



UNIVERSITY *of* MARYLAND
BALTIMORE

Best Practices in Assessment Group

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April 1, 2025

Meeting Objectives

Updates and
Announcements

MSCHE Self-Study Status
Other



Discuss

Site Visit Preparation: Role for BPAG & Assessment
Community



Incorporate

Sharing of Best Practices on BPAG Agenda

- MSCHE Status
- Other - All

- MSCHE Status
- Other - All





MSCHE Update

[2025-middle-states-self-study-report](#)



Self-Study
Status

Site Visit
(April 6-9,
2025)

Next Steps

BPAG, ILO and APAIR References in Self-Study

Page 11 - Executive Summary – Institutional Effectiveness Institutional Priority – ILOs, APAIR, BPAG

Page 14 - Executive Summary – Educational Effectiveness Assessment – Documentation and standardization of assessment activities

Page 37 - Standard II – Ethics and Integrity – ILOs, APAIR

Page 48 - Standard III – Design and Delivery of the Student Learning Experience – ILOs, SLOs, APAIR call-out.

Page 67 - Standard V – Educational Effectiveness Assessment (EEA) – ILOs

Page 68 - Standard V – EEA - Integration of University Processes Supporting Institutional Effectiveness diagram

Page 69 - Standard V – EEA – APAIR, Accreditation and Assessment Unit, BPAG

Page 74 - Standard V – EEA – Opportunities for Improvement – Promote APAIR reporting system among administrators for increased data transparency

Page 90 - Standard VI – Planning, Resources, and Institutional Improvement – Evaluation and assessment activities undertaken on a regular basis

Page 91 - Standard VI – Opportunities for Improvement – Coordinate assessment activities by developing centralized method for administering and analyzing assessments (AdPAIR)

Standard II – Ethics and Integrity

*Criterion 8a: An accredited institution demonstrates compliance with all applicable federal, state, and Commission reporting policies, regulations, and requirements to include reporting regarding the full **disclosure of information on institution-wide assessments**, graduation, retention, certification and licensure or licensing board pass rates.*

Question: How are institution-wide assessments and attainment of institutional learning outcomes communicated to campus stakeholders?

IESPA Website: [institutional-learning-outcomes](https://www.iespa.org/institutional-learning-outcomes)

Standard III – Design and Delivery of the Student Learning Experience

Criterion 8: An accredited institution demonstrates periodic assessment of the effectiveness of programs providing student learning opportunities.

Question: APAIR is described as a tool used by faculty and program directors to identify institutional learning outcomes, student learning outcomes, program performance indicators, and program operation goals relevant to each degree or certificate program and define the milestones or metrics to evaluate each of those goals. **What are examples (evidence) of how APAIR has been used to improve institutional and student learning outcomes and improve measurable performance for specific degree programs?**

Standard V – Educational Effectiveness Assessment

1. The self-study indicated that assessments occur, but the evidence documents did not actually include evidence beyond document titles. Please provide evidence of assessments occurring in these programs.
 - a. For SOL, for example, the evidence in the Self Study consisted of excerpts from policies requiring assessments (e.g., compliance with ABA Standard 315), but no actual evidence of an assessment appears to have been submitted.
 - b. For SOD and SOM, copies of blank templates and policies were submitted, but no actual evidence of an assessment appears to have been submitted either.
 - c. For SSW, the assessment was limited to assurance of fulfillment of objectives with no accompanying analysis.
2. The Self Study references recommendations made by the Best Practices in Assessment Group (p.69). Please provide evidence of such recommendations or indicate which existing document in the evidence inventory contains this information.
3. The Self Study (p.69) references an APAIR dashboard and web portal. Please provide a login for (or screenshots of) this portal. More information about how it is used would be helpful.

Standard V – Educational Effectiveness Assessment

4. The Self Study (p.70) states, “Teaching evaluation surveys provide valuable information about ways the course could be improved...” Please provide evidentiary examples of how such survey results have specifically been used or indicate which existing document in the evidence inventory contains this information.

5. The Self Study (p. 70) states that “program directors use several forms of outcome data to assess overall educational effectiveness... [and] typically review this data.... during annual retreats... to identify issues that require additional attention.” Please provide evidentiary examples of such activities, such as a copy of presentations made at such retreats or retreat agendas or indicate which existing document in the evidence inventory contains this information.

