Next steps:
1. A meeting will be scheduled with the Assistant Dean of Curriculum, School Dean(s), and Program Chair(s) and/or Coordinator(s) to discuss the recommendations above.
2. A plan of action and timeline will be developed, to deliver the changes requested.
3. Dates for any check-in meetings and a deadline for a final implementation summary will be identified.
4. The final implementation summary will also report on the progress toward the three-year goals, specified in the program review

D. Program of the Year Award

Each year one of the programs participating in the program review process is selected by the CCBC Program Review Committee as an exemplary submission. From the 2022-2023 cohort, the **Engineering Technology Program** was selected as the program that most effectively embraced the spirit of the program review process and provided strong evidence of ongoing assessment and resultant program improvement.

E. Synopsis of Program Outcomes Assessment Projects (POAPs)

Each program reviewed in an academic year prepares a proposal for a comprehensive Program Outcomes Assessment Project (POAP), tied to at least one program outcome. Fernando Paniagua, as the designated Learning Outcomes Associate, serves as a facilitator and coordinator for the development and progress of the projects.

For the Program of the Year, the **Engineering Technology Program**, the program outcomes assessment project requires students to use Revit software to conceptualize an architectural design project from schematic design through to construction documentation. The new assignment will target students learning of project conceptualization and the Revit skill set.

The project for the **Anesthesia Technology Program** will be implemented in ANET 207: Anesthesia Technology Capstone. The project is designed to enable the student to synthesize what they have learned in didactic, lab, and clinical and critically examine evidence-based research. This project will require students to apply research to their practice and prepare them for the national certification exam and entry-level job placement.

In the **Business Studies Program** students will develop an effective marketing plan. The project will expose students to professional business writing and require them to apply research findings in the creation of the marketing plan.

The **Cyber Security Program** is deploying a new project in DCOM 215: Ethical Hacking and System Defense, a course also required for the Cyber Security Certificate. The course is designed to prepare students for an industry-respected certification, the CompTIA PenTest+ exam. To prepare students for the real-world application and duties of a Penetration Tester, the project will incorporate all five stages of a successful Pen Tester: reconnaissance, scanning, vulnerability assessment, exploitation, and reporting utilizing a fictitious organization as the client/target of the Pen Test. The project will also focus heavily on the tools used in the process as well as the TTPs (Tactics, Techniques, and Procedures) as outlined by the National Institute of Standards and Technology NIST and other cyber-related organizations

The project for **Digital Forensics Program** will be in DCOM 265: Mobile Forensics, which is the last course a student takes before they graduate with an AAS degree in Digital Forensics. The project focuses on the acquisition of digital media, and analysis of storage media, mobile devices, and data stored in the cloud. It is designed to improve students' comprehension of the terminology used in digital forensics, improve students' skillsets needed to acquire and validate digital media using forensic tools and analyze the data and prepare a report using digital media.

The POAP for the **Information Technology Program** is focused on assessing the revised program objectives related to transfer. An in-depth survey will be sent to current program majors, which will identify elements of program objective #2, gaining insights related to student intentions to transfer, academic preparedness, academic goals, any barriers to success they have encountered while in the program, and questions related to current or potential employment. The data collected will help CSIT faculty to improve courses and program quality with the goal of improving the graduation rates, transfer rates, and the employability of graduates.

In the **Kinesiology Program**, the proposed project is to research the viability of and subsequently develop, a new Area of Concentration (AOC) in Exercise Science for students pursuing careers in Athletic Training or Physical Therapy.

In the **Medical Laboratory Technology Program**, students will create a portfolio of work within the program's capstone, MLTC 250: Trends in Medical Lab Technology. This exercise is designed to provide students with a mechanism for content review and to reflect on the growing knowledge of the Medical Laboratory Technology profession. Portfolios will require original-research on case studies representing the four major disciplines in the program (Blood Banking, Chemistry, Hematology, and Microbiology) and will prompt students to develop job- seeking tools (resume, cover letter, interview, and board preparation).

The project for the **Radiation Therapy Program** will involve the creation of a seminar series whereby professionals from the radiation therapy community will bring their experiences and knowledge to the students to facilitate an improved understanding of professionalism in the workplace. Students will also develop their professional communication skills.

The **Respiratory Care Therapist Program** is accredited by the Commission on Accreditation of Respiratory Care (CoARC) which establishes outcomes standards that programs must meet to maintain accreditation. Each outcome standard has a threshold that defines success. This project will address the success of meeting the CoARC threshold for success in passing the Therapist Multiple Choice Exam (TMC) at the high cut score, which will allow the graduate to take the second exam to earn the RRT (Registered Respiratory Therapist) credential.

Because of the range of AOC's within the **Social Sciences Program**, and the high number of General Education courses this program supports, data from the common graded assignments (CGA's) evaluated by the General Education Assessment Team (GrEAT) will be used to assess program-level outcomes. More information on GrEAT's can be found later in this report.

F.   POAPs Status Summary

The table below summarizes the status of the POAP's from previous Program Review cycles.

Program Cycle	Dean	Team Leader(s)	Stage of Completion
2019 – 2020			
Graphic Design	William Watson	Sarada Conaway – Robert Creamer	Stage 5: Final Analysis and Reporting Results
Computer Automated Manufacturing	Jane Mattes		On Hold
Heating, Ventilation and Air Conditioning	Jane Mattes	Brian Penn	Stage 5: Final Analysis and Reporting Results
Music Production	William Watson	Brian Comotto	Stage 5: Final Analysis and Reporting Results
Occupational Therapy Assistant	Shawn McNamara	Antoinette Shaw	Stage 5: Final Analysis and Reporting Results
Teacher Education	Timothy Davis	Linda Gronberg- Quinn	Stage 5: Final Analysis and Reporting Results
Veterinary Technology	Shawn McNamara	Carol Schwartz	Stage 5: Final Analysis and Reporting Results
2020 – 2021			
Computer Science	Jane Mattes	James Braman	Stage 5: Final Analysis and Reporting Results
Construction Management	Jane Mattes	Philip Acheampong	Stage 5: Final Analysis and Reporting Results
Digital Media Production	William Watson	Gianna Allen	Stage 1: Designing and Proposing a Learning Outcomes Assessment Project

Engineering Science	Jane Mattes	Kid Kidd	Stage 2: Implementing the Design and Collecting and Analyzing the Data
Legal Studies	Jane Mattes	Meisha Grimes	Stage 4: Implementing Course Revisions and Reassessing Student Learning
Sustainable Horticulture	Jean Ashby	Kelly Joyce	Stage 4: Implementing Course Revisions and Reassessing Student Learning
2021-2022			
Accounting	Jane Mattes	Melissa Stitt	No update provided
Automotive Technology	Jane Mattes	Gregory Weller	Stage2: Implementing the Design and Collecting And Analyzing the Data
Emergency Medical Technology	Shawn McNamara	Robert Willer	No update provided
Health Informatics and Information Technology	Shawn McNamara	Irby Hunter	Stage2: Implementing the Design and Collecting and Analyzing the Data
Human Service Counseling	Timothy Davis	Ted McCadden	Stage 1: Designing and Proposing a Learning Outcomes Assessment Project
Interior Design	William Watson	Inthia Bowman-Ruffin	Stage 1: Designing and Proposing a Learning Outcomes Assessment Project

Interpreter Preparation	William Watson	Rebecca Minor	Stage 1: Designing and Proposing a Learning Outcomes Assessment Project
Network Technology	Jane Mattes	Sabum Anyangwe	Stage 3: Redesigning the Course to Improve Student Learning

The POAP project follows the same five stages the course-level LOAs:

- Stage 1: Designing and Proposing a Learning Outcomes Assessment Project
- Stage 2: Implementing the Design and Collecting and Analyzing the Data
- Stage 3: Redesigning the Course to Improve Student Learning
- Stage 4: Implementing Course Revisions and Reassessing Student Learning
- Stage 5: Final Analysis and Reporting Results

1. **Projects in progress:**

   Stage 1: Designing and Proposing a Learning Outcomes Assessment Project
   - *Digital Media Production:* this program was under review in the 2020-2021 cycle. However, the coordinator left the institution, and it took some time to get a new coordinator on board. A new RFP was proposed during Spring 2023.
   - *Interior Design:* this project was approved in the 2021-2022 program review cycle. However, the coordinator who prepared the POAP left the institution. The new coordinator will implement the assessment instrument (stage 2) in Fall 2023.
   - *Interpreter Preparation:* this project was approved in the 2021-2022 program review cycle the new screening tool took longer to develop than expected; it will be ready for implementation in Fall 2023.
   - *Human Service Counseling:* this project was approved in the 2021-2022 program review cycle. This initial stage has been delayed for several reasons, including unanticipated faculty medical leave and a sabbatical, both of which required the Program to shift resources. The assessment instrument will be implemented in Fall 2023.

   Stage 2: Implementing the Design and Collecting and Analyzing the Data
   - *Engineering Science*: this project was approved in the 2020-2021 program review cycle. During Fall 2022, the assessment instrument was implemented. Issues with the data collection means that implementation will be repeated in Fall 2023.
   - *Automotive Technology*: this project was approved in the 2021-2022 program review

cycle. The project was implemented in the Spring of 2023. As the curriculum for this program runs year-round, implementation will continue through Summer 2023.

Stage 3: Redesigning the Course to Improve Student Learning
- *Network Technology:* this project was approved in the 2021-2022 program review cycle. The assessment instrument was implemented during fall 2022. Data was collected and analyzed in Spring 2023, and strategies designed to improve students' learning. The intervention plan will be implemented in Fall 2023.

Stage 4: Implementing Course Revisions and Reassessing Student Learning
- *Legal Studies*: this program was approved in the 2020-2021 program review cycle. The assessment instrument was implemented in Spring 2022. Data were analyzed and strategies were planned to improve student success. They will assess again in Fall 2023.
- *Sustainable Horticulture*: this project was approved in the 2020-201 program review cycle. Implementation was completed during Winter 2023 and Spring 2023. Implementation is scheduled for Winter 2024 and Spring 2024.

Stage 5: Final Analysis and Reporting Results
- Graphic Design: this project was approved in the 2019-2020 program review cycle. The program was completed and submitted in Spring 2023.
- Heating, Ventilation and Air Conditioning: this project was approved in the 2019-2020 program review cycle. The program was completed and submitted in Spring 2023.
- Music Production: this project was approved in the 2019-2020 program review cycle. The program was completed and submitted in Spring 2023.
- Occupational Therapy Assistant: this project was approved in the 2019-2020 program review cycle. The program was completed and submitted in Spring 2023.
- Teacher Education: this project was approved in the 2019-2020 program review cycle. The program was completed and submitted in Spring 2023.
- Veterinary Technology: this project was approved in the 2019-2020 program review cycle. The program was completed and submitted in Spring 2023.
- Computer Science: this project was approved in the 2020-2021 program review cycle. The program was completed and submitted in Spring 2023.
- Construction Management: this project was approved in the 2020-2021 program review cycle. The program was completed and submitted in Spring 2023.

2. Projects On Hold

- Computer Automated Manufacturing: due to the retirement of the coordinator of the program, this assessment project has been paused until a new coordinator or a new person is designed by the chair to oversee this project.

G.   POAPs
Semester
Reports
REQUEST
FOR
PROPOSAL
(RFP)
Program: Digital Media Production

Project Description:
School of Arts & Communications, Digital Media Production (both degree and certificate). As students move through the Digital Media Production program, they gain not only valuable experience, skills, and techniques, but they also create meaningful pieces of media. In today's fast-paced, technologically advancing industry, it is imperative that students graduate from CCBC with a Media based portfolio and resume. This portfolio should be online, easily accessible, continuously updated, and filled with exciting content.

The purpose of a portfolio is for students to show their work to potential schools, art programs, employers, and clients. Approximately 95% of our graduating and transfer students leave CCBC WITHOUT a resume or portfolio. Leaving students unprepared for career readiness and floundering to create it on their own without guidance.

This project's goal will be to educate Digital Media Production students on the purpose of a digital resume, portfolio, and website; it is importance, and what elements should be included within these promotional items. It will improve student learning as a marketing tool to improve job readiness and career placement. Students will learn how to network and market themselves and the work they have produced to secure job placement and/or acceptance into a university or high education institution.

Methodology:
The project would be developed across 2-3 advanced DIGM course. Students would begin to accumulate work in our DIGM 152: Digital Filmmaking course and our DIGM 153: Video Editing & Media Management course, then they would prepare their portfolio website and/or YouTube Channel with a resume in the DIGM 273: Internship course.

The assessment instrument that will be used to collect the data to measure the program outcomes will be a graded assignment within the Internship course. The assignment will be graded based on creation, quality, timely submission, and the various elements that will be built in the website and portfolio. A rubric will be provided for students with a point breakdown of each portfolio and website element. Students must complete the entire assignment to receive a passing grade on the assignment.

Validation data will also be collected from external surveys given to graduate students who have moved on from the Digital Media Program to either a higher-education institution or have obtain an industry level job. In this survey, graduates will rate their success level based on the

presentation of their resume and portfolio. For example, did their resume help them obtain their current job? Or did the portfolio help them enter another film and media program? Did the website help boost their freelance and contract work?

Using this survey will give the department feedback on the strengths and weakness of the project implantation and what areas need improvement. Once known, we can return to specific project areas and adjust accordingly to increase our success rates.

External Validation:
The validation factor that will be utilized is the Digital Media Production Advisory Board. Many of the Advisory Board members also serve as internship supervisors for the Internship class and accept students to work for them within their production, post-production, or marketing companies. The Advisory board will review and validate the assessment instrument, which is the assignment and the instructions as well as the rubric for the assignment. The rubric will also indicate what Program Outcome will be evaluated.

During our semi-annual meetings, student resumes and portfolios will be presented, and feedback will be given by the Board members. We will utilize their extensive knowledge base and attention to industry trends to ensure students create portfolios and websites that are desirable and impressive.

Timeline:
State the timeline for each of the stages in the project: (1) Designing and Proposing a Program Outcomes Assessment Project, (2) Implementing the Design and Collecting and Analyzing Data, (3) Developing Program Improvements, (4) Implementing Program Revisions and Reassessing Student Learning, and (5) Reporting Results. The maximum time for completion of all stages in the project is 2 ½ years.

Stage	Semester/Year
1	Spring 2023
2	Fall 2023
3	Spring 2024
4	Fall 2024
5	Spring 2025

Project Needs:
There are no external resources necessary to conduct the project. The faculty members who will participate in this project is myself as the Digital Media Production Program Coordinator and instructor, and Ryan Metzler, who is our new Digital Media Production Instructor, starting this August 2023.

I will oversee media content creation and gathering, in addition to being the instructor for the internship course and will assign the portfolio assignment and monitor student progress and submissions of the work. I would also be giving feedback and giving constructive critiques to better the organization and design of the websites and portfolios.

Ryan will also oversee media content and gathering; because he is a new instructor, he will begin with helping students create resume ready media projects and help them gather previous projects for editing. As Ryan continues to instruct more Digital Media classes, he will also be responsible for integrating assignments within the course curriculum to prepare students for the Internship course.

Faculty Participants:
Identify all faculty who will participate in the project and define the scope of their roles and responsibilities, as well as their percentage over the total stipend for the project.

Faculty ID	Name	Roles and Responsibilities	Stipend (%)
900312745	Gianna M. Allen	Content Creation, Collection, Editing, Instruct Internship course, assign assessment, grading, feedback, data collection and analysis, and reporting	0

PROJECT REPORT

Program: Human Service Counseling

The goal of this form is to summarize and register the progress of this assessment project from beginning to end.

As a reminder, here are the 5 stages of this process:

- Stage 1: Designing and Proposing a Learning Outcomes Assessment Project
- Stage 2: Implementing the Assessment Instrument, Collecting and Analyzing the Data
- Stage 3: Develop an Intervention Plan to Improve Student Learning
- Stage 4: Implementing the Intervention Plan and Reassessing Student Learning
- Stage 5: Develop and Executive Summary.

Stage 1: Designing the

Project (RFP) Semester:

Spring 2022

This stage was completed, and the Request for Proposal (RFP) was already submitted with the Program Review
Report.

Project Description:

Briefly describe the project (about one paragraph).

This project was drafted in collaboration with the faculty during the Program Review process. We are using a common graded assignment in all sections of HUSC 139 (a counseling skills demonstration video) to determine consistency of skill development across all sections, instructors, and modalities. These videos will be grades as a course assignment but will also be reviewed and scored on a common rubric by a group of faculty who did not teach a section of that course each semester.

Stage 2: Implementing the Assessment Instrument, collecting, and analyzing the data

Semester: Fall 2023

Briefly explain the implementation of the assessment instrument, how did you collect the data and most
importantly, provide the full analysis performed. Make sure that you indicate what are the areas where students were not successful.

This initial stage has been delayed for a few reasons, including unanticipated faculty medical leave and a sabbatical, both of which required the Program to shift resources. We will collect data during Fall 2023 and analyze in January 2024.

Project Report

Program: Interior Design

The goal of this form is to summarize and register the progress of this assessment project from beginning to end.

As a reminder, here are the 5 stages of this process:

- Stage 1: Designing and Proposing a Learning Outcomes Assessment Project
- Stage 2: Implementing the Assessment Instrument, Collecting and Analyzing the Data
- Stage 3: Develop an Intervention Plan to Improve Student Learning
- Stage 4: Implementing the Intervention Plan and Reassessing Student Learning
- Stage 5: Develop and Executive Summary.

STAGE 1: DESIGNING THE PROJECT (RFP) SEMESTER: SPRING 2022

This stage was completed, and the Request for Proposal (RFP) was already submitted with the Program Review Report.

PROJECT DESCRIPTION:

Briefly describe the project (about one paragraph).

The proposed project is a Portfolio Review Show/Event as an end-of-year or semester capstone experience. The student participants will be those who have taken the INTD 247 Portfolio Review and Marketing for Interior Design course. Specific emphasis will be placed on rising graduates; students planning to transfer to four-year institutions; and/or those students who are actively seeking employment. Invitations will be extended to interior design and design-adjacent professionals to review portfolios and attend the show, while providing additional networking opportunities for students. This additional marketing and outreach will expose CCBC's INTD program to the local industry, increasing student options for future employment while increasing the local employee pool with CCBC alumni and students.

STAGE 2: IMPLEMENTING THE ASSESSMENT INSTRUMENT, COLLECTING, AND ANALYZING THE DATA

SEMESTER: FALL 2023

Briefly explain the implementation of the assessment instrument, how did you collect the data and most importantly, provide the full analysis performed. Make sure that you indicate what are the areas where students were not successful.

PROJECT REPORT

Program: Interpreter Preparation

The goal of this form is to summarize and register the progress of this assessment project from beginning to end.

As a reminder, here are the 5 stages of this process:

- Stage 1: Designing and Proposing a Learning Outcomes Assessment Project
- Stage 2: Implementing the Assessment Instrument, Collecting and Analyzing the Data
- Stage 3: Develop an Intervention Plan to Improve Student Learning
- Stage 4: Implementing the Intervention Plan and Reassessing Student Learning
- Stage 5: Develop and Executive Summary.

Stage 1: Designing the

Project (RFP) Semester:

Spring 2022
This stage was completed, and the Request for Proposal (RFP) was already submitted with the Program Review
Report.

Project Description:
Briefly describe the project (about one paragraph).

The new screening tool took longer to develop than expected.

Development of new video-based screening/testing tool for students to complete during their final semester in the INTR program. Participation from industry representatives in the development of the tool. Industry representatives to score each student using the tool and provide feedback.

New proposed timeline below:

Stage 2: Fall 2023
Stage 3: spring 2024
Stage 4: Fall 2024
Stage 5: Spring 2025

Stage 2: Implementing the Assessment Instrument, collecting, and

analyzing the data Semester: Fall 2022/Fall 2023/Spring 2023

Briefly explain the implementation of the assessment instrument, how did you collect the data and most importantly, provide the full analysis performed. Make sure that you indicate what are the areas where students were not successful.

In Fall 2022 the program coordinator worked with industry partners to develop scripts for the videos to be created and find deaf actors to participate in creating the video content. In the spring of 2023 video recording took place to develop the new video-based assessment instrument. Video content still needs editing.

The assessment instrument would be ready for implementation during Fall 2023.

Program: Engineering Science

Semester: Spring 2023

The goal of this form is to report the progress that has been made this semester regarding the POAP, and to adjust the timeline if needed.

As a reminder, here are the 5 stages of this process:

- Stage 1: Designing and Proposing a Learning Outcomes Assessment Project
- Stage 2: Implementing the Design, Collecting and Analyzing the Data
- Stage 3: Redesigning the Course to Improve Student Learning
- Stage 4: Implementing Course Revisions and Reassessing Student Learning
- Stage 5: Final Analysis and Reporting Results

Project Description:

Briefly describe the project (about one paragraph).

The focus of this study is the Engineering Transfer (ENSC) program. The program is founded in mathematics and science and is modeled after the first two years of a traditional bachelor's degree program in engineering, primarily at the University of Maryland, College Park, the University of Maryland, Baltimore County, and Morgan State University. This project will model the success of the program by looking at the success rate of courses transferring to local universities.

Current Stage:

Indicate the current stage of the project (from the 5-stage process indicated above). This is the stage that you worked on during this semester.

Stage 1 – Original proposal has been modified to address the goal of the project more specifically.

Stage 2 – Data collection and analysis failures found necessitating interruption and redesign. See "Report the work done in the project."

Stage 3 – Course redesign is limited and on-going given the issues with Stage 2 but encouraging.

Report the work done in the project:

Clearly explain the work that has been done in the project during this semester.

Executive Summary: Stage 1 is complete having developed a data collection and evaluation infrastructure based upon Brightspace. Stage 2 is complete with partial success due to unexpected problems including there being 3 separate populations in one of the classes, the design of stage 1 allowing students to cheat, and students having difficulty with submitting their work timely and correctly. Stage 3 is only partially complete do to the issues found in Stage 2,

though a straw poll taken of members in the classes prefer the redesign.

Stage 1 (Design):

The intent of the POAP is to continually assess student performance and provide a feedback mechanism whereby that assessment can result in dynamic changes to the course as the semester proceeds.

- A data collection scheme was developed based upon the use of the Brightspace quiz infrastructure, allowing a high-level automatic assessment and scoring of student performance followed by a more detailed analysis of that analysis through traditional evaluation.
- The Brightspace quiz infrastructure was inappropriate for the automatic evaluation of technical problems involving extensive calculation
- A creative technique was designed that permitted this automatic high-level evaluation in combination with a detailed evaluation by the instructor
- This modified structure consisted of two parts, one using the FIB (fill-in-the-blanks) quiz template, and the second, using the WR (written-response) template. The FIB part performed an automatic evaluation of the student's solution, and the WR part provided the actual solution uploaded as a PDF.
- The automated performance gathering, moderated by the professor's manual analysis, would be evaluated by the mechanism provided within Brightspace to provide performance statistics.
- These statistics would be evaluated by the project lead/instructor and used to modify the evaluation criteria.

