



UNIVERSITY *of* MARYLAND  
BALTIMORE

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# Best Practices in Assessment Group

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Office of Institutional Effectiveness, Strategic Planning,  
& Assessment (IESPA)

May 6, 2025

# Meeting Objectives

Updates and  
Announcements

Middle States Self-Study Evaluation Site Visit and Report  
Other



Discuss

Middle States Evaluation Site Visit Report Advice and  
Recommendations: Role for BPAG & Assessment  
Community



Incorporate

Updates to APAIR  
Sharing of Best Practices on BPAG Agenda

- Middle States Status
- Other - All

- Middle States Status
- Other - All





# MSCHE Update

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



Self-Study

Site Visit  
(April 6-9,  
2025)

Next Steps

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# 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)

# BPAG, ILO, APAIR and AdPAIR References in Evaluation Team Report

*Page 3* – Section B: Institutional Context - Institutional Effectiveness Institutional Priority – ILOs, APAIR, BPAG

*Page 12* - Standard III – Design and Delivery of the Student Learning Experience – Recognition of Accomplishments - APAIR

*Page 16* - Standard V – Educational Effectiveness Assessment (EEA) – Summary of Findings - APAIR

*Page 17* - Standard V – EEA – Collegial Advice – Vocabulary for assessment and evaluation, BPAG

*Page 17* - Standard V – EEA – Collegial Advice – Document completed assessments

*Page 17* - Standard V – EEA – Recommendations – Improve assessment practices by enhancing assessment support

*Page 17* - Standard V – EEA – Recommendations – Ensure assessment processes re assessed on a periodic basis

*Page 17* – Standard V – EEA – Recognition of Accomplishments – Team commends BPAG

*Page 19* – Standard VI – Planning, Resources, and Institutional Improvement – Collegial Advice - Team supports suggestion for enhancing coordination of assessment activities in non-academic units

# Evaluation Team Report – Institutional Effectiveness

- 4. Institutional effectiveness.** Since UMB's last reaffirmation of accreditation in 2016, the institution has implemented a standardized, University-wide program to evaluate and improve academic assessment and reporting and establish institutional learning outcomes (ILOs) applicable to all students, regardless of program or degree level. To operationalize this, UMB's Office of Institutional Effectiveness, Strategic Planning, and Assessment established the Best Practices in Assessment Group (BPAG) and developed the Academic Program Assessment and Improvement Report (APAIR) system to facilitate the documentation of assessment activities at the school and program level. The institution aims to continually update assessment practices to strengthen institutional effectiveness and respond to emerging internal and external data requirements.

# Standard III – Design and Delivery of the Student Learning Experience

## Recognition of Accomplishments

- The team commends the development of the Academic Program Assessment and Improvement Report (APAIR) which has facilitated the documentation of assessment activities at the school and program levels and advanced UMB's culture of assessment.



# Standard V – Educational Effectiveness Assessment

## Summary of Findings

- Qualified staff and faculty measure student performance and use disaggregated data to inform improvements to programs and student supports that are aimed at increasing licensure pass rates. UMB disseminates assessment results to key stakeholders. Administrators and academic leadership use the Academic Program Assessment and Improvement Report (APAIR) system repository to monitor progress toward goal achievement.

# Standard V – Educational Effectiveness Assessment

## Collegial Advice

- The team advises that UMB establish a clear vocabulary for assessment and evaluation. Doing so will promote clarity and consistency across policies, procedures, and documentation across the institution. The Best Practices in Assessment Group (BPAG) is a well-suited forum for fostering a more consistent understanding of terminology and established frameworks.

# Standard V – Educational Effectiveness Assessment

## Collegial Advice

- The team advises that UMB develop a template to document completed assessments and ensure that all steps of assessment cycles are fully executed—this will be particularly useful in ensuring that assessment/improvement loops are effectively closed.

