

General Education & UMBC

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"Our students... are amazingly hungry for the knowledge" and know that "nothing takes the place of hard work," explains UMBC President Freeman Hrabowski. "We are the House of Grit. Hard work makes the difference."

Grit & Greatness at UMBC

A Few Details about UMBC's Students, Faculty, and Programs

Student Enrollment

- Total Enrollment: 13,839
- Undergraduate: 11,243
- Graduate: 2,596
- Full-time: 10,752
- Part-time: 3,087

Freshman Class Profile

- First-time freshmen: 1,559
- Living on campus: 75%
- Average GPA: 3.78
- Average SAT: 1210 (2-part), 1792 (3-part)

Faculty & Staff

- 527 Full-time faculty
- 298 Part-time faculty
- 1,288 staff

Undergraduate Tuition, Fees, Room & Board

- Resident Tuition & Fees: \$11,006
- Non-Resident Tuition & Fees: \$23,770
- Room & Board: \$11,454

Academic Programs

- Undergraduate: 55 majors, 35 minors, and 24 certificates, in the arts, engineering and information technology, humanities, sciences, pre-professional studies and social sciences.
- Graduate: 41 master's degree programs, 24 doctoral degree programs and 24 graduate certificate programs.



UMBC General Education Functional Competencies

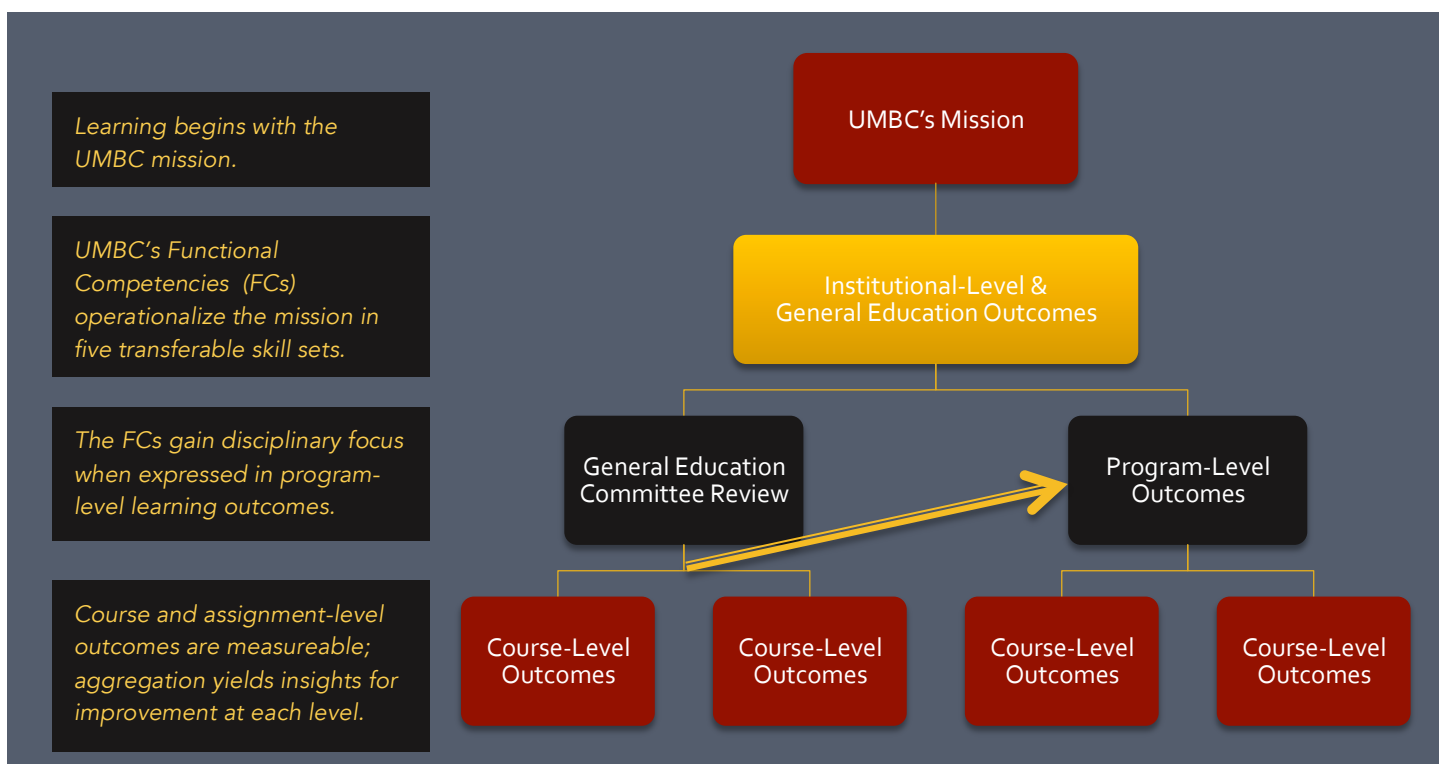
The Functional Competencies express UMBC's mission in cognitive capacities that students need to effectively contribute to society:

- Oral and Written Communication
- Scientific and Quantitative Reasoning
- Critical Analysis and Reasoning
- Technological Competence
- Information Literacy



Vertical Alignment & Closing the Loop

How UMBC Links Institutional, Program, and Course Outcomes & Processes



Each level of learning outcomes nests within the level above: at the higher levels, outcomes are general, transferable skills; at the lower levels, outcomes are specific, discipline-focused iterations of these skills.

Alignment

Achieving integrated learning across programs requires aligning levels as illustrated in the figure above. Alignment allows faculty to aggregate learning data across assignments and courses, discuss the results with colleagues, and devise course-level interventions.

Processes

Built-in processes ensure that General Education courses are regularly assessed and results are shared at each level. Chairs aggregate data across programs, report on General Education courses, and analyze for program-level interventions. Deans aggregate program data for

discussion at the institutional level alongside data from co-curricular divisions and the General Education Committee.

Integration manifests in meetings of the Council of Deans and Assessment Committee, where academic leaders discuss and apply institutional-level learning results. Further, the Academic Program Review process incorporates assessment planning and reporting on results.

Professional Development

UMBC's Faculty Development Center offers regular programs on best practices in learning

assessment along with consultations and resources.

Links for More Details

- UMBC Mission: <http://about.umbc.edu/>
- 2009 UMBC Assessment Plan: http://www.umbc.edu/provost/Assessment_Plan_Outline_2009.pdf
- Functional Competencies: http://fdc.umbc.edu/files/2015/02/General_Education_Competencies_0805.pdf
- General Education Assessment Process: http://www.umbc.edu/provost/General_Education_Assessment-A_Streamlined_Process.pdf