Stage 2 (Implementation):

Data collection was implemented but found inadequate and will require redesign. The issues found include

- The existence of 3 student populations, each with different learning and performance characteristics, skewed the data to the extent that its usefulness is suspect. The 3 populations are: (1) Adult learners, (2) HS students bound for university, and (3) special program high-school students. The adult students are more mature, more motivated, more self-directed but also less prepared given the length of time they have been away from school. The second population are the transfer students for whom the ENSC program is designed. They are just out of high school, are well prepared for the classes given their advanced mathematics and science high school classes. The third population is from the implementation of an accelerated high-school and community college program that allowed students from underprivileged environments obtain both their HS and technician degrees simultaneously. This population has a much lower level of maturity combined with a much lower state of math and science preparedness.
- Student cheating. A minority of students attempted to circumvent the automatic evaluation by copying the answers of those around them and then submitting "dummy" PDFs consisting of anything from almost blank documents to poetry from an obvious English assignment.
- Students having problems submitting their assignments at times. As the semester

advanced, this problem happened less and less frequently. In the situations where the student did the work, correctly answered the FIB, but were unsuccessful in submitting their work through the WR, the work could not be accepted. This resulted in skewed success statistics.

Stage 3 (Intervention and Reassessment):

Given the limited success of the data collection effort, the intervention and reassessment phase needs to be deferred to after the redesign and recollection of data. Nevertheless, a straw poll from the classes found that the students liked the high-level evaluation even though that evaluation has limits (e.g. might be incorrect). Reasons for this preference are (1) timely feedback during exams telling them if their answers are incorrect, (2) the ability to go back over their exam solutions during an exam to identify and correct mistakes, and (3) timely feedback on what subjects they may need to review further.

Timeline Modification:
Please provide the new timeline proposed, if needed.

Stage	Name	Timeline (semester / year)
2	Implementing the redesigned data collection and analysis	Fall/Spring of 2023-2024
3	Designing an Intervention to Improve Student Learning	Spring/Summer of 2024
4	Implementing the Intervention and Reassessing Student Learning	Fall/Spring of 2025-2025
5	Final Analysis and Executive Summary of the Project	Summer of 2025

Explain briefly, the reason(s) for this change.

The changes are due to a necessary redesign of the data collection and analysis methodologies. The redesign is necessary due to the variations in prior student knowledge, and the presence of an unexpected amount of cheating.

Program: Health Informatics and Information Technology

The goal of this form is to summarize and register the progress of this assessment project from beginning to end.

As a reminder, here are the 5 stages of this process:

- Stage 1: Designing and Proposing a Learning Outcomes Assessment Project
- Stage 2: Implementing the Assessment Instrument, Collecting and Analyzing the Data
- Stage 3: Develop an Intervention Plan to Improve Student Learning
- Stage 4: Implementing the Intervention Plan and Reassessing Student Learning
- Stage 5: Develop and Executive Summary.

Stage 1: Designing the

Project (RFP) Semester:

Spring 2022

This stage was completed, and the Request for Proposal (RFP) was already submitted with the Program Review
Report.

Project Description:
Briefly describe the project (about one paragraph).

In response to the growing trend of employers offering role based temporary employment opportunities in health information management, the students enrolled in 200 level courses will be granted the opportunity to earn one of two micro badges. Students will be required to select from one of the two disciplines: data analytics and project management.

The Program Coordinator served as the instructional designer for data analytics course. Didactic and application materials were developed in conjugation popular data analytics courses such as Udemy, Google, and AHIMA. The course was sectioned into seven self- paced asynchronous learning modules. Course materials include data tables, YouTube videos, articles, and spreadsheets. The program coordinator drafted pre and post review questions for each module. The seventh and final module includes an industry-based revenue cycle capstone project. The capstone project objectives were aligned with a federal contract guidance released in 2022. The design phase to this POAP was delayed to the Program Coordinator preparing for an accreditation visit which was held during the Spring 2023 semester.

Stage 2 (Implementation):

Semester: Spring 2023

Briefly explain the implementation of the assessment instrument, how did you collect the data and most importantly, provide the full analysis performed. Make sure that you indicate what are the areas where students were not successful.

Phase 1 of the stage 2 called for the external validation of the data analytics and project management capstone projects. The basic external validation was conducted by a CCBC HIIT faculty member, two Maryland baccalaureate level Health Information Management, and a local Health Information Technology professional. This group of examined the projects objectives, instructions, grading rubric, bloom's taxonomy alignment.

Upon initial review, the projects did not pass the evaluation standards. The project objectives were not concise. The instructions were not clear. The overall tasks required to be completed by students to did not align with a bloom's taxonomy of level 5 (evaluate). Therefore, the instructions and objectives were rewritten. Students were asked to draft power point slide show requiring the student to present and defend their evaluation of a data found in several data tables. Likewise, the students were required to draft a power point slide show requiring the student to present and defend their evaluation of a process improvement plan.

Students attempted the projects during the final two weeks of the Spring 2023 semester as pilot project for the larger POAP. One hundred percent of the students attempted the data analytics project. Sixty-six percent of the students successfully created a data table and quarried the table. Eight five percent of those students constructed the power point slide show according to the grading rubric criteria. Eighty-three percent of the students created a process improvement plan. One hundred percent of those students successfully drafted a power point slide show according to the grading rubrics.

Program: Network Technology

The goal of this form is to summarize and register the progress of this assessment project from beginning to end.

As a reminder, here are the 5 stages of this process:

- Stage 1: Designing and Proposing a Learning Outcomes Assessment Project
- Stage 2: Implementing the Assessment Instrument, Collecting and Analyzing the Data
- Stage 3: Develop an Intervention Plan to Improve Student Learning
- Stage 4: Implementing the Intervention Plan and Reassessing Student Learning
- Stage 5: Develop and Executive Summary.

Stage 1: Designing the

Project (RFP) Semester:

Spring 2022

This stage was completed, and the Request for Proposal (RFP) was already submitted with the Program Review
Report.

Stage 2: Implementation

Semester: Fall 2022

Briefly explain the implementation of the assessment instrument, how did you collect the data and most importantly, provide the full analysis performed. Make sure that you indicate what are the areas where students were not successful.

The implementation of the assessment instrument for collecting the data for this project is as follows:

1. *Q*uestions. (Provided if requested)
2. These questions covered topics such as:
    a) Domain Knowledge,
    b) Ability to understand IPv4 and IPv6 addressing in Networks
   c) Configuring Subnet Masks and Identifying subnet masks.

Results were as follows:

The collected responses were analyzed to gain insights into students' understanding of IP subnetting for both IPv4 and IPv6. The analysis included categorizing the responses based

on correct and incorrect answers and identifying common misconceptions or areas where students struggled.

The results were put into three categories:

1. **Domain Knowledge** - Students had a good understanding of domain. 86.8% of participants had an accurate understanding of the material covered.
2. **Ability to understand IPv4 and IPv6 addressing in Networks** – Students respond based on understanding addressing in IPv4 was well over the 80% require for this course. 91.7% for IPv4 and 82/3% for IPv6
3. **Configuring Subnet Masks** - students had a solid grasp of subnet mask configuration. Around 83% of participants correctly identified the appropriate subnet mask for a given IP address.
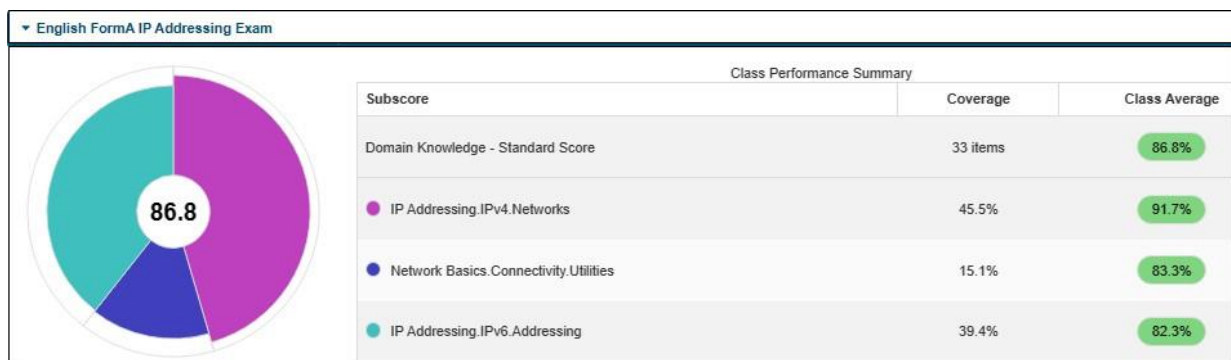
Overall, the results for the activities for the Fall of 2022 were encouraging, but more work must be done in areas of IPv4 in CIDR and VLSM, as Students demonstrated limited knowledge of VLSM and CIDR. Only 40% of the students answered questions on these topics correctly.

The areas where students were not successful include determining valid host ranges and understanding VLSM and CIDR. These areas require additional focus and educational support to enhance students' comprehension of IP subnetting. Targeted training or educational materials can be provided to address these knowledge gaps and improve students' proficiency in these areas.

Stage 3: Develop an Intervention Plan to Improve Student Learning

Semester: Spring 2023
Clearly explain what strategies are going to be implemented to improve the areas identified as unsuccessful in the previous stage. Be specific.

By employing the following strategies, students can develop a solid understanding of IP addressing and subnetting, along with the skills necessary to configure and implement these concepts effectively. Also, these will give them the added confidence when confronting real world environments and issues.

1. Define key terms like IP address, subnet mask, network ID, and host ID. Explain how IP addresses are structured, including the different classes (A, B, C) and the

importance of subnetting for efficient network management.
2. The use of visual aids such as diagrams, charts, and tables to illustrate the concepts of IP addressing and subnetting. This will help students understand the hierarchical structure of IP addresses, subnet masks, and how they are used to divide networks into subnets.
3. Present practical examples and real-world scenarios to demonstrate the application of IP addressing and subnetting. Show how to calculate subnets, determine valid host ranges, and configure IP addresses using different subnet masks. Provide hands-on exercises or simulations to allow students to practice subnetting.
4. Break down the subnetting process into step-by-step procedures. Explain how to determine the network requirements, choose an appropriate subnet mask, calculate subnets, assign IP addresses to devices, and configure routing. Guide students through each step to ensure a thorough understanding.
5. Provide a variety of practice exercises and worksheets that gradually increase in complexity. Include problems that require subnetting calculations, determining valid host ranges, and configuring IP addresses. Encourage students to work on these exercises individually or in groups to reinforce their understanding.
6. Set up hands-on labs or use network simulation tools that allow students to configure IP addresses and practice subnetting in a simulated environment. This hands-on experience will enhance their understanding and build their confidence in implementing IP addressing and subnetting.
7. Encourage group discussions, peer learning, and collaborative activities. Assign subnetting projects or case studies where students can work together to design network architectures, allocate IP addresses, and subnet networks based on given requirements. This promotes knowledge sharing and problem-solving skills.
8. Provide students with additional resources such as textbooks, online tutorials, video lectures, and reference materials specifically focused on IP addressing and subnetting. These resources can serve as supplementary learning materials, allowing students to explore the topic further at their own pace.
9. Conduct regular assessments to gauge students' understanding and progress. Include questions related to IP addressing and subnetting in quizzes, exams, or assignments. Use the assessment results to identify areas where students may need additional support or clarification.

Program: Legal Studies

Semester: Spring 2023

The goal of this form is to report the progress that has been made this semester regarding the POAP, and to adjust the timeline if needed.

As a reminder, here are the 5 stages of this process:

- Stage 1: Designing and Proposing a Learning Outcomes Assessment Project
- Stage 2: Implementing the Design, Collecting and Analyzing the Data
- Stage 3: Redesigning the Course to Improve Student Learning
- Stage 4: Implementing Course Revisions and Reassessing Student Learning
- Stage 5: Final Analysis and Reporting Results

Project Description:

Briefly describe the project (about one paragraph).

The project is the use of an e-portfolio in our LGST 273, Internship course to determine if students entering the internship have met the program outcomes through completion of the pre-requisite courses. The e-portfolio will consist of 1-2 practical paralegal assignment(s) from each pre-requisite course for LGST 273. In addition, students will prepare an updated resume, complete online mastery courses in law office case management and legal research skills. The materials will be uploaded and maintained by the student in Google docs.

Current Stage:

Indicate the current stage of the project (from the 5-stage process indicated above). This is the stage that you worked on during this semester.

The program is currently ending Stage 3 and entering Stage 4. Revisions were made to account for the college- wide learning management change. At the conclusion of the Fall and Spring semesters, all interns submitted an E-Portfolio.

Report the work done in the project:

Clearly explain the work that has been done in the project during this semester.

Students completed the case management program and legal research assessment. They submitted their e- portfolio via Google Docs with clean and marked up versions of their work. In the event they did not have a marked-up copy, students were instructed to contact their faculty member and include the email as verification of an attempt to secure the document. Based on feedback from our Employer Evaluations, we plan to revise the number of documents students must submit in their portfolio. Collectively, we decided that quality over quantity was a better option for students.

Timeline Modification:
Please provide the new timeline proposed, if needed.

Stage	Name	Timeline (semester / year)
2	Implementing the Design and Collecting and Analyzing the Data	
3	Designing an Intervention to Improve Student Learning	
4	Implementing the Intervention and Reassessing Student Learning	Fall 2023
5	Final Analysis and Executive Summary of the Project	Spring 2024

Program: Sustainable Horticulture

Semester: SPRING 2023

The goal of this form is to report the progress that has been made this semester regarding the POAP, and to adjust the timeline if needed.

As a reminder, here are the 5 stages of this process:

- Stage 1: Designing and Proposing a Learning Outcomes Assessment Project
- Stage 2: Implementing the Design, Collecting and Analyzing the Data
- Stage 3: Redesigning the Course to Improve Student Learning
- Stage 4: Implementing Course Revisions and Reassessing Student Learning
- Stage 5: Final Analysis and Reporting Results

Project Description:

Briefly describe the project (about one paragraph).

This is a final project administered in HORT 228: Sustainable Planning. This class is a design-studio style (lab) class with lecture and is offered within the program at a time, in which students should be able to apply knowledge from past HORT classes to topics covered in HORT 228 and create a professional and substantiated, *site analysis-driven* landscape design. Moreover, this final project asks the student to perform, document, and graphically represent a site analysis of a residential property, create a professional masterplan based on the site analysis, and create a final presentation document. Students are specifically asked to "create a landscape that mirror(s) the types of landscapes (they) have been taught to create": a landscape which supports biodiversity and manages stormwater.

Current Stage:

Indicate the current stage of the project (from the 5-stage process indicated above). This is the stage that you worked on during this semester.

Stage 2: **Implementing the Design, Collecting and Analyzing the Data** was completed Stage 3:

Designing an Intervention to Improve Student Learning was completed

Report the Work Done in the Project:

Clearly explain the work that has been done in the project during this semester.

Stage 2: Implementing the Design, Collecting and Analyzing the Data was completed during the Winter 2023 class. The project was administered in HORT 228 during the Winter 2023 class, only. This project was completed as the last project within the short four-week, intensive winter class. The data summary is included in the attached addendum and brief explanation of

Stage 3: Designing an Intervention to Improve Student Learning is included within the addendum.

Timeline Modification:

Please provide the new timeline proposed, if needed.

Stage	Name	Timeline (semester / year)
2	Implementing the Design and Collecting and Analyzing the Data	Completed Winter-Spring 2023
3	Designing an Intervention to Improve Student Learning	Completed Spring 2023
4	Implementing the Intervention and Reassessing Student Learning	Winter-Spring 2024
5	Final Analysis and Executive Summary of the Project	Summer 2024

Explain briefly, the reason(s) for this change.

Minor changes to the schedule (Fall 2023 and Spring 2024 changed to Winter-Spring 20024) reflect the simplification of the project data, as well as class scheduling needs. The duplication of the project in two different classes *Fall 2022 and Winter 2023* were removed. The final project (POAP assessment) was only administered within the HORT 228 class, rather than in both HORT 228 and HORT 127. The HORT 127 class is the first class taken by students in the program whereas HORT 228 is one of the concluding design classes in the program and was deemed more appropriate for assessing students' cumulative knowledge within the program. Lastly, it should be notes that next class of HORT 228 is scheduled to run in Winter 2024, if enrollment is sufficient.

Addendum of POAP: End of the Semester Report 2023

Results:

The assignment rubric consisted of three main parts: Site Analysis, Masterplan, and Presentation. See end of addendum for assignment.

On average students performed slightly better on the Masterplan and Presentation portion of the assignment than on the Site Analysis portion of the assignment.

Figure 1. Student performance within assignment components.

Site Analysis	88
Masterplan	93
Presentation	93

Overall, students were able to draw aesthetically professional and thoughtful designs (Program Outcome Goal 1-3), but the data suggests that a few students struggled with graphically showing

their Site Analysis (Program Outcome Goal 1).

Seven out of 18 of the Site Analysis questions were not included accurately among a few students pulling the class average below 80% on those items and below 75% on 4 items. Additionally, informal student comments and questions to the instructor during the project indicated a lack of clear understanding of how to graphically show a site analysis and parlay that information to a "good" substantiated design. Overall, student are utilizing the analysis in their design, but are appear to at times lost in the ability to translate the analysis to others: graphically, verbally, or in written format. As well, more students struggled reporting out on the analysis in written format; at a rate of 83% successfully explaining their site analysis and 93% explaining their design intention successfully.

Conclusions and Discussion:

In review of the data, it seems students may need additional instructional time spent on graphically representing a *Site Analysis,* as well as reviewing how to conduct a few key *Site Analysis* components. As well, there is some evidence that students lack the understanding of how to summarize *Site Analysis* in writing. Students were encouraged to write about their design intent throughout the semester, however writing prompts were not specific to *Site Analysis* and were focused on design.

From observation this semester, most of the students can complete a justified design and can verbally defend their designs. However, some students appear to lack the ability to explain the same justification in writing. It is standard practice for design students to verbally present their work. All assignments in the semester, but this one, included a verbal design presentation. The final format for this assignment was entirely digital, which may have impacted the ability of students to explain their ideas fully. It is imperative that students be able to conduct site analysis graphically, verbally, and in-written format. However, given the fact this class was taught in an intensive 4-week format the verbal presentation was removed.

Overall, the 4-week format is challenging for students. Reducing the number of projects from a total of four to a total of 3 for classes taught during the winter intensive format may be beneficial to allow more time for students to review key elements from past classes; including allowing more time to review *Site Analysis*. Lastly, *Site Analysis* should ideally be conducted in the field and or in combination with desktop and field investigation for large or complex sites. Attempting to recreate these scenarios within the confines of an academic setting and during the winter months, has obvious challenges. Real world sites are not always accessible to our students and pose challenges in planning due to weather and site conditions from semester to semester. Ideally, having students be able to review real world sites, as a group within class and then visiting similar site(s) for their final project would increase students' confidence and understanding of how to approach *Site Analysis* in their future professional careers. Ideally students should be familiar with *Site Analysis* in residential, commercial, and public sites. However, due to college policies student are not allowed to visit residential properties, therefore the future project will need to be changed to a public

or institutional setting if students will be conducting both desktop and in the field *Site Analysis*.

Interventions:
- Add an additional lecture(s) and field (desktop) analysis exercise to be conducted within class as group, on a site similar but not identical to final project.
- Objective: review site analysis representation and translation in writing, graphics, and verbal communication.
- Add a verbal presentation component to the final assessment assignment.
- Add *Site Analysis* writing prompts to sketchbook entries.
- Reduce the overall assignment load from four assignments within the semester to three projects, to complete deliverables.
- Rework the assignment and site location for both desktop and field assessment (weather permitting)

FINAL PROJECT (Project 4)-
HORT 228: SUSTAINABLE PLANNING, WINTER 2023

"Naturescaping" Design for a Residential Project

Project Description:

Through your studies in this program, you have learned the importance of natural landscapes that support environmental functioning and ecosystem services. Moreover, you have also learned how to design, install, and maintain landscapes which support local biodiversity and manage stormwater. Please use this property to design a proposal that utilizes what you have learned in your studies. You are fortunate in this project, as the client has wishes for their property that mirror the types of landscapes you have been taught to create.

Client wish list:

- Less lawn
- Habitat for birds, butterflies, and insects
- Possible rain barrel(s), raingarden, or other stormwater management
- Continued space for vegetable garden and outdoor clothes drying
- Keep in mind the client has concerns regarding county vegetation height restrictions.

The assignment is to analyze your site and prepare an existing conditions plan followed by a design plan. Both plans will be submitted on paper and a final digital document. The second part of your assignment is to use the information gained in your site analysis to create a masterplan for the client. All final plans submitted in your digital packet are expected to have all necessary **graphic conventions and a title block**. Your plans should be drawn on 11 x 17" vellum in architectural scale at 1/8"=1'-0".

1. Plan I- existing conditions (40 pts) The first step is to take an inventory of the property and identify the **existing conditions**. Is there flooding, erosion, or large areas of grass? Is there habitat for other animals? In essence what are the environmental conditions of your site: soils, hydrology, plant ecology? How is the property used? Be sure to answer each of the following questions for the property and include them in your final site analysis:

- What is the soil?
- What is the physiographic province? and
    ecoregion of the site?
    [Eco_Level_IV_US.pdf (epa.gov)](Eco_Level_IV_US.pdf)
- Are there any microclimates on the site?
- What is or are the slope(s)? Steep? gradual? percent grade?
- Which way is the water flowing into, over, and off the site?
- Where are the downspouts?
- What plants are growing on the site? Where are they located on the site?

- Where are the utilities? And powerlines?
- What are the views out of the site?
- What are the views into the site?
- In what direction is north?
- Are there storm water runoff issues?
- Are there signs of erosion?
- What is the solar aspect?

- Would the building benefit from a shade tree or trees?
- Is the site sunny or shady?
- Would the building benefit from a shade tree or trees?
- What is the path of the sun across your site in summer and winter?
- Is the site flat or sloped or both? How is the soil drainage- good, fair, poor?
  - Map location and measurements of site features such as fences, sidewalks, garages, sheds, patios, etc.??
- Where are the buildings and property lines?
  - Where are the doors and windows of the house in relation to the landscape for views and access?
- How is the area being used?