6. The self-study (p 73) indicates that “School of Dentistry’s associate dean of academic affairs recognized the gap between existing processes and what was needed under the revised accreditation standards.” Please provide a document that describes the analysis that determined what was actually or indicate which existing document in the evidence inventory contains this information.

Std V – Educational Effectiveness Assessment – pp.66-67

UMB's degree and certificate programs have clearly stated educational goals against which their administrators evaluate program effectiveness. The educational goals incorporate a broad range of experiences, both on and off campus, to support robust learning environments. To link program-level goals with UMB's broader mission, administrators also map these educational goals to the University's institutional learning outcomes (ILOs). UMB's primary entry-into-practice programs are accredited by national accrediting organizations, and their educational goals and objectives must be in compliance with the standards of their respective accrediting bodies.⁵⁰

Lastly, UMB has established that graduates, regardless of their chosen program of study, should emerge from their programs well-prepared across several ILOs, including community engagement; cultural competence and equity, diversity, and inclusion integration; ethics; integrity; global engagement and learning; interprofessional institutional learning; and leadership. These ILOs embody the essence of a UMB education and are intrinsic to its mission: To improve the human condition and serve the public good of Maryland and society at-large through education, research, clinical care, and service.

Standard V – ILO Status by Outcome/School 2024-2025

	Community Engagement	Cultural Competence	Ethics	Integrity	Global Engagement & Learning	Inter-professional Learning	Leadership
#Outcomes	3	4	3	3	4	4	4
School	Average Score	Average Score	Average Score	Average Score	Average Score	Average Score	Average Score
Dentistry	1.0	2.8	3.0	3.0	1.3	1.0	3.0
Law	2.6	2.8	3.0	3.0	2.6	1.8	3.4
Medicine	2.4	2.6	1.8	2.2	1.8	2.0	2.6
Nursing	2.3	3.0	2.7	2.7	2.0	2.7	3.3
Pharmacy	1.0	1.0	1.0	1.0	1.0	1.0	1.0
School of Graduate Studies	1.5	1.6	1.7	1.4	1.6	1.4	1.6
Social Work	2.0	2.0	1.0	1.0	2.0	1.0	1.0
UMB	1.7	1.9	2.0	1.9	1.7	1.5	1.9

Standard V – Educational Effectiveness Assessment p.68

Integration of University Processes Supporting Institutional Effectiveness Through Planning, Evaluation, Reporting, and Assessment



Icon	Explanation
	Information System Repository
	Communicates with other UMB systems: e.g., Enterprise Risk Management (ERM); Budget Funding Request System (BFRS); Strategic Plan Information Mgmt System (SPIMS)
	Reporting Timeline
	Tracks and Data Reported
	Key Contributors

Standard V – Educational Effectiveness Assessment

Criterion 2: An accredited institution demonstrates organized and systematic assessments ... evaluating the extent of student achievement of institutional and degree/program goals.

Question 1: Is there evidence of how program level educational goals are mapped to institutional learning outcomes (page 66)?

Question 2: How is the attainment of institutional learning outcomes across all programs determined (page 67)?

Question 3: Are there additional examples of APAIR data showing explicit program goals and corresponding outcome data (page 69)?

Question 4: How does the BPAG review APAIR information, track performance and recommend strategies for improvement (page 69)?

Standard V – Educational Effectiveness Assessment

Question 5: How does the APAIR dashboard facilitate communication of assessment outcomes to relevant stakeholders at each school (page 69)?

Question 6: Are there examples of shortcomings in assessment processes found through reviews of assessment processes performed during accreditation self-study cycles (page 73)?

Question 7: What are strategies to provide more insight into internal reviews and quality improvement processes to stakeholders (page 74)?

Question 8: What are strategies to promote the APAIR reporting system among administrators for increased data transparency (page 74)?

Standard VI – Planning, Resources, and Institutional Improvement

Criterion 2: An accredited institution demonstrates clearly documented and communicated planning and improvement processes that provide for constituent participation and incorporate the use of assessment results.

Question 1: Are there strategies UMB could pursue to enhance coordination of assessment activities in non-academic units and develop a centralized method for administering and analyzing assessments from various administrative areas to increase efficiency and provide better planning and management of assessment activities (page 91)?

Next BPAG Meeting

Tuesday, May 6, 2025
11:00AM



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BALTIMORE

For Additional Information:

Review: the Institutional Effectiveness, Strategic
Planning, and Assessment website at

www.umaryland.edu/iespa

OR

Email: UMBassessment@umaryland.edu

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