# Standard V – Educational Effectiveness Assessment

## Recommendations

- The team concurs with UMB's self-identified recommendation for improving assessment practices by enhancing assessment support, increasing transparency and communication, and standardizing its reporting processes.
- The team recommends that UMB ensure that its assessment processes are assessed on a periodic basis.

# Standard V – Educational Effectiveness Assessment

## UMB Self-Study

### OPPORTUNITIES FOR IMPROVEMENT

Provide support to accurately assess student achievement and communicate results to stakeholders. Assessment coordinators acknowledge the effort required for effective programs and educational excellence.

Publicize to faculty, students, and other constituents information about UMB's academic programs and provide more insight into the internal reviews and quality improvement processes involved.

Periodically evaluate the institution's assessment processes to improve educational effectiveness and promote the APAIR reporting system among administrators for increased data transparency. Regularly share results with key stakeholders and standardize curriculum maps and educational information locations for each program to ensure compliance.

# Standard V – Educational Effectiveness Assessment

## Recognition of Accomplishments

- The Team commends UMB on BPAG, which fosters cross-collaboration and promotes the effective exchange of ideas. Members use the forum to develop curriculum maps, strengthen interprofessional collaboration, explore strategies to assess complex constructs, and share ideas across peers.



# Standard VI – Planning, Resources, and Institutional Improvement

## Collegial Advice

- The team supports the Self Study's suggestion for "enhancing coordination of assessment activities in non-academic units by developing a centralized method for administering and analyzing assessments from various administrative areas. This approach will increase efficiency and provide better planning and management of assessment activities".

# APAIR Updates

**APAIR** Initial Program Details Programs Pending Review Search Reports Admin Menu ▾ Resources ▾

## Program Details

Program Information:

[Update Program Details](#) **Evidence** [Add ILO Tracking](#) [Add External Review](#)

**Program** IESPA TEST DEGREE

**HEGIS Code** 1234.56

**CIP Code** 55

**Degree Type** MSL

**Degree Level** Masters

**Self-Supporting?** N

**Primary School** School of Graduate Studies

**Program Director** Gregory Spengler gspengler@umaryland.edu

**Program Co-Director** Karen Matthews karen.matthews@umaryland.edu

**Program Approver(s)** Karen Matthews

**Program Reviewer** Lauren Crum (lcrum@umaryland.edu)

**Program Website** www.umaryland.edu/iespa

- New Access Category: REVIEWER
  - Assigned to review Unit APAIRs before sending to APPROVER
  - Send request to [UMBAssessment@umaryland.edu](mailto:UMBAssessment@umaryland.edu), if needed
- Evidence Purpose
  - Supports ILO mapping
  - Wider application anticipated

# NEW: Upload Course Syllabi

Required: BEFORE Updating ILO Status



APAIR Initial Program Details Programs Pending Review Search Reports Admin Menu Resources

## Evidence Documents

Evidence Document	Evidence Type	Upload Date	Updated Date	Active?	
<a href="#">MLS101 - MLS 101 - Basics</a>	Syllabus	05/02/2025	05/02/2025	<input checked="" type="checkbox"/>	<a href="#">Delete</a>
<a href="#">MLS201 - MLS 201 - Intermediate</a>	Syllabus	05/02/2025	05/02/2025	<input checked="" type="checkbox"/>	<a href="#">Delete</a>

Upload Document(s) (PDF, Word, Excel, PowerPoint, GIF or JPG)

Type of Evidence

☒ Syllabus ☐ Other

Required

Course Code

Required

# NEW: Upload Course Syllabi

**Required: BEFORE Updating ILO Status**

## Evidence:

[Update Evidence Documents](#)

Current Documents:

- [MLS 101 - Basics](#)
- [MLS 201 - Intermediate](#)

## ILO Tracking:

[Add ILO Tracking](#)

Click on the Year Range to view details and update ILO Tracking information.