Create one existing conditions map, to scale, detailing your site analysis. The entire property starts begins at the alley and stops at the front sidewalk. You may include part of the sidewalk as reference. You should include the fence line in your drawing.

Your existing conditions plan should be **<u>inked</u>**.

2. **Plan** II- Naturescaping design, as a Masterplan (40 pts)

To improve the ecological functioning of the site you will prepare a design for your client based on your site analysis. Proposed changes should be based on problems found during the inventory and analysis and based on environmental horticulture techniques, skills, and practices you have learned over the course of the program.

Based on the information observed and recorded on the existing conditions plan, **clarify your design intent** for the site?

- Will there be space used for entertaining or functions?
- What views do you want to maintain, create, or block?
- What plants do you wish to keep or add, and why?
- How will you manage stormwater?
- How will you increase the ecological functioning of the site?

Remember your design should:

- Use native plants.
- Address all layers of the landscape on the property: herbaceous layer, shrub

layer and canopy layer.
- Increase biodiversity.
- Manage stormwater on the site.
- Address any micro-climates on the site.

Lastly, remember your <u>masterplan</u> should include:

- North arrow
- A written scale and scale bar
- Title block
- Appropriate labels

Your masterplan should be in **<u>inked</u> and <u>rendered.</u>**

3. Final Presentation (20pts)

Prepare a final document for this client of your work. Scan your work and place it into a PowerPoint.

All or some of your labeling, including your title block may be completed in PowerPoint.

The final document should be in PowerPoint format **<u>(not PDF).</u>**

Please upload to Brightspace and email me a back-up file.

Use the PowerPoint file template provided on Brightspace, which has been sized to the correct format. The PowerPoint page template is set to 18 x 24".

Include in your PowerPoint the following slides, in the following order:

1. Title page
2. Existing conditions plan with your site analysis included, as text in the PowerPoint slide.
3. Slide with your design goals and implementation in your masterplan written out. This is encouraged to be bulleted and or easy to read.
4. Naturescaping Masterplan
5. Additional Slides: you may include plants list, photos, or additional documents

H.   POAPs Semester Reports: 2019 – 2020 Academic Cycle FINAL ANALYSIS AND EXECUTIVE SUMMARY

Program: Photography and Imaging Certificate Semester: Spring 2022

Project Description:

Students taking ARTD 250 completed the signature assignment for the class, "Architecture." ARTD 250 is a capstone course for students earning the Photography and Imaging Certificate. It is a course that runs at least once per year, usually in the spring, and in the fall if enrollment is sufficient.

The faculty collected the assignment and evaluated student work using a check list style rubric. They used that information to assess how well students met specific program objectives. The faculty then revised the assignment and reassessed.

The Photography and Imaging Certificate student body was and is of a very manageable scale. Faculty already have many chances to meet and assess the progress of all students in the entire program by teaching one or more courses. Implementing this project formalized the process of evaluating students in the program.

Stage 1 & 2:
Designing and Proposing a Learning Outcomes Assessment Project
Implementing the Design and Collecting and Analyzing Data

Project Objectives:
- produce high quality color and black and white digital/photographic prints;
- operate digital image capture devices;
- use digital image editing software/hardware for both retouching and creative effect;
- apply color theory principles to photographic processes;
- create professional portraits and product illustrations;
- develop and present a creative professional portfolio.

Methodology:
The rubric functions as a checklist. Reviewers answer yes/no questions and make notes if needed. This is a small sample size, about 14 students each year.

A photography industry specialist and a representative from a four-year transfer partner college evaluated the assignment and rubric.

Implementation:

Data collected indicates that students are successful with the signature assignment. Although scores in some categories were low, please note that students were taking the class during the pandemic and the associated shift to remote learning. These outcomes are directly related to equipment and instructor access and not indicative of a deficiency in student skills. In-person

access to equipment should be possible again when the course is once again taught on-campus.

Outcome 2

Prints: 0 out of 16.   0%

Students learn how to calibrate monitor with Printer profiles and create digital prints of the assigned Tear Sheets and portfolio images of the Architecture Assignment.

The lab printer was unavailable for in class instruction due to the conversion of this course to remote learning because of the COVID 19 pandemic. Therefore, level of achievement was 0 out of 10 points.

Outcome 3

Tripods and Lenses 11 out of 16   69%

Accessory photography equipment (various lenses and tripods) are available to students. The need for additional professional equipment has been noted with some items requested. Purchases need CCBC/ Perkins's approval and will be made available to students once on campus.

Presently many students have their own tripods, but few have the more professional specific tilt shift lenses used in architectural photography. Access will resume when classes are held on campus, after the pandemic.

Outcome 4

Digital editing 13 out of 16   81%

Due to the pandemic, students had to purchase Adobe programs and rely on home computers. Students who had financial difficulty making this purchase were either loaned a school computer of bought a reduced package of software. Thus, many students were able to meet this outcome.

Outcome 5

Color Temperature 10 out of 16. 63%

This aspect of the assignment requires hands on, live personal training in order to fully understand color temperature of interior lighting.

Outcome 8

Pro Portfolio 13 out of 16. 81%

Student were required to present their project in finished form. The portfolio consisted of tear sheets and digital images. Most students were able to meet this outcome.

Stage 3:
Designing an Intervention to Improve Student Learning

Students were meeting many program outcomes, but the following interventions were planned:

- Change the assignment from student-selected architecture as subject of the photography series to an instructor-selected building on a CCBC campus. This would allow the instructor to demonstrate photography techniques in person and eliminate the confounding variables that arise when students select the building.
- Require students to work in teams that mimic a professional photography team.
- Include new equipment in the assignment.

Stage 4
Implementing Program Revisions and Reassessing Student Learning

The planned shift back to on-campus instruction did not happen as quickly as expected due to health concerns from faculty and students. The project was redesigned to accommodate a remote format as planned intervention strategies were based on a return to campus and in-person instruction. Instead, Professor Creamer broke down the instruction and feedback, usually not spread out over the semester, into 11-week steps. This revision could be implemented in a remote course.

Data collected Spring 2022 was based on the following delivery:

First Week: Professor Creamer gave a presentation on color temperature of light. After the lecture, an assignment was given to photograph in various colors of light, measuring and documenting the temperatures in degree Kelvin. This assignment was turned in for a grade.

Second Week: Professor Creamer gave a presentation on Camera Raw capturing. The Architecture assignment is to be photographed utilizing Camera Raw editing software and Photoshop. Each application has different advantages and uses. Camera Raw utilizes gradient filter, color temperature adjustments, and fine adjustment tools. Cameras were adjusted to photograph in the RAW space.

Third Week: Professor Creamer gave a presentation on Perspective control. Perspective control was done through editing in Photoshop and with various lenes and camera positions. Panorama techniques were also used to capture a larger field of view.

Fourth Week: Professor Creamer gave a presentation on the historic overview of Architectural Photography.

Fifth Week: Professor Creamer gave a presentation on how to select and capture a building that reflects current trends in architectural design. Students were tasked with finding a building and making photograph sketches for approval of the building.

Sixth Week: Professor Creamer gave a presentation on how to visualize and capture the building to "please the architect." He also suggested working as a team or partnership similar to a real life experience in the field.

Seventh Week: Professor Creamer gave a presentation on tear sheets and portfolio presentation.

Eight Week: Professor Creamer held a detailed critique of work in progress. (Shorter critiques of work in progress were also held on other weeks.)

Nineth Week: Students made a first submission of final edited

images. Tenth Week: Students worked in response to

feedback.

Eleventh Week: Students presented the project in its final

form. Data Results:

The spring 2022 scores are mostly 84% or higher, and many are in the 90% range. The only other scores are not applicable, as students did not have access to printing equipment due to pandemic restrictions.
This represents an improvement, and a reason to continue offering the assignment and instruction over an 11-week period to allow much time for feedback and grading on individual steps of the assignment.

Stage 5:
Reporting Results

Even though the scores were improved after breaking down the delivery into a week-by-week plan, and a sign of a strong rate of competency, Professor Creamer recommended that the architectural assignment might be too specific and suggested a more open-ended capstone project. The week-by-week structure worked and could work just as well if students had a more open subject capstone project. A more open- ended assignment would allow *students to prepare a portfolio which reflects their professional interest yet still be held to the criteria described in our original Project Description.*

Professor Creamer retired in Spring 2022. When a new photography teacher is hired, the assignment will be altered in accordance with Professor Creamer's findings.

Program: HVAC
Semester: Spring
2023

Project Description:

The CCBC HVAC Program will employ a refocused approach to key learning items as determined in this muti-year study. Currently, HVAC Program students have a minimum of 5 HVAC courses for the shortest certificate available to them. These changes will cross over to all 5 classes required for all students. HVAC students' grades have remained consistent over the years, our focus herein was on subject matter, not grades. The project will require the HVAC program coordinator to maintain testing and training materials for the instructors. All instructors are adjunct level and therefore curriculum development is responsibility of the single full-time member, the program coordinator.

Stage 1 & 2: Spring & Fall 2020
Implementing the Design and Collecting and Analyzing Data

Project Objectives:
 1. As listed in the program review documents the outcomes are:

<u>Fundamentals of Refrigeration Course Objective</u>
Upon completion of this course the student will be able to:

1. Describe the refrigeration cycle and recognize interactions between its components.

<u>Comfort Cooling Overall Course Objective</u>
Upon completion of this course the student will be able to:

 1. Recognize proper installation and servicing methods for air conditioning and heating systems.

Methodology:
Courses containing outcome assessment:

1. Fundamentals of Refrigeration, AIRC 115
2. Comfort Cooling, AIRC 210

The assessment will be text based, inserted into final exams as multiple-choice questions.

The first method will be key questions inserted into the individual instructors' existing midterm and final exams. These questions will be employed by all instructors teaching identical courses.

        Questions:

Stage 3: Spring 2021
Designing an Intervention to Improve Student Learning

Taking the data collected based on key questions inserted into final exams for both Fundamentals of Refrigeration and Comfort Cooling changes were made to the teaching focus of principles that were difficult for many students. Testing methods were not changed in any way due to importance of subject matter, but the teaching of that matter was refocused. This is easily employed due to only two instructors teaching all sections of these two classes. As listed in proposal any items below 80% success rate were the focus of changes.

Stage 4 Fall 2021
Implementing Program Revisions and Reassessing Student Learning

Imbedded key questions in both courses' exams remain unchanged so level evaluation is assured. Data was collected after curriculum changes focused both instructors involved on areas of weakness. Both instructors that teach these two classes were offered feedback on weakness areas. PowerPoints, labs and lectures were directed to focus on areas where we felt improvement could be realized. It should be noted that textbook also changed from Pearson, Fund. Of HVACR and changed to Modern Refrigeration & Air cond.

Stage 5: Spring 2023
Reporting Results

Continued use of modification made in earlier steps due to assessment of student scoring. Our teaching focus to include both teacher emphasis of subject matter and PowerPoints delivered in classroom lecture. No major shifts were required in long range strategies.

Program: Music Production and Audio Recording Technology (MPART) Semester: Spring 2023
Project Description:

Students completed a capstone project that demonstrated the skills they have acquired in the MPART program. This project is done as part of MUSC 241, Advanced Audio Recording Technology. Students are expected to work in the recording studio independently and complete a project that goes through all the stages of recording- preproduction, recording/overdubbing, editing, mixing, mastering. They are then critiqued by their peers and instructors and graded using a rubric.

Stage 1 & 2

Implementing the Design and Collecting and Analyzing Data

Project Objectives:
1.   demonstrate conceptual and practical knowledge and skills relating to the operation of recording studio equipment, including software and electronic musical instruments, and live sound reinforcement equipment, including set-up, operational, and basic maintenance procedures on a wide variety of recording studio and live sound reinforcement equipment.

2.   demonstrate technical and artistic critical listening skills and adapt recording studio or live sound reinforcement equipment and techniques to meet technical or artistic requirements; and use appropriate vocabulary, technical and musical language, terminology, and jargon in the completion of creative projects.

3.   manage/supervise all aspects of a real or hypothetical "commercial" recording session, from planning and set-up to delivery of finished product; and manage/supervise all aspects of a real or hypothetical live sound reinforcement event.

Methodology:
Capstone projects are graded using a rubric that has been formulated over the course of the project to reflect a successful completion, demonstrating the knowledge that one has acquired.

My colleague Artem Bank and myself created a rubric to reassess student learning. This was successful in that we did not have any failing grades for the project or for the course. The rubric broke down very specifically what was expected from a technical and artistic standpoint, and I believe that it had a positive effect on the performance of our students.

Stage 3
Designing an Intervention to Improve Student Learning- no changes were made to the rubric at this time.

Stage 4
Implementing Program Revisions and Reassessing Student Learning Data Results: 60% of students earned an A after the capstone was completed. No failing grades, all students completed the capstone with a satisfactory grade.

Stage 5
After making some changes to the rubric to make it more practical and straightforward, students did marginally better overall. Our program is one that has always had a satisfactory amount of student engagement and success, but this semester we were able to do very well- of our 20 students, twelve received an A in the course (60%), and four earned a B (20%). Two students received a C, and 2 students did not turn in a project. These numbers don't, however, represent a measurable change from the previous semester, in which 60% of students earned an A as well.

FINAL ANALYSIS AND EXECUTIVE SUMMARY

Program: Occupational Therapy Assistant
Semester: Spring 2023 Project Description:

The CCBC OTA Program will implement a Program Outcomes Assessment Project to improve student understanding of, recognizing, and managing clients/patients with disruptive behaviors in all practice areas across the lifespan. Currently, students are taught how to manage disruptive behaviors in clients/patients with mental health issues. Often these skills do not carry over when addressing behaviors in the pediatric or adult population, particularly those with substance abuse-seeking behaviors. The revised curriculum will include adding lecture content regarding recognizing and managing disruptive behaviors in the pediatrics, geriatrics, and physical dysfunction courses. Also, content will inform students about community resources for such patients. In addition, case studies, scenarios and/or simulations will be incorporated for the management of behaviors including substance abuse, students' demonstrations in labs, and clinical preceptors' ratings using the Level I Fieldwork evaluation form.

Stage 1 & 2: December 2019 – August 2022
Designing and Proposing a Learning Outcomes Assessment Project Implementing the Design and Collecting and Analyzing Data

1. The OCTA 222, OCTA 226, OCTA 227, 0CTA 231 and OCTA 236 courses must address students recognizing and managing patients' disruptive behaviors including signs of substance abuse seeking behaviors and be knowledgeable about the community resources for such patients. The above- mentioned courses will assess this content via test questions.
2. Each semester, the labs of the above course will incorporate 1 case study, scenario or simulation to address managing disruptive patient behavior and/or substance abuse seeking behavior.
3. Using the Level I Fieldwork evaluation forms, clinical preceptors will assess students' performance in recognizing and managing disruptive behaviors. Starting in Fall 2020 through Spring 2022, 75% of students will score 2 or 3 on the Level I Fieldwork evaluation form.

Project Objectives:
List the specific program outcome(s) to be measured as part of the project.

1. Each of the following courses (OCTA 222, OCTA 226, OCTA 227, 0CTA 231 and OCTA 236) must address management of disruptive behaviors that interfere with the therapy process regardless of patient's diagnosis or age. This includes recognizing signs of substance abuse seeking behaviors and the community resources for such patients. The program outcome objectives that relate to this POAP objective are:
   - Knowledgeable about local resources to refer clients and or family members
   - Possess skills necessary to anticipate safety issues with clients

2. The labs for OCTA 222, OCTA 226 & 227, OCTA 231 and OCTA 236 will incorporate 1 case study, scenario or simulation which incorporates managing disruptive patient

behavior and/or substance abuse seeking behavior each semester. The Program Outcome objectives that relate to this POAP objective are:

- Demonstrate strong observational skills
- Use self therapeutically in the treatment process

3. Starting in Fall 2020 through Spring 2022, 75% of the students will score 2 or 3 on the Level I fieldwork evaluation form. The Program Outcome objectives that relate to this POAP objective are:
   - Demonstrate strong observational skills
   - Use self therapeutically in the treatment process
   - Knowledgeable about local resources to refer client and/or family members
   - Possess skills necessary to anticipate safety issues with clients

Methodology:
Describe the design method and instrument(s) that will be used to collect data to measure the program outcomes.

1. All faculty must have test questions on managing patient behavior in their midterm and final examinations
2. All lab affiliated with the respective courses must have one case study (scenario or simulation) addressing the management of patient behaviors and substance abuse, seeking behavior
   Level I Fieldwork evaluation forms will add this skill which will be scored by the clinical preceptor on a scale of 0-3.

Ongoing analysis allowed the project design and process to be evaluated and revised as needed. Through this analysis, changes ensured that the POAP met the needs that were established.

Stage 3: Fall 2021 – Spring 2022
Designing an Intervention to Improve Student Learning

From late Fall 2021 to early Spring 2022, a revised fieldwork objective relevant to the POAP project and management of client/patient disruptive behaviors was developed: Evaluate and analyze client behaviors, factors, and contexts that support or hinder occupational performance, and the treatment process. Also, a universal Level I fieldwork evaluation tool was developed to capture more useful data and used in all 3 courses offered in Spring 2022. Fieldwork was simulated. In OCTA 231, the level 1 fieldwork evaluation tool was used as a self-reflection. Students reported if they needed improvement in evaluating and analyzing client behaviors. 87% met expectations and 13% needed improvement. In the other Spring 2022 courses (OCTA 226 and OCTA 222), level 1 fieldwork was evaluated using the Simucase program outcomes and other rubrics. We did not use the universal level 1 fieldwork evaluation form. Therefore, the program director implemented a plan to educate faculty on the POAP goals and objectives and instituted peer review to monitor the process.

Stage 4: September 2021 – May 2022

Implementing Program Revisions and Reassessing Student Learning

In stage 4 the fieldwork objective was revised to: **Evaluates and analyzes client behaviors, factors and contexts that support or hinder occupational performance, treatment process. This was more** relevant to the POAP project and for recognizing and managing client/patient behaviors. In addition, the new universal Level 1 fieldwork evaluation form was implemented and was used for all fieldwork assessments (Self-reflection in all 3 Spring 2023 courses: OCTA 222, OCTA 226, and OCTA 231 and scored by fieldwork educators for Fall 2022 face to face fieldwork courses: OCTA 227 & OCTA 236). New OTA faculty were instructed and trained to use the form and to assess students' knowledge via test questions. Peer review of test questions monitored and confirmed they captured the project goal.

Stage 5: May – June 2022
Reporting Results

The POAP was a success in helping OTA students understand, recognize, and manage clients/patients with disruptive behaviors.

Data collected from level I fieldwork, face-to-face experience Fall 2022 was in response to recognizing when substance abuse behaviors interfere with full participation in the treatment process.
In OCTA 227: 80% of students met standards compared to Fall 2021 when 55% scored n/a and 40% met standards.
OCTA 236: 94% of students met standards compared to Fall 2021 when 74% were n/a and 26% met standards.

Data collected pertaining to test questions in courses offered through Spring 2022.
For OCTA 222 - Midterm Spring 2021: Students were tested on the recommended approach for redirecting a client for optimal function. 95% selected the correct answer in 2021
Midterm Spring 2022: Students were tested on the best approach to facilitating acceptable behavior in a school setting. 78% selected the correct answer.
For OCTA 226- Midterm 2023, students were tested on recognizing substance abuse behaviors and identifying community resources to assist. 84% selected the correct answer (item not addressed in the year 2022).
For OCTA 231 Students were tested on strategies and their role as an OT assistant when using The Alert Program. Final Exam in Spring 2021 55% selected the correct answer while for the same question, 69% selected the correct answer in Spring 2022.

The new universal level 1 fieldwork evaluation form was used in fieldwork for all 5 courses (simulated and face-to-face). For face-to-face fieldwork (OCTA 227 & OCTA 236) Fieldwork educators scored all students (100%) as "meet expectations". For simulated fieldwork (self-reflection for OCTA 222, OCTA 226, and OCTA 231) all students (100%) scored "meet expectation".

A major challenge to the project was the pandemic. It prevented us from securing enough fieldwork sites for face-to-face level 1 fieldwork experiences, and clinical preceptors/fieldwork educators were unable to observe/score student performance. Also, we had to develop a new

universal Level 1 fieldwork evaluation form to evaluate student simulation performance and educate/train faculty for appropriate implementation. Another issue was the change in faculty, with the current faculty showing a low focus on the POAP goals and objectives. However, this was addressed through faculty education/training and peer review of the POAP implementation process and test questions.

FINAL ANALYSIS AND EXECUTIVE SUMMARY

**Program: Teacher
Education Semester:
Spring 2023**

Project Description:

To assist our students as they graduate and continue their preparation to become teachers at a 4-year institution, or move immediately into their career in education, they create a portfolio to serve as a repository of artifacts they have create while a Teacher Education major at the Community College of Baltimore County (CCBC). Materials are gathered from items they created in their required Teacher Education (EDTR) courses, beginning with EDTR 101: Foundations of Education, and culminating with EDTR 273: Field-Based Experience. While hard copies of portfolios were long required, the department determined that this was no longer a best practice and instead, converted to the creation of electronic portfolios. A scoring rubric was created to assess the portfolio and adjustments were made based on data collected.

Stage 1 & 2
Implementing the Design and Collecting and Analyzing Data

Project Objectives:
1. Demonstrate how children learn and develop by analyzing instructional practices and student behaviors during an observation in an authentic setting.

2. Provide learning opportunities that support a child's cognitive, social-emotional, physical/motor, and language development by creating instructional activities that are developmentally appropriate.

Methodology:
Describe the design method and instrument(s) that will be used to collect data to measure the program outcomes.

We used the student's e-portfolio and a rubric developed to assess the portfolio.

Faculty of the Teacher Education department met to determine what we would propose as our Program Outcomes Assessment Project. The proposal was completed and submitted to the Learning Outcomes Assessment Associate. Subsequently, the proposal was approved.

Three faculty members worked with the Department Chair to develop the e-portfolio template and assessment rubric. Research during the development included examining the portfolio requirements of Teacher Preparation Programs in Maryland to ensure that our students would be consistent with the four- year programs' native students.

The e-portfolio was implemented using the template developed. Assessment of the e-portfolio

was completed utilizing the scoring rubric developed. Students' scores on the e-portfolio were collected and analyzed.

Stage 3

Designing an Intervention to Improve Student Learning

Based on the data gathered, the scoring rubric was revised. These revisions better addressed the performance of the student. During this period, many changes were occurring both in how we delivered instruction at CCBC and how students could complete their field-placement experiences. Pre- COVID, students were completing the requirements in person at either a PreK-12 setting or a childcare center. During the shutdown of many schools because of the pandemic, our students were not necessarily able to observe classrooms in person. This had the potential to impact artifacts produced by the students.

Stage 4

Implementing Program Revisions and Reassessing Student Learning

The revised scoring rubric for the e-portfolio was implemented. Data was collected based upon the new rubric. That data was evaluated to determine whether the rubric required further adjustment.

Stage 5

Reporting Results

When we initially implemented the electronic portfolio, students realized the advantage of having a central repository for their materials created. In prior semesters, they often lost materials from earlier classes as semesters had elapsed between the original course and EDTR 273. This would then force students to re-create the materials which we realized may not have accurately reflected their original artifacts. It also required faculty to remind students to save their work electronically in those classes created in beginning semesters.

Evaluation of student scores on the e-portfolio reflected consistency throughout the semesters. Scores did not change dramatically, however, students better understood how they were being scored as the rubric wording changed. The consistency was expected. The number of students in early EDTR courses is substantially higher than the number of students who ultimately complete the capstone course. We assume this reflects both students who realized that teaching is not a good match as a career choice, as well as, students who were not able to successfully complete the required coursework in our program.

Reflecting on this project, we are considering further research using both qualitative and quantitative data. At the end of the EDTR 273 course, students are interviewed to discuss what they have learned during their time at CCBC. This includes material covered in coursework and reflection on their own growth and development. Combining the data mined from both the electronic portfolio and the interview might uncover further insights into our future teachers.

Program: Veterinary Technology Semester: Spring 2023

Project Description:

The POAP was updated due to COVID-19 with the goal of maximizing student participation in a preparatory course for the Veterinary Technician National Examination (VTNE). Instead of a scheduled class review time, a VTNE Pocket Prep app was implemented on January 1, 2021. This offered students more flexibility with VTNE preparation. The cost was $25 per student ($350 total). The School of Health Professions paid the initial cost, and the program has since assumed the cost. The app was updated and now includes a student-analytics tool called Dashboard. This is an intuitive tool that pairs with the student app and gives faculty the ability to track individual student performance, see their weakest subjects, analyze performance, etc. Students are encouraged to take the VTNE at the earliest availability post-graduation. The 2021 testing window was expanded due to COVID-19. The American Association of Veterinary State Boards (AAVSB) oversees the VTNE. The AAVSB sends me information regarding the break-down of category (domains) testing and results for first-timers, repeaters and how they compare nationwide and with the Canadian schools. They also have a website portal for data access. As a point of reference, the program is typically above average in all domains and has a current three-year pass percentage of 86% (7/1/2019 to 6/30/22) for first-time test takers. The domains of the VTNE are included in the VTNE Pocket Prep app. These consist of surgical nursing, anesthesia, dentistry, laboratory procedures, animal care and nursing, emergency medicine/critical care, pharmacy and pharmacology, diagnostic imaging and pain management/analgesia. The app provides students with exam questions, quizzes, modes of testing, and question of the day.

- Stage 1: Designing and Proposing a Learning Outcomes Assessment Project
- Stage 2: Implementing the Design, Collecting and Analyzing the Data
- Stage 3: Redesigning the Course to Improve Student Learning
- Stage 4: Implementing Course Revisions and Reassessing Student Learning
- Stage 5: Final Analysis and Reporting Results

Stages 1 & 2:
Designing and Proposing a Learning Outcomes Assessment Project Implementing the Design, Collecting and Analyzing Data

Project Objectives and Methodology:

Data was collected and analyzed by the Program Director, Carol M. Schwartz, VMD. This process took longer due to the impact of COVID-19 on the VTNE testing schedule. The American Association of Veterinary Medical Boards (AAVSB) extended the window to take the VTNE.

Stages 3 & 4:
Redesigning the Course to Improve Student Learning, Implementing Course Revisions and Reassessing Student Learning

Data Results:

The revised plan was to introduce the app to the next group of second-year students earlier and engage them directly in the process (in-person). This did occur the first week in December 2021, when the Internship was discussed. Stage 3 and Stage 4 were completed. The data was assessed and evaluated.

To date 14/15 students from the Class of 2022 have taken and passed the Veterinary Technician National Exam (VTNE). There were 17 graduated students in the class. 12 students accessed the app. This is an increase from the Class of 2021 (9/14 accessed the app). 2/17 have not taken the VTNE. It should also be noted that there were various percentages of completion of tests on the app. The Veterinary Technician National Examination (VTNE) is offered three times per year, 1 month window each; March/April, July/August, November/December. Graduates are encouraged to take the VTNE after graduation, so most opt for the July/August window. A few do wait for the November/December window and occasionally the March/April window. These windows for taking the VTNE were reflected in the timeline modification. This allowed tracking of an entire cohort of graduates. It should also be noted that students utilize a variety of resources for VTNE preparation. Apps are extremely accessible and user-friendly for students who have limited time due to work schedules, etc. Introducing the app earlier likely had some positive impact on the student data outcomes.

Stage 5:
Final Analysis and Reporting Results

Reporting Results:

In conclusion, the POAP proved interesting and informative. It is important to note what the data shows and what are the limitations. The Class of 2021 had 14 graduates. 10 took the VTNE and 9 passed which is a 90% pass rate for first-time test takers. 9 students accessed the VTNE Pocket Prep app. The Class of 2022 had 17 graduates. 15 took the VTNE and 14 passed, which is a VTNE pass rate of 93%. 12 students accessed the VTNE Pocket Prep app. The VTNE Pocket Prep app data included individual student performance on what they studied (quizzes, quiz modes, exam questions, exam questions modes, timed or not, etc.) and group distribution. It did not separate out classes per se since it is dependent upon when the student takes the VTNE. It is important that students continue to have access to the app prior to taking the VTNE. The Veterinary Technology Program has a high percentage pass rate due to the nature and structure of the program. Students are well prepared for the VTNE. Our program is unique in that not only do we prepare students for the boards, but we also have a responsibility to teach them what is current in veterinary medicine, which updates weekly. We will continue to use the VTNE Pocket Prep app as another tool for engagement and enhancement of student learning. It is one of many tools available and all enable success.

2020 – 2021 Academic Cycle
FINAL ANALYSIS AND EXECUTIVE SUMMARY
Program: Computer Science
Semester: Spring 2023 Project Description

For the Computer Science program, the CSIT department's goal was to evaluate the effectiveness and alignment of course materials to that of our 4-year partners, student preparedness, and relevance of topics of our program in relation to student academic goals, perceptions, and needs. Therefore, in relation to our new program objective #1, which states, "Prepare for transfer to a four-year institution for a degree in Computer Science, Information Systems, or related fields," we will develop a survey instrument to identify student transfer intentions and to gain feedback on preparedness for transfer, course relevance, study habits, barriers to success and other elements that can be used to increase transfer and improve the computer science program. Focusing on graduates of the program, we deployed the survey to students, which aimed to identify elements of program objective #1. Identifying these issues will help CSIT improve courses and the overall program to increase graduation rates and transfers.

Stage 1 & 2
Designing and Proposing a Learning Outcomes Assessment
Project Implementing the Design and Collecting and
Analyzing Data

Project Objectives
List the specific program outcome(s) to be measured as part of the project.
1. Prepare for transfer to a four-year institution for a degree in Computer Science, Information Systems, or related fields.

Methodology
Describe the design method and instrument(s) that will be used to collect data to measure the program outcomes.

A survey instrument was developed to identify student transfer intentions and to gain feedback on preparedness for transfer, course relevance, study habits, barriers to success, and other elements that can be used to increase transfer and improve the Information Technology program. Questions were developed based on advisory board and faculty feedback. The survey was approved by CCBC's IRB to be used for this project. This survey was deployed to Computer Science graduates (a list was provided by PRE) and in several randomly selected highly enrolled upper-level CSIT courses completed by graduating students in their last semester of the program. Students will be limited to one survey submission. After the data collection period, all data will be compiled and analyzed to make changes to the program.

The initial survey results (although limited in participation) did show that all the respondents

were planning to transfer to a 4-year institution, which included Towson University, University of Maryland College Park and UMGC. All but one respondent planned on transferring as a different major other than computer science (Bioinformatics was noted). Participants had varying experiences related to their current employment (half working in a related field to technology, and half were working but not in a technology related field).

All respondents noted that they were likely to recommend the Computer Science degree program. 75% responded that the teaching methods used in their CSIT courses were effective with an average 8.6 on a 10.0 scale when asked to rate their experience in CSIT courses (1 – Negative and 10 Positive experience). 50% of respondents noted that they were satisfied with the classroom facilities used in the program. When asked about topics they felt were missing from the program, the main themes that emerged included: Python programming and having larger projects. Major difficulties noted by students in the program included: issues related to Covid-19, unclear instructions in online courses and unclear instructions provided by faculty.

When asked "Do you agree that your CSIT courses prepared you for transfer or for your current place of employment", 25% noted that they disagreed. The C++ course was listed as one of the more helpful courses in the program. Additional student comments noted a possible need to collaborate with other transfer schools related to the transfer of courses.

Stage 3
Designing an Intervention to Improve Student Learning and

Based on the feedback gained from our initial survey several interventions were designed to improve student learning outcomes as listed below:

1. Increase the use of Python programming in the curriculum
2. Introduction of larger and more realistic projects
3. Improve online course instructions
4. Strengthen transfer credit collaboration
5. Strengthen Departmental advising strategies

The designed interventions for improving student learning are focused on addressing the specific needs and concerns highlighted in the initial feedback. The feedback indicated that Python programming was identified as a topic missing from the program. By increasing the use of Python programming in the curriculum, students will gain valuable skills that are highly relevant in the field of computer science and better align our CSIT 111 course to data science and the needs of cybersecurity while improving outcomes for computer science. Python is widely used in various industries and has extensive applications, making it essential for students to have a solid foundation in this language. By aligning the curriculum with industry demands, students will be better prepared for future studies or employment opportunities.

Additionally, feedback emphasized the desire for larger projects. By integrating larger and more realistic projects into the CSIT courses, students will have the opportunity to apply their theoretical knowledge to practical scenarios. Engaging in these projects will enable students to

develop problem-solving skills, critical thinking abilities, and collaborative teamwork. Additionally, tackling larger projects will help students gain a deeper understanding of the complexities involved in real-world technology implementations. The feedback also highlighted issues related to unclear instructions in online courses. Enhancing the clarity of instructions is crucial for effective online learning experiences. By improving the quality of instructions in online courses, students will have a better understanding of the course objectives, expectations, and assignments. Clear instructions will minimize confusion, reduce frustration, and foster a more engaging and productive online learning environment and increase student success.

Another goal was to increase collaboration with transfer schools to ensure a smooth transfer process and to recognize the credits earned by students in the CSIT program. By strengthening transfer credit collaboration with other institutions, students can have confidence that their hard work will be acknowledged, and they can seamlessly continue their education in their chosen majors. This collaboration also facilitates a more streamlined and efficient transfer process, reducing potential barriers and ensuring a seamless transition. Finally, our goal is to strengthen departmental advising as advising plays a crucial role in supporting students' academic and career goals. By strengthening departmental advising services, students will have access to comprehensive guidance, mentorship, and support from knowledgeable advisors. These advisors can provide valuable insights about the CSIT program, potential career paths, course selection, internships, and job opportunities. Strengthening departmental advising ensures that students receive the necessary guidance to make informed decisions and navigate their academic path.

Stage 4
Implementing Program Revisions and Reassessing Student Learning

Based on the feedback gained from our initial survey several interventions were implemented in order to improve student learning outcomes as listed below:

1. Increase use of Python programming in the curriculum: To address student, faculty, and advisory board feedback to incorporating more comprehensive Python programming courses into the curriculum, the CSIT 111 course was switched from Alice programming to Python. This also helped to bridge the gap in knowledge and ensure students are well-prepared for their future studies or employment, as well as aligned with needs for more Python programming for upcoming data science and cybersecurity students. Grant funding was awarded to train CSIT and Cybersecurity faculty in Python programming. Twelve full time faculty and five adjunct faculty successfully completed the Python training programming. This effort enabled the CSIT program to incorporate Python programming into multiple courses within the program.

2. Introduce larger projects: Various larger projects that thread throughout a course have been piloted and will be utilized in all sections of multiple courses. These projects will provide students with a cohesive experience within a course. Current revisions in CSIT 211 (deployed Fall 2023) will allow for more opportunities for students to engage in larger, more complex projects. This will allow students to apply their knowledge and develop problem-solving and critical thinking skills. An older version of a term project in CSIT 211 was limited or removed

in many sections during the COVID-19 pandemic. The plan is to re-introduce such a project with revisions in the upcoming year.

3. <u>Improve online course instructions</u>: CSIT faculty is working closely with CCBCs instructional designers to provide clearer and more concise instructions for online courses as part of numerous and ongoing course revisions. Improved revisions can be achieved by designing instructional materials with clarity in mind, using visual aids, and utilizing interactive platforms to enhance student understanding. Such an approach was used in CSIT 111 (as an example through the use of CourseArc with changes deployed Fall 2022). In addition, CSIT is involved in ongoing revisions of several other major courses, including CSIT 210, CSIT 211, CSIT 214, in the computer science program in collaboration with instructional designers.

4. <u>Strengthen transfer credit collaboration</u>: There has been continued collaboration with other transfer schools, such as Towson University, University of Baltimore, UMBC, UMGC and Stevenson. This will help streamline the transfer process and ensure that credits earned by students in the CSIT program are recognized by these institutions as well as matching of course topics. The new Degrees to Succeed program at CCBC has assisted in this effort. Students in the Computer Science program now have a seamless transition to multiple four-year institutions within the state of Maryland.

5. <u>Strengthen Departmental advising</u>: CSIT has provided additional advising opportunities for students through additional coordinator and department chair interactions. This has partially occurred due to an increased need from CCBC advising. CSIT faculty and staff continue to complete professional development offered in applying prior learning credit and transfer advising. Multiple CSIT faculty have earned their faculty advising badge. Offering comprehensive career advising services to CSIT students, including guidance on potential career paths, transfer options internships, resume tips have been beneficial to students. This can help students make informed decisions about their future and enhance their chances of securing the best transfer options and potential employment in technology-related fields.

Stage 5
Reporting Results

After making changes as outlined in Stage 4, the same survey instrument was used and deployed in Spring 2023. Similar demographic and transfer patterns emerged as before. However, students were less likely to recommend the program and noted that teaching strategies were less effective than previously reported and that faculty were less supportive. This increase in negative sentiment was caused by limited student responses that did not accurately reflect students in the major. It is expected the feedback in the 2023-2024 academic year will be more positive and accurately reflect the efforts and changes that have been made within the program. Students enrolled in upper-level computer science courses in the next academic year will have had the benefit of the changes made in the lower-level computer science coursework.

When asked now about potentially missing topics for computer science, only artificial intelligence and machine learning was listed. These topics will be addressed with new upcoming courses. When asked about potential difficulties in the program, course difficulty and lack of tutoring for advanced courses was noted (however, tutoring does exist in the department for

some advance courses to address these issues). In this set of responses only 17% agreed that the program prepared them for transfer or employment. Students noted that CSIT 210, 214 and 216 were most helpful for their needs. Suggestions noted by students for improvement in the program included use of more online resources, less focus on employment/ internships and more focus on computer science content and to have more elective options in the program.

The CSIT department plans to continue deploying an exit type survey for graduating students to continue to gain important feedback about the program. It is our hope to create a follow-up survey to send to students that have transferred to gain additional feedback. CSIT does need significantly more responses from students to gain more insight on how well the program is preparing students for successful transfer. Faculty continue to make many improvements in the program with the aim of improving and address the computer science program objectives.

Program: Construction Management
Semester: Spring 2023 Project Description:

The CONT 246; Construction Claims and Changes is an upper-level course and will be used to determine learning outcomes for outgoing students. The intent is to improve learning. It is a 3-credit hour lecture course required by construction management majors. The course includes the study of procedures for administering and processing contract claims and changes; tracing claims and change orders; from initiation in the field to final resolution. Course prerequisite for the class is CSIT 101 and CONT 136. Major topics include types of claims, record keeping, cost component, discrete pricing, overhead, preparing, defending, and presenting claims and disputes resolution.

Stage 1 & 2:
Designing and Proposing a Learning Outcomes Assessment Project
Implementing the Design and Collecting and Analyzing Data

Project Objectives:
List the specific program outcome(s) to be measured as part of the project.
Program assessment outcomes listed for CONT 246 include the following outcomes. Upon completion of this course, students will be able to:

1.   read, visualize, and interpret construction documents, including drawings, specifications, conditions, and contracts, and analyze how they work together as a unified whole.

2.   identify, describe, and select construction materials and methods used in residential and commercial construction.

3.   apply various math formulas related to areas, volumes, and quantities of materials as well as formulas for construction costs including time, labor, material, equipment, and finance;

4.   examine different methods of communication, problem-solving, and decision-making.

Methodology:
Describe the design method and instrument(s) that will be used to collect data to measure the program outcomes.

- Students Portfolio Reviewed (based on the following outline)
  - Documentation process
  - Report writing
  - Communication
- Midterm and Final Exam

Design instrument used include assessment information on Spring 2020, and 2021 cohorts. Rubrics for portfolio presentations included requirements for documentation process, report writing, communication, midterm, and final exams project. The data for each year was analyzed and compared to the previous years.

The assessments conducted between Spring 2020 and Spring 2021 cohorts were compared and analyzed. The findings noted in stage 2 was used to redesign stage 3 to improve student learning.

The Spring 2020 cohort was made up of 11 students. Students were assessed using midterm exam, project presentations and final exams. Of the 11 students, 2 made a grade of "A", 8 made a "B" and 1 made a "C". On the average, 18% of the class made a grade of "A", 73% made a grade of "B" and 9% made a "C". (This was an existing data and did not include information on portfolio. Only midterm and final exam were used for the data).

Assessment for Spring 2021

The Spring 2021 cohort was made up of 12 students. *Students were assessed portfolio/project presentations, midterm, and final exam.* From the 12 students, 5 students made a grade of "A", and 4 made a grade a "B", 1 student earned a "C", 1 received an "F" and 1 received an incomplete; "I grade. On the average, 42% of the students received "A"; 33% made a "B"; 8% made a "C"; 8% made an "F" and 8% received an incomplete "I" grade.

Stage 3:
Designing an Intervention to Improve Student Learning

Based on the information obtained in stage 2 analysis, a course to improve student learning was redesign in stage 3. In comparing assessments for Spring 2020, and Spring 2021 data, there were opportunities to improve student learning. Such intervention should not only include midterm and final but incorporating portfolio presentations could impact student learning and performances in the field. Using only midterm and final exam limit students' abilities. With A portfolio inclusion, creates opportunities for students to develop skills in documenting, report writing, communication and presentations are more beneficial to graduating students who are about to enter practice. The data for Spring 2020 showed few students who made "A" grade compared to number students in the Spring 2021 who made more "A's". Refer to Spring 2021 cohort, the varied which can impact negatively.

Intervention Plan

- *Review Portfolio project/ presentations*
- Outline to guide portfolio included
  - Documentation,
  - Report writing,
  - Communication and presentations
- *Midterm and Final exam*

Stage 4
Implementing Program Revisions and Reassessing Student Learning

Data Results:

The intervention plan was implemented in stage 4 to draw data from Spring 2022 cohort. A

portfolio project presentations, midterm and final exam were used as an instrument to collect data. The 2022 cohort made up of 9 students, 6 made "A" making 66.7 % of the class compared to 3 students who made "B" making 33.3% of the class. The overall comparisons of scores of the project have remained very consistent with little or minor differences.

Stage 5:
Reporting Results

The study findings revealed a consistent and positive results. Methodology used in collecting data was effective in comparing student learning at each stage of the project. Findings revealed a consistent result with opportunity to improve student learning.

The number of students assessed in Spring 2020 recorded 11 compared to 12 students in Spring 2021. It is noted from this comparison which shows, enrollment increase. Regarding students' performances 2 students from the Spring 2020 cohorts made a grade of "A" compared to 4 students from Spring 2021 who made a grade of "A". The data noted 42% of Spring 2021 cohort made "A" grade compared to 18% of 2020 cohort. It is also noted that 33% of 2021 cohort made a grade of "B" compared to 73% of Spring 2020 cohort. The findings noted in this comparison shows growth in terms of students' performances.

For the Spring 2022 cohort, 9 students enrolled in the class compared to 12 students who enrolled in Spring 2021. From the comparison, it is noted that enrollment level for Spring 2022 dropped. In terms of performances, the 9 students who enrolled in the Spring 2022 class, 6 made a grade of "A" compared to 12 students enrolled in Spring 2021 class who came out with 5 "A's". The data also noted 66.7% of Spring 2022 cohorts made a grade of "A" compared to 42% of Spring 2021 cohorts. The data also noted 33.3% of Spring 2022 cohort made a "B" compared to 33% of Spring 2021 cohort.

CONTINUING EDUCATION LEARNING OUTCOMES ASSESSMENT REPORT

Prepared By:
Don Elliott

June 2023

Overview

CCBC's Continuing Education (CE) division offers a wide variety of noncredit courses and programs providing workforce development and lifelong learning opportunities for citizens of Baltimore County and its surrounding regions. Learning outcomes assessment activities are infused at both the course and program levels through multiple channels. These include student demonstration of skills, portfolio assessment, external standardized testing, internships and clinical placements, and external professional certifications.

Licensure and Certification

Highlights of Continuing Education's FY22 licensure and certification activities include:

Program Area	FY 22 Licensure Course and Program
Applied Technology	6,838
Business and Management	528
Health and Human Services	3,726
Information Technology	136
Other	2,392
Transportation	666
Total	14,286

Student Clinical Work

Internship and clinical placements provide excellent opportunities for students to demonstrate skills learned in real-world workplace settings, working with professionals in their respective fields. In FY 22 over 318 students completed an internship, externship, or clinical placement as part of their course of study.

Inaugural Year for Program Review

After a year of planning, Continuing Education implemented a pilot program for a formal program review process. Four programs were chosen for the pilot:

- A+ Certified PC Repair Technician
- Child Care – Individuals with Disabilities
- ESOL Instructor/TESOL CE Certificate
- Medical Assistant

Continuing Education researched and developed a program review report template and modelled the review process to parallel where appropriate existing credit processes. Program staff completed the report templates for their programs, and a review committee consisting of Credit and Continuing Education staff met with the Program's leaders to review the data and make recommendations.

The review forms and panel feedback are included after this summary.

Overall recommendations among different programs included:
- Develop better systems to track success rates of external credentials once the student completes a program
- Develop better systems to track and benchmark student progress and retention
- Review program outcomes to ensure they capture what the student can demonstrate upon completion of the program.

Goals for Next Year
Now that the pandemic has subsided, Continuing Education looks to expand its assessment activity by returning to course-level assessment projects, and well as continuing and expanding our program review efforts.

The Community College of Baltimore County
School of Continuing Education
Program Review for:
Continuing Education Workforce Development Certificate Program

Contents
1. Program Information Sheet
2. Review Committee Narrative and Recommendations

Supplemental
Curriculum Outlines for Program

Program Name: A+ Certified PC Repair Technician

Program Review Period: FY20 – FY22

Program Review Committee Members:

Name	Title
Louise Slezak	Dean, Continuing Education
Matthew Bernardy	Assistant Dean, Workforce Solutions
Jay Bouis	Assistant Dean, Applied Technology and Logistics
Lynette Higgins	Assistant Dean, Health, and Business Services
Paul Blair	Director, Budget, and Finance Continuing Education
Laura Cripps	Assistant Dean, Curriculum and Assessment
Eileen Hardin	Senior Instructional Designer
Sarah Young	Director, Institutional Assessment
Don Elliott	Director, Continuing Education Operations, Instruction, and Compliance

Submitted by:

Name	Title
Steve Ricketts	Coordinator, Technical Training

Submittal Date: November 2022
Review Completed Date: May 23, 2023

Program Title:	A+ Certified PC Repair Technician
Program Description: *Describe the program, including a focus on student outcomes, and how the program contributes to the public or private good.*	Possible career opportunities for those with a CompTIA® A+ certification include entry-level positions such as Computer User Support Specialist, Computer Technician, Desktop Support Technician, Field Service Technician, Help Desk Support Technician, and System Support Technician. Tasks associated with these positions include answer user inquiries regarding computer software or hardware operation to resolve problems; diagnose and troubleshoot hardware, software, and connectivity problems; install, upgrade, and repair hardware and software; and train users in the proper use of hardware or software. These tasks may be performed in person or remotely. This career requires continued training and education. This program prepares students to take the CompTIA® A+ exam, and for a career in computer support. Learn how to identify computer problems and repair them. Develop the skills to build and configure hardware, install and update software, and maintain computer networks. Work in a variety of settings in public and private business sectors. Successful candidates must be self-motivated, independent learners, detail-oriented, and have strong analytical skills, the ability to take direction, and the ability to work both independently and as a team member. According to the U.S. Department of Labor, overall employment of computer user support specialists is projected to grow 14% from 2020 to 2030 in Maryland. Projected annual job openings in Maryland are 1,230. Additional career information may be found in Career Coach: https://ccbcmd.lightcastcc.com/.
Credential(s) Offered: *(Include any certifying organizations)*	CompTIA A+ Certification
External Review/Accountability: *(Accreditation, advisory board, etc.)*	No
Program Hours:	100
Program Format	Classroom 4%
	Remote Classroom (Zoom) 26%
	Blended 20%
	Online Institutional 50%

	Online Vendor
	Other
Application Process and Results	Open X Provisional Selective
Program Outcomes:	Upon successful completion of this Continuing Education Workforce Certificate, students will be able to: 1. prepare to pass the CompTIA A+ certification exams; 2. perform the various responsibilities and tasks required for an entry-level computer service technician; 3. demonstrate baseline security skills for IT support professionals; 4. configure various device operating systems and administer client-based as well as cloud-based software; 5. troubleshoot and problem solve core service and support challenges while applying best practices for documentation, change management, and scripting; 6. support basic IT infrastructure and networking; and 7. configure and support PC, mobile, and IoT device hardware.
O*Net Code:	15-1151
CIP Code:	4701
Career Forecast/Analysis:	Average 976 openings this past year Median Wage: $49,770 Projected Growth (2020 – 20230): Average (5% - 10%) Projected Job Openings (2020 – 2030): 54,800
Curriculum Summary: *(highlights, attach Acalog page as addendum A curriculum map may be required.)*	
Alignment to CCBC Strategic Directions	
Alignment of Program with CCBC Pathways and Credit Programs:	Shared Courses. Advisory Board.
Summary of Changes to Curriculum During Review Period:	None

Program Indicators		
	Duplicated	**Unduplicated**
Program Enrollment		
Last Year (FY22)	72	50
Two Years Prior (FY21)	107	76
Three Years Prior (FY20)	59	42
Program Revenue		
Last Year (FY22)	$59,049	
Two Years Prior (FY21)	$111,938	
Three Years Prior (FY20)	$45,161	
Sections Offered	**Ran**	**Cancelled**
Last Year (FY22)	13	1
Two Years Prior (FY21)	16	2
Three Years Prior (FY20)	13	5
Open Enrollment Versus Contract Training	**Open Enrollment Sections Offered**	**Contract Sections Offered**
Last Year (FY22)	13	0
Two Years Prior (FY21)	13	3
Three Years Prior (FY20)	11	2
FTE:		
Last Year (FY22)	10.68	
Two Years Prior (FY21)	16.94	
Three Years Prior (FY20)	7.86	
Program Completers:		
Last Year (FY22)	18	
Two Years Prior (FY21)	37	
Three Years Prior (FY20)	17	
Prior Learning Assessment		
Total program hours available for prior learning waiver.	None	
Number of hours waived.	Not yet available	
Updated (If Needed) Program		

Outcomes:		
Three-Year Projected Enrollment, FTE, and Revenue:		
Promotion Strategy and Costs:		
Delivery Costs (supplies, space rental, lab costs)		
Retention and Completion Strategy:		
Program Delivery Strategy (physical sites, online):	On-site at Essex and Catonsville, Remote, Blended, & Online options available.	
Partnerships with Credit:	Shared courses	
List Competitors – pricing, location, etc.		
Identify Strengths, Weaknesses, Opportunities, and Threats. *Include needed resources (staff, technology, facilities)*		
Program Coordinator:	Steve Ricketts	
Program Director:		
Program Assistant Dean:	Jay Bouis	
Dean:	Louise Slezak	
Additional Staff:		

A+ Certified PC Repair Technician
Technology and Engineering Pathway

Program Description:
This course series prepares students to sit for the CompTIA® A+ exam, and for a career as a computer service technician. Learn how to identify computer problems and repair them. Develop the skills to build and configure hardware, install, and update software, and maintain computer networks. Work in a variety of settings in both public and private business sectors.

Program Credentials:
CCBC Credential: Students will be awarded a Continuing Education Workforce Certificate and have access to a Continuing Education academic record (transcript).

Certifying Organization: Students will have the opportunity to sit for the CompTIA® certification exam.
Computing Technology Industry Association, CompTIA® (www.comptia.org)

Program Outcomes:

Upon successful completion of this Continuing Education Workforce Certificate, students will be able to:

1. prepare to pass the CompTIA A+ certification exams;
2. perform the various responsibilities and tasks required for an entry-level computer service technician;
3. demonstrate baseline security skills for IT support professionals;
4. configure various device operating systems and administer client-based as well as cloud-based software;
5. troubleshoot and problem solve core service and support challenges while applying best practices for documentation, change management, and scripting;
6. support basic IT infrastructure and networking; and
7. configure and support PC, mobile, and IoT device hardware.

Financial Aid and Payment Options:
We offer financial aid by packaging public and private funding options to those who qualify, in select Continuing Education courses and programs. Additional opportunities for financial support include partial payment options through Nelnet Business Solutions and tuition waivers for those who qualify. Resources outside of CCBC may also be available through employer/sponsor paid tuition, the Department of Rehabilitation Services (DORS), and your local office of workforce development.

Program Length:
14 - 16 weeks (one semester)
Courses start in August, January, and June at CCBC Catonsville, CCBC Essex, and CCBC Owings Mills. Course schedules vary each semester. Courses may be offered face-to-face, online, or blended (a combination of the face-to-face and online).

Program Requirements:
▪ High School Diploma or GED
▪ Strong computer skills
▪ Strong analytical skills
▪ Internet access to complete assignments

Application Process:
Open Entry – No screening or documentation required. To apply, go to [Apply to CCBC](www.ccbcmd.edu/apply) (www.ccbcmd.edu/apply) and complete the CCBC Continuing Education Workforce Certificate program application, then you will receive an email containing program information and any additional requirements needed to apply for the program.

Prior Learning Assessment:
This program has no options for obtaining course waiver(s) for prior learning.

Program Course Sequence:
Excellent class attendance is required.

Course Number	Course Title	Course Hours	Textbook Information (Approximate cost; subject to change)	Costs T=Tuition/F=Fees
PCA 644 or PCA 994 (If hybrid) *Shared with credit class DCOM 141*	A+ Certification PC Technician Module 1	50	PC Pro (Access Code), TestOut; $172 (Check with coordinator for potential text update before purchasing.)	$729 T-$219/F-$510
PCA 645 or PCA 995 (If hybrid) *Shared with credit class DCOM 235*	A+ Certification PC Technician Module 2	50	Same as Module I	$729 T-$219/F-$510
Course Series Totals:		**100**	**$172**	**$1,458 T-$438/F-$1,020**

Additional Expenses:
Two (2) CompTIA A+ Certification exams: $478 ($239 per exam)

Skills for Success:
Successful candidates must be self-motivated, independent learners, detail-oriented, and have strong analytical skills, the ability to take direction, and the ability to work both independently and as a team member.

Career Opportunities:
With certification, students qualify for entry-level positions including Computer Repair Technician, Field Service Technician, Computer Support Specialist, Technical Support Specialist, and Help Desk Support Technician. This career requires continued training and education.

Career Coach:
Research your career interests, explore live job postings, take a career assessment, discover which companies in the Baltimore region are hiring, and more at CCBC Career Coach (https://ccbcmd.emsicc.com/). To view a brief video on how to use Career Coach, go to Career Coach Tutorial (https://youtube/C7KpznbPYfA).

Program Contact Information:
Coordinator: Steve Ricketts | sricketts@ccbcmd.edu | 443-840-4442| Catonsville BESS 100L
Administrative Assistant: Danielle Bennett | dbennett@ccbcmd.edu | 443-840-4925 | Catonsville BESS 100

The Community College of Baltimore County
School of Continuing Education
Program Review for:
Continuing Education Workforce Development Certificate Program

Contents
1. Program Information Sheet
2. Review Committee Narrative and Recommendations
Supplemental
Curriculum Outlines for Program

Program Name: Child Care
Program Review Period: 2020-2022

Program Review Committee Members:

Name	Title
Louise Slezak	Dean, Continuing Education
Matthew Bernardy	Assistant Dean, Workforce Solutions
Jay Bouis	Assistant Dean, Applied Technology and Logistics
Lynette Higgins	Assistant Dean, Health, and Business Services
Paul Blair	Director, Budget, and Finance Continuing Education
Laura Cripps	Assistant Dean, Curriculum and Assessment
Eileen Hardin	Senior Instructional Designer
Sarah Young	Director, Institutional Assessment
Don Elliott	Director, Continuing Education Operations, Instruction, and Compliance

Submitted by:

Name	Title
Michael Tan	Director, Center for Alternative and Supported Education

Submittal Date: November 2022
Review Completed Date: May 23, 2023

Program Title	Single Step Child Care (90-hour certification)
Program Description *Describe the program, including a focus on student outcomes, and how the program contributes to the public or private good.*	A lead teacher in a preschool or day care setting is responsible for the academic, social-emotional growth and development of children in their care who are usually toddler and preschool aged children. Lead teachers work with parents, administrators and other teachers to improve students' experience and meet teaching objectives. Additionally, lead teachers plan, evaluate and improve the physical environment of the classroom to create opportunities that meet the changing needs of the developing child. This program prepares students with learning differences or disabilities for work as lead teacher or assistant in a day care or preschool. Students learn the theories of human development and physical growth along with family and diversity issues. Topics include applying theory to practical situations, major development in physical and psychological growth, and developmentally appropriate practice. Students will learn how to develop a unit plan, develop a lesson plan, create an effective classroom environment, and understand the cognitive and behavioral differences in stages of early childhood. This track provides instruction that is multisensory, multimodal, personalized, and incorporates elements of universal design for learning. Classes are taught with a low student-teacher ratio to better meet the needs of individual learners. Students entering this program should have a desire to work with young children, strong verbal communication skills , strong interpersonal skills, and be able to give and take direction well. Lead teacher jobs can be found with for-profit and non-profit organizations. Additional career information may be found in Career Coach: https://ccbcmd.lightcastcc.com/.
Credential(s) Offered *(include any certifying organizations)*	90-hour Maryland Certification; Maryland State Department of Education
External Review/Accountability *(Accreditation, advisory board, etc.)*	Maryland State Department of Education
Program Hours:	323
Program Format(s)	Classroom 100%
	Remote Classroom (Zoom)
	Blended

	Online Institutional
	Online Vendor
	Other
Application Process and Results	Open Provisional Selective X
If Selective, how many applicants and acceptance rate	FY2020 Applied: 16, Accepted: 13 FY2021 Applied: 6, Accepted: 4 FY2022 Applied: 15, Accepted: 13
Program Outcomes	Upon successful completion of this Continuing Education Workforce Certificate, students will be able to: 1. prepare to become a lead teacher in a day care setting, 2. meet the eligibility requirements for 90-hour Maryland certification, and 3. teach curriculum using methods designed for special learners.
Summary of Outcomes Achievement *(Outcomes assessment, completions, certifications, licenses)*	CCBC Credential: Students will earn a CCBC Workforce Certificate and have access to a Continuing Education academic record (transcript). External Credential: Child/Infant First Aid/CPR Certification Certifying Organization: Maryland State Department of Education (www.marylandpublicschools.org) - Maryland State 99 Childcare Certification American Red Cross (https://www.redcross.org/) National Safety Council (https://www.nsc.org/)
O*Net Code	39.9011.00
CIP Code	19.0709
Career Forecast/Analysis	Average growth for occupations: US DOL Statistics: 2020-2030, 8% growth
Curriculum Summary *(Highlights, attach Acalog page as addendum A curriculum map may be required.)*	45 course hours each of Growth and Development in Early Childhood, Early childhood Methods and Materials, 9 hours of Communication for Child Care Workers, 180 hours of internship and 44 hours of Skills and Concepts for Employment
Alignment to CCBC Strategic Directions	Child Care aligns with the following strategic initiatives: 1. Enrollment Stabilization: Promote CCBC 's value proposition in terms of quality, selection and affordability. 2. Enrollment Stabilization: Promote the excellence of academic, career and workforce development programs, the expertise and real-world experience of faculty, and the benefits of small class sizes. 3. Transformational Academics: Continue to assist students as they overcome non-academic barriers, including but not limited to

	transportation, financial issues, and the stress of attending college.
Alignment of Program with CCBC Pathways and Credit Programs	Operates independently of Pathways and Credit Programs and runs parallel to other Child Care programming at the college.
Summary of Changes to Curriculum During Review Period	None.

Program Indicators	Duplicated	Unduplicated
Last Year (FY 2022)	44	9
Two Years Prior (FY 2021)	18	3
Three Years Prior (FY 2020)	42	8
Program Revenue	**Budgeted**	**Actual**
Last Year (FY 2022)	$40,384	$36,556
Two Years Prior (FY 2021)	$40,384	$10,758
Three Years Prior (FY 2020)	$40,384	$47,556
Sections Offered	**Ran**	**Cancelled**
Last Year (FY 2022)	**16**	**0**
Two Years Prior (FY 2021)	**4**	**0**
Three Years Prior (FY 2020)	**16**	**0**
Open Enrollment Versus Contract Training	**Open Enrollment**	**Contract**
Last Year (FY 2022)	$10,516 (29%)	$26,040 (71%)
Two Years Prior (FY 2021)	$10,758 (100%)	$0 (0%)
Three Years Prior (FY 2020)	$21,516 (45%)	$26,040 (55%)
FTE		
Last Year (FY 2022)	2.584	4.31
Two Years Prior (FY 2021)	1.722	0
Three Years Prior (FY 2020)	5.168	2.584
Program Completers		
Last Year (FY 2022)	3	5
Two Years Prior (FY 2021)	2	0
Three Years Prior (FY 2020)	4	3
Prior Learning Assessment	Total program hours available for prior learning waiver: 134	Number of hours waived: data not yet available
Updated (If Needed) Program Outcomes:		
Three-Year Projected Enrollment, FTE, and Revenue:	**Projected FTE**	**Projected Revenue**
FY2023 Enrollment: 8	6.89	$32,720
FY2024 Enrollment: 10	8.61	$37,404
FY2025 Enrollment: 12	10.34	$46,720

Promotion Strategy and Costs:	Networking with DORS field counselors and BCPS transition specialists; $500 for table at DORS/MDA conference	
Delivery Costs (supplies, space rental, lab costs)	CPR/First Aid class: $50/student	
Retention and Completion Strategy:	Supports provided on-campus with Coordinator of Student Support; Supports provided at WTC by DORS staff (behavioral specialists, employment specialists, center counselors.	
Program Delivery Strategy (physical sites, online):	Classes are held on CCBC's Dundalk campus (open enrollment) and at the Workforce and Technology Center (contract) in Baltimore City.	
Partnerships with Credit:	None.	
List Competitors – pricing, location, etc.	No direct competitors for providing this training to adults with disabilities. Competition would be other CCBC and college programming, if the students qualify and can complete the other programs without the unique supports and teaching methods used by CASE.	
Identify Strengths, Weaknesses, Opportunities, and Threats. *Include needed resources (staff, technology, facilities)*	Strengths – established reputation in the community of those with disabilities; long-standing positive relationship with DORS; commitment and experience of faculty; Steady referral sources from DORS field counselors; local employers contact CASE about graduates	

	Weaknesses – recruiting faculty; reading and behavioral requirements for students; securing additional internship sites (especially during COVID)	

Program Coordinator:	Michael Tan
Program Director:	Michael Tan
Program Assistant Dean:	Matt Bernardy
Dean:	Louise Slezak
Additional Staff:	

Child Care

Program Description:
This program prepares students for work as lead teacher or assistant in a day care or preschool. Students learn the theories of human development and physical growth along with family and diversity issues. Topics include applying theory to practical situations, major development in physical and psychological growth, and developmentally appropriate practice. Students will learn how to develop a unit plan, develop a lesson plan, create an effective classroom environment, and understand the cognitive and behavioral differences in stages of early childhood.

This career and academic track is designed for students with learning differences or disabilities that impact learning. This track provides instruction that is multisensory, multimodal, personalized, and incorporates elements of universal design for learning. Classes are taught with a 6 to 1 student-teacher ratio to better meet the needs of individual learners.

Program Credentials:
CCBC Credential: Students will earn a CCBC Workforce Certificate and have access to a Continuing Education academic record (transcript).

External Credential: First Aid/CPR Certifications

Certifying Organization: Maryland State Department of Education (www.marylandpublicschools.org) - Maryland State 99 Childcare Certification
American Red Cross (https://www.redcross.org/)
National Safety Council (https://www.nsc.org/)
Coaching Systems®, LLC (https://coachingsystems.com/)

Program Outcomes

Upon successful completion of this Continuing Education Workforce Certificate, students will be able to:

1. prepare to become a lead teacher in a day care setting,
2. meet the eligibility requirements for 90-hour Maryland certification, and
3. teach curriculum using methods designed for special learners.

Financial Aid and Payment Options:
We offer financial aid by packaging public and private funding options to those who qualify, in select Continuing Education courses and programs. Additional opportunities for financial support include partial payment options through Nelnet Business Solutions and tuition waivers for those who qualify. Resources outside of CCBC may also be available through employer/sponsor paid tuition, the Department of Rehabilitation Services (DORS), and your local office of workforce development.

Length of Training:
30 weeks
Courses start in August at CCBC Dundalk.

Program Requirements:
- 6th grade reading level - according to an assessment that will be administered during an intake interview
- 5th grade math level

Prior Learning Assessment:
This program has no options for obtaining course waiver(s) for prior learning.

Application Process:
Open Entry – No screening or documentation required. To apply, go to [Apply to CCBC](www.ccbcmd.edu/apply) (www.ccbcmd.edu/apply) and complete the CCBC Continuing Education Workforce Certificate program application, then you will receive an email containing program information and any additional requirements needed to apply for the program.

Program Course Sequence:

Course Number	Course Title	Course Hours	Textbook Information (Approximate cost; subject to change)	Costs T=Tuition/F=Fees
CCT580	Growth and Development in Early Childhood	45	None	$744 T-$90/F-$654
CHI073	Single Step Childcare Internship I	90	None	$1,354 T-$170/F-$1,184
CHI074	Single Step Childcare Internship II	90	None	$1,354 T-$170/F-$1,184
CCT584	Early Childhood Methods and	45	None	$744

Course Number	Course Title	Course Hours	Textbook Information (Approximate cost; subject to change)	Costs T=Tuition/F=Fees
	Materials			T-$90/F-$654
CHA050	Skills and Concepts for Employment	44	None	$689 T-$85/F-$604
CHI070	Communication for Childcare Workers	9	None	$163 T-$20/F-$143
Course Series Totals:		**323**	**$0**	**$5,048 T-$625/F-$4,423**

Career Opportunities:
Lead teacher or assistant in a day care or preschool.

Career Coach:
Research your career interests, explore live job postings, take a career assessment, discover which companies in the Baltimore region are hiring, and more at CCBC Career Coach (https://ccbcmd.emsicc.com/). To view a brief video on how to use Career Coach, go to Career Coach Tutorial (https://youtube/C7KpznbPYfA).

Program Contact Information:
Administrative Assistant: Jennifer Cabana | jcabana@ccbcmd.edu | 443-840-3262 | Dundalk MASH 104

The Community College of Baltimore County
School of Continuing Education
Program Review for:
Continuing Education Workforce Development Certificate Program

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1. Program Information Sheet
2. Review Committee Narrative and Recommendations
Supplemental
Curriculum Outline for Program
Program Name: Medical Assistant
Program Review Period:
Program Review Committee Members:

Name	Title
Louise Slezak	Dean, Continuing Education
Matthew Bernardy	Assistant Dean, Workforce Solutions
Jay Bouis	Assistant Dean, Applied Technology and Logistics
Lynette Higgins	Assistant Dean, Health, and Business Services
Paul Blair	Director, Budget, and Finance Continuing Education
Laura Cripps	Assistant Dean, Curriculum and Assessment
Eileen Hardin	Senior Instructional Designer
Sarah Young	Director, Institutional Assessment
Don Elliott	Director, Continuing Education Operations, Instruction, and Compliance

Submitted by:

Name	Title
Donna Rowan	Instructional Specialist II
Denise Lindley	Director, Health, and Human Services

Submittal Date: November 2022
Review Completed Date: May 23, 2023

Program Title	Medical Assistant
Program Description *Describe the program, including a focus on student outcomes, and how the program contributes to the public or private good.*	The Medical Assistant course series prepares students to take the national certification exam to become a certified Medical Assistant (MA). The MA program is accredited by the Commission on Accreditation of Allied Health Education Programs, www.caahep.org, upon the recommendation of the Medical Assisting Education Review board (MAERB). Medical Assistants perform clinical duties and some administrative duties under the direction of a physician. Administrative duties may include

	scheduling appointments, maintaining medical records, billing, and coding information for insurance purposes. Clinical duties may include taking and recording vital signs and medical histories, preparing patients for examination, drawing blood, taking EKGs, and administering medications (e.g. flu shots) as directed by a physician.
	The student should meet the technical standard requirements as identified in the CCBC academic catalog. To be successful in the Medical Assistant program, you should have motivation, self-discipline, and the desire to help others in a health-care setting.
	According to the U.S. Department of Labor, Bureau of Labor Statistics (2020), employment of medical assistants is projected to grow 23 percent from 2018 to 2028 - much faster than the average for all occupations.
	The growth of the aging baby-boom population will continue to increase demand for preventive medical services, which are often provided by physicians. As a result, physicians will hire more assistants to perform routine administrative and clinical duties, allowing the physicians to see more patients.
Credential(s) Offered: *(include any certifying organizations)*	Certified Medical Assistant
External Review/Accountability	Commission on Accreditation of Allied Health Programs. www.caahep.org
Program Hours	652
Program Format	Classroom
	Remote Classroom (Zoom)
	Blended (90% Classroom)
	Online Institutional
	Online Vendor
	Other
Application Process and Results	Open Provisional Selective X
If Selective, how many applicants and acceptance rate	FY20 Applied: 61, Accepted: 22 FY21 Applied: 66, Accepted: 38 FY22 Applied: 60, Accepted:53

Program Outcomes	Upon successful completion of this Continuing Education Workforce Certificate, students will be able to: 1. produce competent entry-level Medical Assistant function in the cognitive, psychomotor, and affective learning domains as assigned by the accrediting body; 2. function as integral members of their ambulatory healthcare teams; 3. contribute to the healthcare industry as professional and ethical Medical Assistants; and 4. continue their lifelong educational goals.
O*Net Code	
CIP Code	
Career Forecast/Analysis	The outlook for medical assistants positions from 2016 to 2026 is 29%, which is higher than average. Medical assistants acquire a variety of skills. Some team members have become lead certified medical assistants, master certified medical assistants, and back office supervisors. As the pandemic continues to wind down, the demand for healthcare workers is increasing at a dramatic rate due to attrition. This demand is expected to continue.
Curriculum Summary: *(Highlights, attach Acalog page as addendum A curriculum map may be required.)*	
Alignment to CCBC Strategic Directions	
Alignment of Program with CCBC Pathways and Credit Programs	Medical Assistants may progress to other credit programs including nursing. The MA program is no longer offered as a credit option. Graduates from our program who become nationally certified can receive up to 30 credits toward the Associate of Applied Science degree in Medical Assisting offered here at CCBC.
Summary of Changes to Curriculum During Review Period	The program is in the process of adding a radiology component to add value to the program.

Program Indicators		
	Duplicated	**Unduplicated**
Program Enrollment		
Last Year (FY)		53
Two Years Prior (FY)		38
Three Years Prior (FY)		22
Program Revenue	**Budgeted**	**Actual**
Last Year (FY)		
Two Years Prior (FY)		

Three Years Prior (FY)		
Sections Offered	**Ran**	**Cancelled**
Last Year (FY)	8	0
Two Years Prior (FY)	6	0
Three Years Prior (FY)	8	0
Open Enrollment Versus Contract Training	**Open Enrollment**	**Contract**
Last Year (FY)	4	4
Two Years Prior (FY)	5	1
Three Years Prior (FY)	8	0
FTE		
Last Year (FY)	77	
Two Years Prior (FY)	55	
Three Years Prior (FY)	32	
Program Completers		
Last Year (FY)	23	
Two Years Prior (FY)	13	
Three Years Prior (FY)	16	
Prior Learning Assessment	Total program hours available for prior learning waiver.	Number of hours waived: Not yet available.
Updated (If Needed) Program Outcomes:		
Three-Year Projected Enrollment, FTE, and Revenue:		
Promotion Strategy and Costs:	Promotion costs are very limited as the program is in high demand.	
Delivery Costs (supplies, space rental, lab costs)	Revenue covers costs. Perkins funding covers most large equipment needs.	
Retention and Completion Strategy:		
Program Delivery Strategy (physical sites, online):	Program will continue to operate primarily in person for classes and 100% in person for clinical sites. The program maintains strong affiliations with multiple clinical partners.	
Partnerships with Credit:	Students who complete the program can receive up to 30 credits. Program is currently collaborating with credit to	

	implement a radiology component to the program.	
List Competitors – pricing, location, etc.	AACC, Harford CC, Carroll CC – all priced lower but also far fewer hours in the program	
Identify Strengths, Weaknesses, Opportunities, and Threats. *Include needed resources (staff, technology, facilities)*		
Program Coordinator:	Donna Rowan	
Program Director:	Denise Lindley	
Program Assistant Dean:	Lynette Higgins	
Dean:	Louise Slezak	
Additional Staff:		

Medical Assistant
Health Professions Pathway

Program Description:
The Medical Assistant course series prepares students to take the national certification exam to become a certified Medical Assistant (MA). The MA program is accredited by the Commission on Accreditation of Allied Health Education Programs (CAAHEP) (www.caahep.org) upon the recommendation of the Medical Assisting Education Review Board (MAERB) (https://www.maerb.org/).

Medical Assistants perform clinical duties and some administrative duties under the direction of a physician. Administrative duties may include scheduling appointments, maintaining medical records, billing, and coding information for insurance purposes. Clinical duties may include taking and recording vital signs and medical histories, preparing patients for examination, drawing blood, taking EKGs, and administering medications (e.g., flu shots) as directed by a physician.

Program Credentials:
CCBC Credential: Students will be awarded a Continuing Education Workforce Certificate and have access to a Continuing Education academic record (transcript).

Students will be prepared to take the national certification exam through National Health career Association.

Certifying Organization: National Healthcareer Association (www.nhanow.com)

Program Outcomes:

Upon successful completion of this Continuing Education Workforce Certificate, students will be able to:

1. produce competent entry-level Medical Assistant function in the cognitive, psychomotor, and affective learning domains as assigned by the accrediting body;

2. function as integral members of their ambulatory healthcare teams;

3. contribute to the healthcare industry as professional and ethical Medical Assistants; and

4. continue their lifelong educational goals.

Disclosures:

CCBC cannot confirm whether the course or program meets requirements for professional licensure in states other than Maryland. If you plan to apply for licensure in a state other than Maryland, contact that state's licensing board to determine whether the CCBC course or program meets requirements for licensure in that state. If you need assistance finding contact information for your state, go to [State Contact Information](https://catalog.ccbcmd.edu/mime/media/39/1770/statecontactinformation.pdf) (https://catalog.ccbcmd.edu/mime/media/39/1770/statecontactinformation.pdf).

Financial Aid and Payment Options:
We offer financial aid by packaging public and private funding options to those who qualify, in select Continuing Education courses and programs. Additional opportunities for financial support include partial payment options through Nelnet Business Solutions and tuition waivers for those who qualify. Resources outside of CCBC may also be available through employer/sponsor paid tuition, the Department of Rehabilitation Services (DORS), and your local office of workforce development.

Pell Funding: Eligible for grants and college loans. Go to www.fafsa.gov to apply for Federal financial aid.

Program Length:
11-13 months
Courses start:
- July at CCBC Hunt Valley (daytime, moves slightly faster than the weekend/evening sessions)
- October at CCBC Catonsville (daytime), CCBC Essex (daytime), and CCBC Randallstown (evening/weekend)
- February at CCBC Essex (evening/weekend)

Orientation – Mandatory:
Email CEHealth@ccbcmd.edu for information about the application process.
Requirements:
Program requirements:
- Computer literate
- Internet access

NHA exam and employment requirements:

- High School Diploma or GED

Clinical practicum requirements:
Prior to beginning a clinical practicum (externship), students must have the following paperwork submitted to www.CastleBranch.com.
- Negative PPD (six months) or negative chest x-ray less than one year old
- Positive titer or proof of vaccination/immunity for measles, mumps, rubella, and varicella
- Current flu vaccination
- Hepatitis B vaccination or declination form
- Tetanus shot (less than ten years)
- Copy of health insurance card
- Copy of high school diploma or GED
- Copy of Covid-19 vaccination card

Clinical eligibility requirements are partly dependent on a criminal background check and random urine drug testing. Cost of testing is the responsibility of the student.

Prior Learning Assessment:
This program has potential options for waiving select courses based on previous coursework or articulated coursework from an approved curriculum or successful completion of a CCBC placement or challenge exam. A maximum of 489 program hours may be earned from prior learning.

Application Process:
To apply, go to Apply to CCBC (www.ccbcmd.edu/apply) and complete the CCBC Continuing Education Workforce Certificate program application. Then, email CEHealth@ccbcmd.edu for information about upcoming class options and application instructions.

Selective Entry - The Medical Assistant program requires the following application and acceptance process:

1. New Students: Call CCBC Registration at 443-840-2222 or 443-840-4700 to apply for a CCBC Student Identification (ID) number. Application cost is $10.00. After receiving your ID number, proceed to Step 2 below.
2. Go to CCBC Account Recovery (https://shwa.ccbcmd.edu/) to retrieve your user name and create a password.
3. Go to Brightspace (https://ccbcmd.brightspace.com) to access the online application.
4. Enter your Username and Password.
5. Click the "Course" tab at the top of the page. You will see the application course for your area of study on your list: Medical Assistant Series Application - AHC 381
6. Click on the application course and read the instructions on the first page.
7. You must submit the following items by the cutoff date - "Submit Admission Materials" in Brightspace – to meet all of the requirements for the application:
   - Application (2 pages)
     o Must be submitted as a .doc, .docx or .rtf
   - Scanned copy of one or more of the following:

- High School Diploma or other proof of completion
- GED
- College Transcript
- Other requirements for specific areas of study as detailed in Brightspace
8. You will receive an acceptance or declination email within 5 days after the closing date of the application period.
9. Plan to attend the mandatory orientation for your series as detailed on Brightspace.

Application timeframes:
- Course series starting in October: June 1 – August 15
- Course series starting in February: October 1 – December 15

Program Course Sequence:
CPR and First Aid classes REQUIRE 100% attendance. Students arriving late to class will not be admitted. Late arrival to, or early exit from, class will also result in a failing grade and no refund. Students will then be required to retake the class at their expense.

Module I

Course Number	Course Title	Course Hours	Textbook Information (Approximate cost; subject to change)	Costs T=Tuition/ F=Fees
AHE534 or AHE124	Medical Terminology for Health Occupations or Medical Terminology for Health Occupations Online	30	Programmed Learning Approach to Medical Terminology, 3rd Edition, Author: Judi Nath, Publisher: Jones & Bartlett Learning, ISBN: 9781284224825, $87.95	$329 T-$99/F$230
AHE125	Introduction to Health	30	Core Concepts in Health, published by Insel/Roth, 13:0078028670, $133.35	$329 T-$99/F-$230
AHE641	Introduction to Health Care Systems	15	Introduction to Health Care, 4th edition, published by Mitchell and Haroun. 9781337192422, $159.95	$199 T-$60/F-$139
WOS064 or AHL217	Basic Math Skills for the Healthcare Worker or Basic Math Skills for Healthcare Worker Online	10	Handouts online	$145 T-$44/F-$101
AHL140	Essential Skills for the Healthcare Professional	20	Handouts online	$179. T-$54/F-$125

Course Number	Course Title	Course Hours	Textbook Information (Approximate cost; subject to change)	Costs T=Tuition/ F=Fees
Module I Totals:		**105**	**$381.25**	**$1,181 T-$356/F-$825**

Module II

Course Number	Course Title	Course Hours	Textbook Information (Approximate cost; subject to change)	Costs T=Tuition/F=Fees
AHE672	Anatomy and Physiology for Health Care Workers Online	30	The Human Body in Health & & Disease, Patton & Thibodeau, Elsevier Mosby, 7th edition, 978-0-323-402118, $74.60	$329 T-$99/F-$230
AHE577	Pharmacology	18	Same as AHE796	$275 T-$83/F-$192
AHE528	Medicine Administration	18	Same as AHE577	$275 T-$83/F-$192
AHE796	Basic Patient Intake	50	Comprehensive Medical Assisting Text & Study Guide Package, Jones & Bartlett, $149.65	$575 T-$173/F-$402
AHE802	Basic EKG Technician Training	20	Huszars ECG & 12 lead Interpretation, 6th Edition, published by Elsevier, 978-0-323-03974, $78.90	$425 T-$128/F-$297
AHL929	Certified Medical Administrative Assistant	75	Same as AHE 796	$715 T-$215/F-$500
Module II Totals:		**211**	**$303.15**	**$2,594 T-$781/F-$1,813**

Module III

Course Number	Course Title	Course Hours	Textbook Information (Approximate cost; subject to change)	Costs T=Tuition/F=Fees
AHE126	Phlebotomy	60	Phlebotomy Essentials, Enhanced 7th Edition , Author: Ruth McCall, Publisher: Jones & Bartlett Learning, ISBN: 9781284209945, $90.95	$1,099 T-$330/F-$769
AHE578	Intermediate Patient Intake	70	Same as CMAA AHL 929	$935 T-$281/F-$654
AHL721	Introduction to Laboratory Techniques	36	Same as CMAA AHL 929	$879 T-$264/F-$615
AHE805 or AHL250	CPR for Healthcare Providers or BLS Provider	7	Provided in class and included in course costs	$109 T-$33/F-$76
Module III Totals:		**173**	**$90.95**	**$3,022 T-$908/F-$2,114**

Module IV:

Course Number	Course Title	Course Hours	Textbook Information (Approximate cost; subject to change)	Costs T=Tuition/F=Fees
AHE122	Medical Assisting Practicum I	80	None	$275 T-$83/$192
AHE123	Medical Assisting Practicum II	80	None	$275 T-$83/$192
AHL097	Medical Assisting Certification Review	3	None	$79 T-$24/F-$55
Module IV Totals:		**163**	**$0**	**$629 T-$190/F-$439**
Course Series Totals:		**652**	**$775.35**	**$7,426 T-$2,235/F-$5,191**

Course Substitutions:
- Medical Terminology (AHE534) can be substituted with OFAD/MDAS 141 or ALHL115. or AHL717, or AHL149
- Anatomy and Physiology (AHE519) can be substituted with AHL672, or AHE715, or BIOL109, or BIOL220 and BIOL221
- Basic Math (WOS 064) can be substituted with AHL716 or MATH083

- CPR for Healthcare Providers (AHE805) can be substituted with current AHA BLS Provider certification - must be completed within the last year

Additional Expenses:
- All medical testing, background check, drug screening, scrubs/uniforms - approximately $850
- NHA Certified Clinical Medical Assistant (CCMA) exam cost - approximately $155
- NHA Certified Phlebotomy Technician (CPT) exam cost (optional) - approximately $115

Skills for Success:
See Technical Standards at the end of this document

Career Opportunities:
The outlook for medical assistant positions from 2020-2030 is 18%, which is higher than average. Medical assistants acquire a variety of skills. Some team members have become lead certified medical assistants, master certified medical assistants, or back-office supervisors.

Graduates from our program who become nationally certified can receive up to 30 credits toward the AAS (Associate of Applied Science) degree in Allied Health offered here at CCBC.

Additional Courses:
A study guide and practice exam for the MA national certification exam, which provides an additional method of preparation for the examination, is available on National Healthcareer Association (www.nhanow.com).

Career Coach:
Research your career interests, explore live job postings, take a career assessment, discover which companies in the Baltimore region are hiring, and more at CCBC Career Coach (https://ccbcmd.emsicc.com/). To view a brief video on how to use Career Coach, go to Career Coach Tutorial (https://youtube/C7KpznbPYfA).

Program Contact Information:
For more information, email CEHealth@ccbcmd.edu.

The Community College of Baltimore County
School of Continuing Education
Program Review for:
Continuing Education Workforce Development Certificate Program

Contents
1. Program Information Sheet
2. Review Committee Narrative and Recommendations

Supplemental
Curriculum Outline for Program

Program Name: TESOL Professional Certificate
Program Review Period: FY22
Program Review Committee Members:

Name	Title
Louise Slezak	Dean, Continuing Education
Matthew Bernardy	Assistant Dean, Workforce Solutions
Jay Bouis	Assistant Dean, Applied Technology and Logistics
Lynette Higgins	Assistant Dean, Health, and Business Services
Paul Blair	Director, Budget and Finance Continuing Education
Laura Cripps	Assistant Dean, Curriculum and Assessment
Eileen Hardin	Senior Instructional Designer
Sarah Young	Director, Institutional Assessment
Don Elliott	Director, Continuing Education Operations, Instruction, and Compliance

Submitted by:

Name	Title
Shannon M Smith	Coordinator, Community Education

Submittal Date: November 2022
Review Completed Date: May 23, 2023

Program Title	TESOL professional certificate program
Program Description	CCBC's certificate in TESOL is open to individuals from any background or academic discipline who are interested in teaching or supporting instruction for English language learners in a variety of contexts in the US or abroad. The certificate is designed for adults seeking a career change or meaningful volunteer opportunities, students seeking an introduction to the field of TESOL, or educators or other professionals who seek to work more effectively with non-native speakers of English. It incorporates best practices from the TESOL International Association's Standards for Short Term TESL/TEFL Certificate Programs. This TESOL certificate is unique in that throughout every course students gain experience working with real English language learners so that they build their resumes and confidence while they build their skills.
Credential(s) Offered	College approved
External Review/Accountability	TESOL International Association's 2015 Standards for Short Term TESL/TEFL Certificate Programs
Program Hours	130
Program Format	Classroom 25%
	Remote Classroom (Zoom) 75%
	Blended N/A
	Online Institutional N/A
	Online Vendor N/A
	Other N/A
Application Process and Results	Open X Provisional Selective
Program Outcomes	1. become a language model and have a knowledge of spoken and written English 2. function as an information resource for elements that contribute to the culture and identity of various communities, 3. develop the skills necessary to acquire a professional opportunity teaching ESOL, and 4. create understanding and communication between varied communities of people.

O*Net Code	25.3011.00
CIP code	16.1701
Summary of Outcomes Achievement:	CE Certificate Competency Based completion
Career Forecast/Analysis:	Employment of adult basic and secondary education and ESL teachers is projected to decline 6 percent from 2021 to 2031. Despite declining employment, about 4,700 openings for adult basic and secondary education and ESL teachers are projected each year, on average, over the decade. All those openings are expected to result from the need to replace workers who transfer to other occupations or exit the labor force, such as to retire. (bls.gov) This does not reflect individuals who may not specialize in adult education, but may find this training complementary to their work or those who plan to teach abroad.
Curriculum Summary: *(highlights, attach Acalog page as addendum A curriculum map may be required.)*	ADS 184 Foundations of TESOL 20 hrs. ADS189 TESOL Methods: Principles in Practice 20 hrs. ADS185 TESOL Methods: Classroom & Curriculum 40 hrs. ADS188 English Grammar Pedagogy 20 hrs. Required Practicums for observational hours 30 hrs.
Alignment to CCBC Strategic Directions	Credit/Cont. Ed collaboration
Alignment of Program with CCBC Pathways and Credit Programs:	Education pathway
Summary of Changes to Curriculum During Review Period:	During launch year, curriculum/format was restructured to provide dual track enrollment for credit or non-credit students with shared course sections.

Program Indicators		
Program Enrollment		
	Duplicated	**Unduplicated**
Last Year (FY22)	33	11
Two Years Prior	**N/A**	**N/A**
Three Years Prior	**N/A**	**N/A**
	Budgeted	**Actual**
Program Revenue		
Last Year (FY22)	N/A	$13,002
Two Years Prior (FY)	N/A	N/A
Three Years Prior (FY)	N/A	N/A
Sections Offered	**Ran**	**Cancelled**

Last Year (FY22)	4	0
Two Years Prior (FY)	N/A	N/A
Three Years Prior (FY)		
Open Enrollment Versus Contract Training	**Open Enrollment**	**Contract**
Last Year (FY 22)	N/A	N/A
Two Years Prior (FY)	N/A	N/A
Three Years Prior (FY)	N/A	N/A
FTE		
Last Year (FY22)	2.69 FTE	N/A
Two Years Prior (FY)	N/A	N/A
Three Years Prior (FY)	N/A	N/A
Program Completers		
Last Year (FY22)	11	N/A
Two Years Prior (FY)	N/A	N/A
Three Years Prior (FY)	N/A	N/A
Prior Learning Assessment	Total program hours available for prior learning waiver.	Number of hours actually waived. (Data not yet available)
Updated (If Needed) Program Outcomes		
Three-Year Projected Enrollment, FTE, and Revenue		
Promotion Strategy and Costs	An evergreen print piece is in development, ads within the Flexi, targeted digital ads and social media promotion. All current promotion is built into existing marketing budgets. Print pieces can potentially be shared with relevant professional organizations such as educator groups, Maryland Nonprofits, etc.	
Delivery Costs (supplies, space rental, lab costs)	Instructor pay is bulk of cost. Does not require specialized spaces or	

	materials. Students complete observation hours within CCBC ESOL classes or partner organizations.	
Retention and Completion Strategy:	Program changes were made during FY22 (launch year) to offer more flexibility of course availability and allow mid-year program start. Initially program start was limited to Fall semester only.	
Program Delivery Strategy (physical sites, online):	Hybrid- remote synchronous instruction (Zoom), required observation hours	
Partnerships with Credit:	Languages/ESOL	
List Competitors – pricing, location, etc.	Most face-to-face TESOL programs are contained within 4 year or graduate degree programs as the industry standard for teaching in a formal education environment is a minimum 2 year degree. Several non-degree remote programs are available, often geared at individuals interested in teaching abroad. A sample of competitors include: **UMBC** approx. $850.00 per credit MA in TESOL	

	TESOL Post-Baccalaureate Certificate (12 units) **Towson Univ.** approx. $642 per unit Teaching English Learners Certificate (12 units) M.Ed. in Reading Education option includes certificate coursework **Bridge Education Group** approx. $720.00 total program Online Professional Master Certificate-120-Hour (6 Credits - 12 CEUs)	
Identify Strengths, Weaknesses, Opportunities, and Threats. *Include needed resources (staff, technology, facilities)*	**Weaknesses** A minimum 2 year degree is required to teach in a formal educational setting, either K-12 or college-level. Currently the TESOL certificate program is without a designated fulltime coordinator to help manage and grow the program, and advise students. These duties are currently handled in part by Con Ed staff and credit faculty Rebekah de Witt.	

	Strengths Many potential and current students already possess a degree and are seeking specialized training in this content area to advance careers. This is especially attractive to current K-12 public school teachers. CCBC stands out in TESOL certificate offerings as it is the only standalone professional certificate in the area provided by a college level. **Opportunities** With the landscape of cultural and social service programs widening, this is a professional certificate that can be of interest to individuals not employed within formal education. This can include those working at libraries, museums and cultural centers, community centers, etc. **Threats** Lack of adequate program support, growth of disruptor companies and educational organizations providing	

	specialized, low cost online options such as EDX, Kahn Academy, Coursera, Bridge Education, International TEFL Academy, Premier TEFL.	

Program Coordinator:	Shannon Smith (interim) / Rebekah de Wit
Program Director:	Michelle McCallum
Program Assistant Dean:	N/A
Dean:	Louise Slezak
Additional Staff:	

ESOL Instructor – TESOL CE Certificate

Education Pathway

Program Description:

CCBC's certificate in TESOL program is open to individuals from any background or academic discipline interested in teaching or supporting instruction for English language learners in a variety of contexts in the US or abroad. The program is designed for adults seeking a career change or meaningful volunteer opportunities, students seeking an introduction to the field of TESOL, or educators or other professionals seeking to work more effectively with non-native speakers of English. The program incorporates best practices from the TESOL International Association's 2015 Standards for Short Term TESL/TEFL Certificate Programs.

Please note that this program is not designed to provide credentialing for K-12 or for teaching ESL for college credit.

Program Credentials:

CCBC Credential: Students will earn a CCBC Continuing Education Workforce Certificate and have access to a Continuing Education academic record (transcript).

Program Outcomes:

Upon successful completion of this Continuing Education Workforce Certificate, students will be able to:

1. apply both theoretical and practical training in the field of TESOL;
2. design and deliver instruction appropriate for English language learners' needs; and

3. use their skills to pursue the ESOL K-12 Praxis exam credential or a professional opportunity teaching ESL in a K-12 support setting, or in a nonprofit, community or adult education, business, or overseas context.

Financial Aid and Payment Options:
We offer financial aid by packaging public and private funding options to those who qualify, in select Continuing Education courses and programs. Additional opportunities for financial support include partial payment options through Nelnet Business Solutions and tuition waivers for those who qualify. Resources outside of CCBC may also be available through employer/sponsor paid tuition, the Department of Rehabilitation Services (DORS), and your local office of workforce development.

Length of Training:
12 months

Program Requirements:
▪ High School Diploma or GED
▪ Strong English language skills

Teaching opportunity requirements:
▪ Many English teaching opportunities in the U.S. require a bachelor's degree

Application Process:
Open Entry – No screening or documentation required. To apply, go to Apply to CCBC (www.ccbcmd.edu/apply) and complete the CCBC Continuing Education Workforce Certificate program application, then you will receive an email containing program information and any additional requirements needed to apply for the program.

Prior Learning Assessment:
This program has no options for obtaining course waiver(s) for prior learning.

Program Course Sequence:
All credit and CE students must successfully complete ADS 188 English Grammar Pedagogy for the certificate.

Course Number	Course Title	Course Hours	Textbook Information (Approximate cost; subject to change)	Costs T=Tuition/F=Fees
ADS184	Foundations of TESOL	20	N/A	$195 T-$59/F-$136
ADS186	TESOL Practicum IA	6	N/A	$58 T-$15/F-$43
ADS189	TESOL Methods: Principles in Practice	20	N/A	$195 T-$59/F-$136
ADS191	TESOL Practicum IB	6	N/A	$58 T-$15/F-$43

Course Number	Course Title	Course Hours	Textbook Information (Approximate cost; subject to change)	Costs T=Tuition/F=Fees
ADS185	TESOL Methods: Classroom & Curriculum	40	N/A	$325 T-$98/F-$227
ADS192	TESOL Practicum IC	6	N/A	$58 T-$15/F-$43
ADS188	English Grammar Pedagogy	20	N/A	$195 T-$59/F-$136
ADS187	TESOL Practicum II	12	N/A	$98 T-$28/F-$70
Course Series Totals:		**130**	**$0**	**$1,182 T-$350/F-$832**

Course Substitutions:
- Credit course EDTR268 for ADS184, ADS186, ADS189, and ADS191
- Credit course EDTR269 for ADS 185 and ADS192

Career Opportunities:
The program is designed for adults seeking a career change or meaningful volunteer opportunities, students seeking an introduction to the field of TESOL, or educators or other professionals seeking to work more effectively with non-native speakers of English. Please note that many English teaching opportunities in the U.S. require a bachelor's degree. This program is not designed to provide credentialing for K-12 or for teaching ESL for college credit.

Career Coach:
Research your career interests, explore live job postings, take a career assessment, discover which companies in the Baltimore region are hiring, and more at CCBC Career Coach (https://ccbcmd.emsicc.com/). To view a brief video on how to use Career Coach, go to Career Coach Tutorial (https://youtube/C7KpznbPYfA).

Program Contact Information:
Director: Michelle McCallum | mmccallum@ccbcmd.edu | 443-840-1925 | Essex BESS 117

Summary of Continuing Education FY 2023 Program Reviews
A+ Certified PC Repair Technician

Strengths:
Great summary of the program opportunities, and emphasis of the ongoing education needed for careers in the field.
Great opportunity for students to earn credentials at a quicker pace; opportunity to market this benefit of speed more widely, and to illustrate the ability to then apply Credit for Prior Learning to then enter a credit program.
Consider an accelerated online option for students who are interested in completing the program sooner.
It was mentioned that some students want a more hands-on experience. Would optional scheduled hands-on clinics or equipment loans be reasonable options?

Concerns:
35% (approximate) completion rate and a drop in retention between module 1 and module 2; an opportunity to look at this data in more detail and possibly set a benchmark for future retention and completion

Assessment:
Program Outcomes: break these out to reflect the module-level skills/outcomes attained.
More discussion is needed on factors impacting tracking completion data. What more reliable options exist besides student self-reporting?
While your program outcomes are strong, you may want to consider adding a communication outcome to assess customer support soft skills.
To promote tighter alignment between program outcomes and course/module objectives, consider mapping key module assessments to the outcomes to make transparent how the program outcomes will be measured. This may also help Middle States Accreditation efforts.

Child Care/Single Step

Strengths:
Care and dedication taken by the coordinator and faculty to support students in this program.
Necessarily small cohort size; supports impressive completion rates and job placement rates.

Concerns:
The impact of Blueprint upon state-run pre-K's may impact the salaries and degree expectations for private daycares in the future. This may need to be considered in relation to ongoing training/educational pathway.

Assessment:
The following program outcome could be revised to be more student focused.
- *Teach curriculum using methods designed for special learners* ** This seems to focus on how the program is teaching its students, unless students are being instructed on methods for teaching special learners. Below are some suggestions for revising this outcome as

well as additional outcomes to consider to fully address the range of skills addressed in your program.

- o Design and deliver developmentally appropriate lessons and instructional activities based on theories of human development and physical growth.
- o Create an effective classroom environment that fosters a sense of belonging and community, addresses the social-emotional needs of students, and incorporates appropriate classroom management techniques.
- o Develop communication skills for working with children, parents, and colleagues.

To promote tighter alignment between program outcomes and course/module objectives, consider mapping key course assessments to the outcomes to make transparent how the program outcomes will be measured. This may also help Middle States Accreditation efforts.

Student Support
Consider paying for students' background checks and fingerprinting which are requirements for working in licensed day care facilities.

Medical Assistant

Strengths:
Clear and comprehensive program outcomes with documents links to assessment tools (for accreditation).
Coordinators were clearly very knowledgeable and in command of the program.
It's a very comprehensive program but for that reason compares to other programs as longer and a higher cost...not sure if that poses a threat/opportunity for clarifying why CCBC's offering is superior!

Assessment:
Consider reviewing program outcomes with a lens on expected performance and measurability. For example, the outcome > students will be able to continue their lifelong learning goals—is not easy to measure and seems less relevant to the program. You might also consider breaking outcome # 1 into specific outcomes for each domain (cognitive, psychomotor, affective learning).

To promote tighter alignment between program outcomes and course/module objectives, consider mapping key course assessments to the outcomes to make transparent how the program outcomes will be measured. This may also help Middle States Accreditation efforts.

TESOL

Strengths:
Great potential for students in the program
Strong completion rates

Concerns:
Need to partner more closely with credit to bring students across from the degree program,

would benefit numbers.

Lack of program support was mentioned as a threat to program success. Consider setting goals for hiring and possibly revising program staff responsibilities.

As mentioned in the SWOT analysis, opportunities exist to reach a wider audience outside of formal education. Consider updating your marketing plans to take advantage of these opportunities.

Assessment:

Program outcome #3 could be revised to be more measurable.

Is there a way to measure attainment of the credential?

- You mentioned lack of program support as a threat to program success, you may want to consider setting goals for hiring and possibly revising program staff responsibilities.

As mentioned in your SWOT analysis, opportunities exist to reach a wider audience outside of formal education. You will want to consider updating your marketing plans to take advantage

INSTITUTIONAL OUTCOMES ASSESSMENT

Prepared By:
Glenda Breaux, Ph.D.

June 2023

The FY 2020-2023 Strategic Plan's key elements are embedded in its four primary strategic priorities: Enrollment Stabilization, Economic Stabilization, Transformational Academics, and Credit/Continuing Education Integration. Transformational Academics involves providing instruction and support that promotes students' success, which includes promoting achievement of early momentum metrics, long-term retention, and program completion. To assess achievement of these institutional learning outcome goals, CCBC conducts regular internal analyses and engages with external organizations such as the Voluntary Framework Accountability (VFA) and Post-Secondary Data Partnership to track progress towards achievement of success metrics. This year's annual report provides trend data from these sources as they relate to the Credit student population.

Early Momentum Metrics: Voluntary Framework Accountability (VFA)
On credit accumulation, student outcomes are higher for the 2020 cohort than they were for the 2015 cohort, but lower during the pandemic than they were in Fall 2019. For gateway math course completion, more students successfully completed in the Fall 2020 cohort than in the either of the prior cohorts, but fewer passed English in the 2020 cohort than in 2015. Fall to Spring retention and the percentage of credits passed was lower in 2020 than in 2015.

Table 1: VFA Early Momentum Metrics

VFA Early Momentum Metrics	Fall 2015 Cohort	Fall 2019 Cohort	Fall 2020 Cohort	1-year Change
Earned 6+ credits first term	41%	48%	45%	-3
Earned 12+ credits first term	12%	18%	17%	-1
Earned 15+ credits first year	25%	30%	30%	0
Earned 24+ credits first year	9%	13%	13%	0
Earned 30+ credits first year	3%	4%	4%	0
Passed college English in year 1	41%	43%	39%	2
Passed college math in year 1	16%	19%	21%	-4
Passed college English & math in year 1	12%	13%	14%	1
Fall to Spring retention	63%	63%	59%	-4
Credit success rate	71%	70%	64%	-6

Figure 1. VFA Early Momentum Metrics
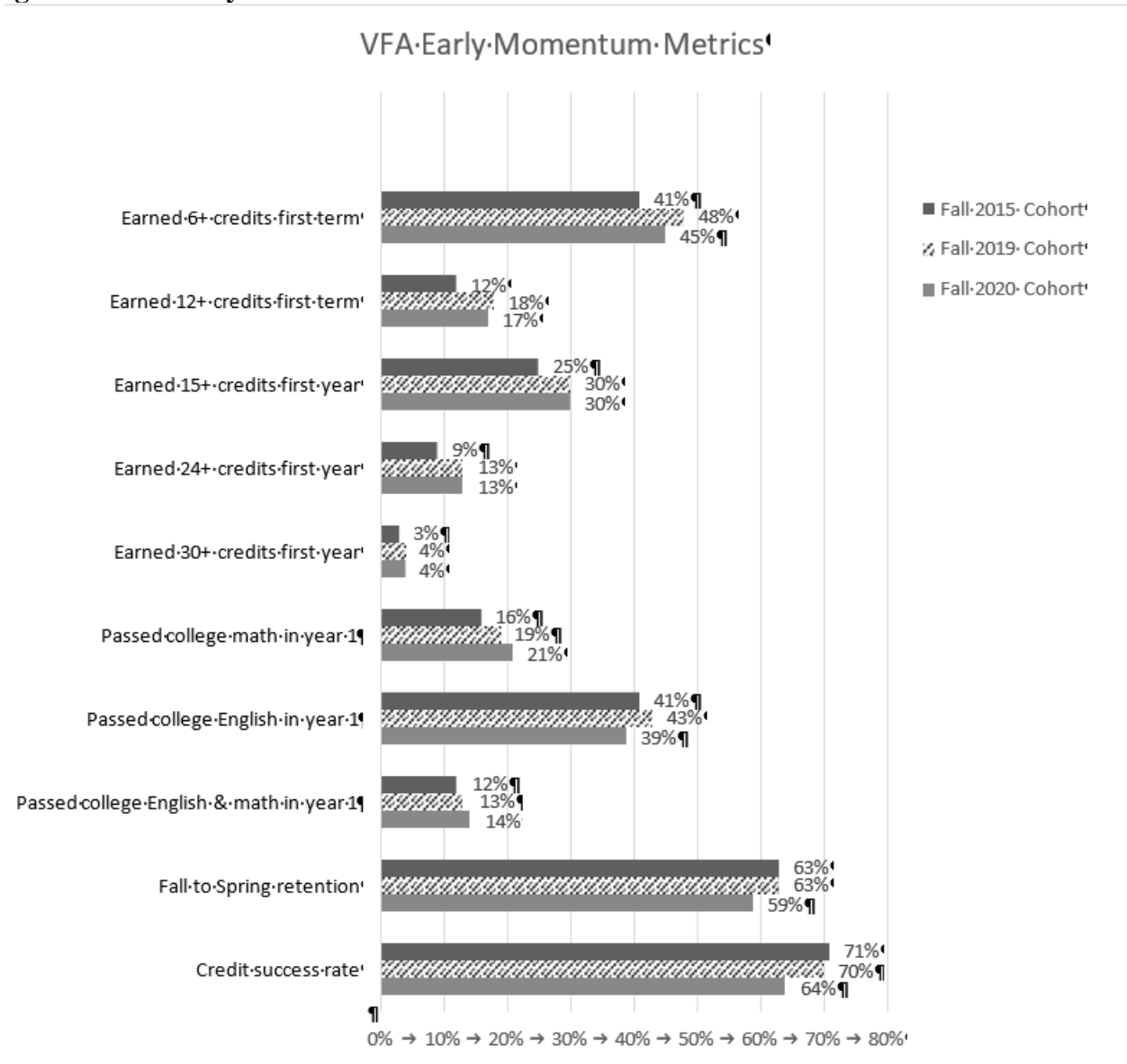
Early Momentum Metrics: Post-Secondary Data Partnership (PDP)
The postsecondary data partnership examines credit accumulation in a slightly different way. While VFA looks for total credits accumulated regardless of enrollment intensity, the PDP sets credit accumulation goals based on students' full-time or part-time status. Below we see that overall, credit accumulation looks better at the 12 and 24 credit level on this metric than on the VFA in 2019 and 2020, with about one quarter of students achieving the credit accumulation goal. When we examine the disaggregated data, we see substantial differences in outcomes. For the current report, we focus on disaggregating by race/ethnicity.

However, the PDP dashboard allows disaggregation for a variety of student characteristics (e.g., college readiness status, first-generation status, Pell status, etc.)

Caution: Small population sizes for American Indian/Alaska Natives and Native Hawaiian or Other Pacific Islanders often result in large percentage changes associated with relatively small changes in counts.

Table 2. PDP: Credit Accumulation in the First Year

PDP Early Momentum Metric	2018 Cohort	2019 Cohort	2020 Cohort	1-year Change
Earned 12 (part-time) / 24 (full time) credits	**24%**	**23%**	**24%**	**1%**
Hispanic/Latino	29%	26%	29%	2%
African American/Black	17%	18%	16%	-1%
American Indian/Alaska Native	35%	27%	9%	-18%
Asian	26%	26%	38%	12%
Native Hawaiian or Other Pacific Islander	10%	31%	N/A	N/A
White	28%	27%	29%	2%
Two or More Races	26%	24%	20%	-4%
Unreported	16%	13%	18%	5%

For the past three cohorts for which the PDP has data, the rate of completing gateway credit courses in English and math during the first year of enrollment have remained steady or increased. In English, the overall rate of successful course completion was stable at about one-third (33%). In math, the rate dipped from 2018 to 2019, then rebounded and exceeded the 2018 value in 2020. However, the rate of completing mathematics remained below one-fifth of the cohort in each year, topping out at 16% in the 2020 cohort. Among students who needed to complete both English and Math, around 10% of each cohort did so in their first year at CCBC.

Table 3. Gateway Course Completion in the First Year: English

PDP Early Momentum Metric	2018 Cohort	2019 Cohort	2020 Cohort	1-year Change
Passed college English in year 1	**32%**	**33%**	**33%**	**0%**
Hispanic/Latino	38%	41%	42%	1%
African American/Black	32%	34%	30%	-4%
Amer Indian/Alaska Native	26%	56%	N/A	N/A
Asian	32%	33%	44%	11%
Native Hawaiian or Other PI	33%	36%	N/A	N/A
White	31%	30%	33%	3%
Two or More Races	37%	42%	35%	-7%
Unreported	21%	18%	21%	3%

Table 4. Gateway Course Completion in the First Year: Mathematics

PDP Early Momentum Metric	2018 Cohort	2019 Cohort	2020 Cohort	1-year Change
Passed college math in year 1	**14%**	**12%**	**16%**	**4%**
Hispanic/Latino	18%	16%	16%	0%
African American/Black	8%	8%	12%	4%

PDP Early Momentum Metric	2018 Cohort	2019 Cohort	2020 Cohort	1-year Change
Amer Indian/Alaska Native	16%	4%	N/A	N/A
Asian	21%	19%	29%	10%
Native Hawaiian or Other PI	0%	9%	N/A	N/A
White	17%	14%	18%	4%
Two or More Races	16%	17%	23%	6%
Unreported	8%	4%	13%	9%

Table 5. Gateway Course Completion in the First Year: Both English and Mathematics

PDP Early Momentum Metric	2018 Cohort	2019 Cohort	2020 Cohort	1-year Change
Passed college English & math in year 1	**9%**	**9%**	**11%**	**2%**
Hispanic/Latino	14%	11%	14%	3%
African American/Black	6%	6%	8%	2%
Amer Indian/Alaska Native	17%	4%	N/A	
Asian	15%	12%	23%	11%
Native Hawaiian or Other PI	0%	9%	N/A	
White	11%	9%	12%	3%
Two or More Races	12%	13%	11%	-2%
Unreported	4%	3%	8%	5%

During the pandemic, students passed fewer of their attempted credits in their first year at CCBC than in the pre-pandemic years. The credit success rate has trended downward since 2019 but dropped from 74% in the 2018 cohort to 66% in the 2020 cohort.

Table 6: Course Success Rate of First-Year Students

PDP Early Momentum Metric	2018 Cohort	2019 Cohort	2020 Cohort	1-year Change
Credit success rate (Year 1)	**74%**	**72%**	**66%**	-6%
Hispanic/Latino	70%	70%	64%	-6%
African American/Black	65%	63%	56%	-7%
Amer Indian/Alaska Native	82%	76%	41%	-35%
Asian	80%	79%	78%	-1%
Native Hawaiian or Other PI	57%	78%	N/A	N/A
White	82%	79%	75%	-4%
Two or More Races	68%	67%	62%	-5%
Unreported	76%	71%	55%	-16%

Retention to the next semester for first year students who started at CCBC in fall trended slightly downward overall with 65% of the 2020 cohort returning for spring. Between 2019 and 2020 more racial/ethnic groups experienced a retention decline than a retention gain.

Table 7. Fall to Spring Retention of First-Year Students

PDP Early Momentum Metric	2018 Cohort	2019 Cohort	2020 Cohort	1-year Change
Fall to Spring retention	**68%**	**67%**	**65%**	-2%
Hispanic/Latino	72%	76%	68%	-7%
African American/Black	65%	63%	59%	-5%
Amer Indian/Alaska Native	69%	77%	45%	-31%
Asian	81%	75%	79%	4%
Native Hawaiian or Other PI	60%	N/A	N/A	N/A
White	68%	67%	69%	2%
Two or More Races	61%	67%	60%	-7%
Unreported	47%	51%	59%	8%

For students in their first year at CCBC, retention to the next school year shows a more stable pattern than next semester retention. However, the value is substantially lower than next semester retention. The 1-year retention rate trends around 50%.

Table 8. Fall to Fall Retention of First-Year Students

PDP Early Momentum Metric	2018 Cohort	2019 Cohort	2020 Cohort	1-year Change
1-year retention	**50%**	**52%**	**49%**	-3%
Hispanic/Latino	49%	56%	48%	-8%
African American/Black	46%	48%	44%	-4%
Amer Indian/Alaska Native	50%	54%	27%	-27%
Asian	63%	64%	64%	0%

Native Hawaiian or Other PI	40%	N/A	N/A	N/A
White	51%	51%	51%	0%
Two or More Races	45%	57%	40%	-17%
Unreported	41%	34%	35%	1%

CCBC Internal Retention Analysis

While the VFA and PDP provide powerful data that is easily visualized, disaggregated, and benchmarked against other institutions, there is a lag between the current year and the cohort of data presented in reports and dashboards. For faster results and to assess metrics for returning students, CCBC's office of Planning, Research and Evaluation prepares information on retention and course success each Fall and Spring for the entire Credit student body. The retention values we get when we include all students who attended in the fall semester and returned in the spring vary somewhat from the values when only students who are in their first year and new to CCBC are included.

CCBC's internal analysis shows a similar retention pattern of where next semester retention was at 63% for Fall 2018 students and declined in the pandemic years. Retention stabilized in for Fall 2022 students, and current data for 2023 suggest a retention rebound is occurring.

Table 9. Next Semester Retention: All Students

CCBC Internal Analysis	F18-S19	F19-S20	F20-S21	F21-S22	F22-S23	1-year Change
Next Semester Retention	**63%**	**63%**	**60%**	**59%**	**59%**	0%
Hispanic/Latino	62%	67%	60%	61%	63%	2%
African American/Black	61%	60%	57%	54%	54%	0%
Amer Indian/Alaska Native	69%	71%	68%	52%	60%	8%
Asian	67%	66%	65%	64%	66%	2%
Native Hawaiian or Other PI	60%	55%	60%	56%	58%	2%
White	64%	65%	63%	63%	62%	-1%
Two or More Races	63%	60%	58%	59%	61%	2%
Unreported	61%	54%	57%	53%	58%	5%

One-year retention rates have remained in the low 40% range for the past four years. The pandemic effect was not as substantial overall or within racial/ethnic groups. Most group's rates vary by only a few percentage points between Fall 2019 and Fall 2020.

Table 10. 1-Year Retention: All Students

CCBC Internal Analysis	F18-F19	F19-F20	F20-F21	F21-F22	1-year Change
1-year Retention	**43%**	**43%**	**41%**	**40%**	-1%
Hispanic/Latino	46%	46%	43%	43%	0%
African American/Black	41%	43%	39%	37%	-2%
Amer Indian/Alaska Native	51%	43%	50%	38%	-12%
Asian	48%	48%	48%	44%	-4%
Native Hawaiian or Other PI	46%	49%	43%	37%	-5%
White	43%	42%	41%	41%	0%
Two or More Races	44%	45%	36%	39%	3%
Unreported	40%	40%	38%	36%	-2%

When we examine course pass rate using all CCBC courses and include all credit students, we see similar pass rates in Fall 2018-Fall 2020 as in the PDP data, but the additional data available in the pandemic years shows a rebound in course success after the first year of the pandemic. However, rates are still lower overall and for all racial/ethnic groups in the Fall 2022 population than in Fall 2018.

Table 11. Course Pass Rate: All Courses, All Students

CCBC Internal Analysis	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022	1-year Change
Course Pass Rate	**78%**	**76%**	**67%**	**71%**	**73%**	2%
Hispanic/Latino	76%	75%	65%	69%	71%	3%
African American/Black	71%	69%	59%	62%	66%	4%
Amer Indian/Alaska Native	82%	81%	63%	64%	71%	7%
Asian	85%	83%	75%	78%	78%	0%
Native Hawaiian or Other PI	71%	59%	85%	79%	64%	-15%
White	83%	82%	75%	80%	81%	1%
Multiple Races	75%	74%	62%	68%	67%	0%
No Information	82%	79%	69%	66%	76%	11%

Completion: Post-Secondary Data Partnership (PDP)

The tables below show the completion rates at 2 years, 3 years, and 4 years. In the context of full-time enrollment, these are considered the "on-time," "time and a half or 150%", and "double time or 200%" completion rates. The data show a relatively stable overall completion rate at each time point, but a progressively higher rate as more time progresses. Part time enrollment contributes greatly to this trend. Many of the two-year colleges against which we a benchmarked have much lower part-time student populations and tend to have two-year completion rates that mirror CCBC's four-year rate. With less than half of our students earning six or more credits in their first term, if that trend continues, we would need a 6- year metric to capture the maximum

completion rate with respect to time. The PDP will allow for 6-year completion rate calculation in the dashboard that becomes available in Fall 2023.

The data below shows 2-year completion rates below 15%, 3-year rates at 20%, and 4-year rates just over 25%. There are substantial differences between racial/ethnic groups that get larger as time progresses. The rate at which student transfer and the number of credits completed prior to transfer may be contributing to these gaps.

Table 12. Two-year Completion Rate

PDP Completion Data	F16 Cohort	F17 Cohort	F18 Cohort	F19 Cohort	F20 Cohort	1-year Change
Two-Year Completion Rate	**11%**	**12%**	**12%**	**13%**	**12%**	-1%
Hispanic/Latino	8%	11%	11%	12%	8%	-4%
African American/Black	7%	9%	10%	11%	10%	-1%
Amer Indian/Alaska Native	6%	9%	19%	11%	9%	-2%
Asian	16%	12%	13%	14%	16%	2%
Native Hawaiian or Other PI	7%	0%	5%	0%	0%	0%
White	15%	16%	14%	15%	15%	0%
Multiple Races	9%	10%	10%	10%	8%	-2%
No Information	11%	16%	10%	18%	11%	-7%

Table 13. Three-Year Completion Rate

PDP Completion Data	F16 Cohort	F17 Cohort	F18 Cohort	F19 Cohort	1-year Change
Three-Year Completion Rate	**20%**	**20%**	**20%**	**20%**	1%
Hispanic/Latino	17%	18%	19%	19%	-1%
African American/Black	12%	14%	15%	15%	1%
Amer Indian/Alaska Native	17%	9%	23%	15%	-8%
Asian	27%	22%	24%	24%	0%
Native Hawaiian or Other PI	33%	0%	10%	23%	14%
White	27%	27%	25%	26%	1%
Multiple Races	16%	17%	21%	17%	-3%
No Information	18%	24%	17%	23%	7%

Table 14. Four-Year Completion Rate

PDP Completion Data	F16 Cohort	F17 Cohort	F18 Cohort	1-year Change
Four-Year Completion Rate	**26%**	**27%**	**26%**	-1%
Hispanic/Latino	24%	24%	25%	1%
African American/Black	17%	19%	19%	0%
Amer Indian/Alaska Native	17%	18%	35%	16%
Asian	34%	33%	33%	1%
Native Hawaiian or Other PI	40%	6%	10%	4%
White	35%	35%	32%	-3%
Multiple Races	22%	22%	26%	4%
No Information	24%	27%	24%	-4%

CENTER FOR THE EXCELLENCE IN TEACHING AND LEARNING ASSESSMENT

Prepared By:
Dallas Dolan Ph.D.

June 2023

Overview

The CCBC Center for Excellence in Teaching and Learning (CETL) is tasked with providing professional learning activities for all full-time and adjunct faculty members at CCBC. The Center is headed by a full-time administrator, the Assistant Dean for Faculty Training & Development, who reports to the Assistant Vice President of Academic Affairs. Working under Dr. Dolan's supervision are a number of faculty members who, on reassignment or for college service, focus on specific areas of faculty development such as Culturally Responsive Teaching and Learning (two faculty), Writing in the Disciplines and Across Curricula (one faculty) Global Education (four faculty) faculty learning communities (three faculty) and Teaching Squares (two faculty). The work of the Teaching Learning Roundtable and its three subcommittees are also areas of responsibility for Dr. Dolan, as is the work of the High Impact Practices Leadership Committee.

Dr. Dolan oversees the Centers for Adjunct Faculty Engagement on the Essex, Catonsville, and Dundalk Campuses, which employ part-time program assistants at each site to support adjunct faculty. Adjunct faculty teach approximately half of all credit courses and almost all continuing education courses at CCBC. The program assistants are responsible for clear, regular, and targeted communication to adjunct faculty members college-wide, including communication about the numerous opportunities for faculty professional learning at the college.

According to registration records in Banner in the academic year 2022-23 the Center for Excellence in Teaching and Learning served 1,669 faculty attendees (duplicated) in workshops and seminars including Fall Focus, the Winter Adjunct Conference and the Teaching and Learning Fair as well as in a variety of smaller events; 91 events in total and all with internal presenters. This speaks to the very talented faculty and staff at CCBC and their dedication to both their own professional development and that of their colleagues.

Additionally, several groups engage in semester-long or year-long professional development opportunities. The President's Leadership Academy had a total of 19 members this academic year, and the New Faculty Learning Community had a total of 24 members.

In this year's report I will highlight several areas, including the new collaboration with the **Association of College and University Educators** (ACUE), **Teaching Squares** and **Culturally Responsive Teaching & Learning**.

Effective Teaching Practices Course through ACUE

CCBC partnered with ACUE in the fall of 2022 to bring the Effective Teaching Practices course to our full-time faculty. This course was selected for being online, in-depth, and providing a cohort model of faculty development focused on evidence-based practices in the classroom. ACUE believes, as we do at CCBC, that faculty members play a pivotal role in the success of college students. By partnering with higher education institutions nationwide, ACUE supports and credentials faculty members in the use of evidence-based teaching practices. Faculty members who complete ACUE courses earn a Certificate in Effective College Instruction, endorsed by the prestigious American Council on Education (ACE). ACE equate this course with a 3-credit graduate level course. CCBC's Equivalency Committee has also approved 3 credits of equivalency for completion of this course, applicable toward promotion.

Thirty-three full-time faculty were accepted into this pilot cohort. The faculty represented both early career faculty and those with more than 20 years of experience. These faculty members worked through ACUE's 25- week course, and thirty completed and earned the Certificate of Effective College Instruction. On the way to this goal, the faculty members in this cohort earned 758 badges for completion of weekly modules. These numbers reflect the commitment of CCBC faculty members to enhancing their teaching skills and implementing evidence-based practices to improve student engagement, retention, and learning.

Methodology

ACUE utilizes a rigorous six-level evaluation approach, which draws inspiration from Kirkpatrick and Kirkpatrick's industry training model (2007) and is adapted for educational settings based on Guskey's (2000) and Hines's (2011) applications. The evaluation levels are as follows:

- Level 1: Faculty Engagement
- Level 2: Faculty Learning
- Level 3: Faculty Implementation
- Level 4: Student Engagement
- Level 5: Course-Level Student Outcomes
- Level 6: Institutional Outcomes

The feedback CCBC received from ACUE focused on the first three levels, providing insights into faculty engagement, learning, and implementation of evidence-based practices among the first cohort of 30 ACUE completers. Their feedback on this group of CCBC faculty is summarized below.

Level 1: Faculty Engagement

The results of the faculty engagement survey are highly encouraging, indicating a positive experience and satisfaction with the ACUE course:

93% of faculty members would recommend the ACUE course to a colleague.

93% of faculty members found the modules helpful in refining their teaching practice. 89% of faculty members reported that the course content was relevant to their work.

These findings demonstrate that faculty members value the ACUE course and perceive it as a valuable resource for their professional development.

Level 2 & 3: Faculty Learning & Implementation:

The ACUE course has significantly impacted faculty members' knowledge of evidence-based teaching practices and their ability to implement them effectively:

On average, course-completers learned sixty new practices and gained further understanding of 120 existing practices. Course-completers plan to implement an additional 70 practices, showcasing their commitment to incorporating evidence-based techniques into their teaching.

Moreover, across all course-takers, an average of 2.4 new practices were learned per module, while 4.8 practices were further explored. Additionally, faculty members implemented an average of 0.8 practices per module and expressed intentions to implement 2.8 practices moving forward. These outcomes highlight the successful integration of evidence-based practices into teaching methodologies, illustrating the positive impact on instructional quality.

Beliefs about Teaching

Faculty beliefs about teaching were also positively impacted by the ACUE experience. Before the course 63% of faculty felt confident of their use of research to inform classroom practice, at the conclusion of the course 89% were confident in this area.

Beliefs about Students

Following completion of the course, faculty members reported an increased agreement with the following statements:

89% agree that instructors can influence how students perceive their intelligence (compared to 78% before).

100% agree that helping students become better learners is part of their role as instructors (compared to 96% before).

These shifts in beliefs demonstrate that the ACUE course has not only provided faculty members with practical strategies but has also fostered a deeper understanding of their impact on student learning and development.

Course Competencies

Upon completing the course, faculty members reported increased confidence in utilizing evidence-based practices across various competencies, including:

- Designing an Effective Course and Class (+36% change) Establishing a Productive Learning Environment (+29% change) Using Active Learning Techniques (+28% change)
- Promoting Higher Order Thinking (+25% change)
- Assessing to Inform Instruction and Promote Learning (+30% change)

The reported gains in confidence signify the successful acquisition of skills and knowledge necessary for creating an engaging and effective learning environment.

Example Reflections

The ACUE Effective Teaching Practices course places a high value on faculty reflecting on their classroom teaching practices. At the end of the course, faculty were asked to reflect on their experience in the ACUE course. Here are examples of those reflective statements:

"I am a content specialist and I have never completed a course on teaching. This was an eye-opening experience for me. I was able to implement what I learned in the course, and it made a positive impact on my classes. I enjoy lecturing; however, the 21st-century student wants to engage more in activities and decision-making and I've enjoyed including them into the learning process."

"Thanks for the great experience. I am grateful to have professional development that is truly related to what I do. Overall, I really enjoyed this experience. The course is well laid out, easy to navigate, and the workload is reasonable. Most of the practices I implemented were well received by students and I look forward to implementing additional practices that I did not have a chance to implement while taking this course. I would recommend this course to colleagues, especially adjunct professors looking for highly effective professional development."

Teaching Squares

Co-chairs: Radhakrishnan Palaniswamy (Krish) & Sonya Smith

Teaching Squares, a professional development program for faculty, has continued to offer insightful, practical ways for faculty to improve their teaching while building community. Teaching Squares involves four (or three for a triangle) faculty members who team up to visit and observe their partners' classes—not to evaluate, but to inform their own teaching by observing colleagues teach. These non-evaluative classroom observations form the basis for discussion at the end-of-semester event called the All-Square Share. As you will see from the following table, Teaching Squares has waxed and waned in popularity in its six years of existence at CCBC. One of the difficulties has been advertising for this program. The current co-chairs worked on increasing the messaging for the program this year, with good results.

Teaching Squares Semester Data						
Semester	# Of applicants	# Of squares	# Of triangles	# Of participants completing the program	Campuses represented	Methods of advertising program
Fall 2017		4	2	22		
Spring 2018		4	0	16		
Fall 2018	16	2	2	14	C, D, E, O	
Spring 2019	14	2	2	12	C, D, E	
Fall 2019	15	3		12	C, E, O	
Spring 2020	20	4	2	6	C, E, O	
Fall 2020	8	2		8	C, E, O	
Spring 2021	14	2	2	14	C, D, E, O	
Fall 2021	0	0	0	0	0	Share Point
Spring 2022	7	1	1	7	C, D, E, O	
Fall 2022	7	1	1	6	C, D, E, O	Fall Focus
Spring 2023	15	1	3	15	C, D, E, O	Daily Post/SharePoint, BCJL School Meeting, Adjunct Conference, CETL Professional Development newsletter.

Key: C – Catonsville, D – Dundalk, E – Essex, O – Owings Mills

In fall 2022, there were seven applicants with one square and one triangle for TS 1.0. The campuses represented were Catonsville, Dundalk, Essex, and Owings Mills. There were two instructors, four assistant professors, and one associate professor.

In spring 2023, 15 applicants (including us – Krish, and Sonya) had one square and three triangles for TS 1.0. The campuses represented were Catonsville, Dundalk, Essex, and Owings Mills. The squares were formed primarily by campus, to facilitate coordination among participants. There were four instructors, seven assistant professors, and two associate professors.

During the 2022-2023 year, the following schools were represented by the Teaching Squares participants:

- School of Continuing Education
- School of Business, Technology and Law
- School of Arts and Communication
- School of Mathematics and Sciences
- School of Wellness, Education, Behavioral, and Social Sciences

The participants visited their colleagues' classrooms either onsite or virtually. During the final reflections meeting at the end of each semester, the members discussed their experiences and shared what they learned from their colleagues. During one of these meetings, a participant summed it up by saying: "I will be a better professor next term."

Goals for next year include making new iterations of the program available to meet the needs of Teaching Squares' alumnae. In addition, we will develop and execute a marketing plan designed to further increase the number of participants.

The year 2022-2023 has been a year of growth in terms of enrollment for the Teaching Squares program. This professional development program continues to provide opportunities for faculty to improve their teaching and build community.

Culturally Responsive Teaching & Learning

In this period Maura Hill and Jadi Omowale continued as co-directors of the CRTL program. Members of the Advisory Committee joined them as facilitators throughout this period and provided invaluable support. During this period Maura moved to conference chair and Jadi organized the Institute (one day pre-conference). At the end of spring 2023, with Jadi's retirement, Maura moved into leadership of the program and Andre Ifill and Denise Parker applied for and were selected to receive reassigned time as part of the leadership team.

Highlights of this period include a second successful hybrid annual CRTL conference and conference institute, and a well-attended face-to-face winter student seminar. There were no new modules, however, we continued to revise and update our established modules especially *What Does CRTL Look Like?* At year's end, we developed a new presentation, not quite a module, on the value and use of reflections. Most training workshops were held in virtual format.

The end of the Mellon Humanities Grant will have a significant impact on CRTL's student programming, as we have come to rely on those funds to provide stipends to students who attend the CRTL Winter Student Workshop and to support student attendance at the annual conference. Our goal for the next academic year is to seek out alternate sources of those funds.

CETL Workshops

In the 2022-2023 academic year, we held four, two-hour, virtual workshops through CETL, training a total of 25 people. A total of six stipends of $75 each were issued to participants who submitted reflections for these workshops. The modules presented were: Using RAVEN to Combat Implicit Bias and Microaggressions, Facing Whiteness, Using Cognitive Dissonance as an Equity Tool, and What does CRTL Look Like?

Human Resources Professional Development

We held six, two-hour, virtual workshops through Human Resources, training a total of thirty-six people. Modules presented were: Using RAVEN to Combat Implicit Bias and Microaggressions (twice), Meanings of Culture and Race (twice), Social Capital, and Overcoming Stereotype Threat.

Other CCBC Workshops

We presented workshops to the following CCBC audiences: Fall Focus (18), Teaching Learning Fair (24), New Faculty Learning Community (19), Winter Adjunct conference (3), President's Leadership Academy (15), and Professional Development Conference (6), President's Diversity, Equity and Inclusion Advisory committee (35) for a total of 102 people.

Outside Audiences

In addition to the work the CRTL program does to train the CCBC community, we also presented our workshops to external partners, including at two national conferences:

- Maryland Cultural Proficiency Conference (31)
- Courageous Conversations National Summit (80)
- BCPS Educators Rising Conference (21)
- AAC&U Conference on Diversity, Equity and Student Success (50)
- Johns Hopkins University--Four-workshop series (48)**

**This is the last year of the Mellon Humanities Grant. We have had a conversation with Kelly Clark from JHU about continuing our partnership with her office. She will investigate other sources of funding.

CRTL Annual Conference

The 8th Annual Culturally Responsive Teaching and Learning Conference took place on Thursday, April 20 and Friday, April 21, 2023. A pre-conference training institute took place on Wednesday, April 19.

The conference theme was CRTL: Hearts, Minds and Voices in Action—a Contemplative Journey. The conference keynotes were Dr. Laura Rendon, Professor Emerita, University of Texas-San Antonio and Stephanie Briggs, owner of *Be. Still, Move.* Dr. Rendon spoke about her theory of sentipensante pedagogy and a new dream for education. Stephanie Briggs spoke about connecting contemplation, mindfulness, and educational practice.

This year's conference was offered in hybrid format, via Zoom Events and in-person components at the Maritime Conference Center in Linthicum, Maryland. The pre-conference institute took place in-person.

The conference schedule included four plenaries and 26, seventy-five-minute breakout sessions. Presenters included faculty and students from CCBC and other colleges throughout the region and nation.

Registration: 293 persons were in attendance across the pre-conference institute and two conference days

Modalities: Working with Stephen Kabrhel, we were able to use Zoom Events again this year at no charge, due to a billing miscommunication from last year. Alexis Brown set the Zoom Events sessions up and provided technical assistance for both in-person and virtual attendees. We had technical difficulties prior to the conference days with loading some information (images, mainly) to the Zoom Events site. During the conference, technical difficulties from the presenters interfered with some breakout sessions. We did not have as many reported problems from virtual participants as we did last year.

Virtual rooms: This year, we again hired Blue Rock Productions for video recording and telecasting of all the plenaries held in the auditorium. This allowed virtual participants to attend the keynotes and two special panels via Zoom Events. The plenaries were recorded to be shared later.

We used the same set-up for creating a hybrid conference as we did last year: in the breakout rooms, the CRTL Advisory Committee members were assigned as volunteers in each room with a laptop and webcam that was used to manage the virtual attendees. All breakouts were recorded and the links made available for attendees for one month.

Students: Each year since its inception, the CRTL's conference has invited CCBC students. This year, since the Mellon Grant funding was no longer available, we agreed to split the cost of student support among the CRTL Foundation account, the Office of Instruction and the CCBC Foundation. We had 49 students attend the conference, with 21 students participating as co-presenters.

CRTL Student Trainings

We continue our intentional outreach directly to students in collaboration with Student Engagement. In the fall, we presented Overcoming Stereotype Threat to 39 members of student leadership. In the spring, Professors Andre Ifill and Damon Krometis, members of the Advisory Committee, presented Social Capital and Learning to 20 students in the Second Year Symposium.

In January, we held the Fourth Annual CRTL Student Winter Workshop. Sixteen students attended in-person, each receiving a $250 stipend. We requested funding from the Mellon Grant again this year, but the remaining grant money had already been allocated. We were able to pay the student stipends from the CRTL Foundation Account. Student Engagement gave us $1000 to pay for the Sodexo lunches for the week. Professors Andre Ifill and Kris Messer helped to

facilitate the workshop. Our attendees created an affirming and welcoming space to discuss their experiences of their own cultures and the cultures they encountered at CCBC. A highlight of the week was when our students were able to share their ideas and experiences with Dr. Kurtinitis, who joined us via TEAMS. This group was very cohesive and has kept in touch via group chat and an on-campus meet-up.

Members of this group also presented at the 8th Annual CRTL Conference in a panel discussion about the workshop.

CRTL Summer Seminar

To accommodate Jadi's retirement date of June 15, the summer seminar was held over 5 days in June for a total of twenty contact hours. Four faculty participants engaged in learning from the following modules: the *Meanings of Culture and Race*, *Mindsets and Culture*, *What Does CRTL Look Like?*, *Social Capital and Learning*, and

Cognitive Dissonance. They participated in courageous conversations with their faculty colleagues and completed two reflective essays, as well as a capstone project proposal that reflected how they will implement what they have learned in their area of responsibility at CCBC.

CRTL Advisory Committee

Our Advisory Committee members give their time in support of CRTL efforts throughout the academic year. We currently have an Advisory Committee of twenty-four members from faculty and staff across the schools and departments. In Fall 2022 we met twice and twice in Spring 2023. Several of our committee members have co- facilitated workshops. The Advisory Committee members also play a key role in the success of the CRTL Conference and Institute. One of the spring meetings is an annual retreat. This year there were twelve attendees at the Maritime Conference Center, where the Advisory Committee brainstormed for new initiatives for next academic year, including efforts to reconnect with CRTL alumni and reinvigorate their training and pedagogy.

Members of the Advisory Committee also contributed to the development of a Student Perceptions of CRTL Teaching Practices Survey. A pilot survey was administered by members of the committee to their students in the spring for validation. The survey is ready to be fully administered to students in Fall 2023.

Summary

These snapshots of three different professional learning areas within CETL, along with the total number of faculty impacted by training offered through CETL communicates the successes of the professional learning offered to CCBC faculty and staff, and in some cases students.

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