Year Range	Theme 1	Level	Theme 2	Level	Theme 3	Level	Theme 4	Level	Theme 5	Level	Theme 6	Level	Theme 7	Level
<a href="#">2023-2024</a> (FY 24)	Community Engagement	1	Cultural Competence/Diversity, Equity, and Inclusion	2	Ethics	1	Integrity	1	Global Engagement and Learning	1	Interprofessional Institutional Learning	1	Leadership	1
<a href="#">2024-2025</a> (FY 25)	Community Engagement	1	Cultural Competence/Diversity, Equity, and Inclusion	2	Ethics	1	Integrity	1	Global Engagement and Learning	1	Interprofessional Institutional Learning	1	Leadership	1

## External Program Review:

# NEW: Upload 'Other' Evidence

APAIR Initial Program Details Programs Pending Review Search Reports Admin Menu Resources

## Evidence Documents

Evidence Document	Evidence Type	Upload Date	Up
<a href="#">MLS101 - MLS 101 - Basics</a>	Syllabus	05/02/2025	05
<a href="#">MLS201 - MLS 201 - Intermediate</a>	Syllabus	05/02/2025	05

Upload Document(s) (PDF, Word, Excel, PowerPoint, GIF or JPG)

Type of Evidence

☐ Syllabus ☒ Other

Required

Type of Other Evidence

Title of Evidence document

[Save](#)

[Return to Program Details](#)

Assessment (Skills) Survey Assessment (Skills) Assessment (Performance) Co-curricular Self reflection/reports Stakeholder Engagement Other

- **OPTIONAL**
- Must create at least one goal/priority first!
- Select type

# NEW: Upload 'Other' Evidence (Optional)

**APAIR**   Initial Program Details   Programs   Pending Review   Search   Reports   Admin Menu ▾   Resources ▾

## Evidence Documents

Evidence Document	Evidence Type	Upload Date	Updated Date	Active?	
<a href="#">MLS101 - MLS 101 - Basics</a>	Syllabus	05/02/2025	05/02/2025	<a href="#">Y</a>	<a href="#">De</a>
<a href="#">MLS201 - MLS 201 - Intermediate</a>	Syllabus	05/02/2025	05/02/2025	<a href="#">Y</a>	<a href="#">De</a>
<a href="#">Test Survey Results 2024 (Assessment (Skills))</a>	Other	05/05/2025	05/05/2025	<a href="#">Y</a>	<a href="#">De</a>

Upload Document(s) (PDF, Word, Excel, PowerPoint, GIF or JPG)

Type of Evidence

☐ Syllabus   ☐ Other

Required

Save

Note: At least One Goal must be created before 'Other' Evidence can be uploaded.



# Update: ILO Tracking

Year Range

2025-2026 (FY 26)



Required

**ILO Theme 1:**  
**Community Engagement**

Civic engagement is "working to make a difference in the civic life of our communities and developing the combination of knowledge, skills, values, and motivation to make that difference. It means promoting the quality of life in a community, through both political and non-political processes." In addition, civic engagement encompasses actions wherein individuals participate in activities of personal and public concern that are both individually life-enriching and socially beneficial to the community.

Objective

UMB graduates will understand the historical and current inequities experienced by diverse communities to effectively engage in service learning and community-based learning experiences to improve health and social justice outcomes in partnership with the Baltimore community and beyond.

Choose Highest Outcome Achieved

- ☐ 1: UMB students will understand the historical and current structural oppression and inequities experienced by diverse communities
- ☐ 2: UMB students will increase the awareness of their personal biases and their impact when working across difference to achieve a civic aim
- ☐ 3: UMB students will apply relevant knowledge and skills from their academic and clinical training to effectively make inclusive decisions as community-based scholars, researchers, practitioners, and leaders

Required - Outcomes are ordered from lowest to highest

ILO Status this Fiscal Year

- ☒ Maintain
- ☐ Advance

Required - if there are no ILO Goals, then Advance will be disabled

Describe the evidence for this ILO

Optional

Goals linked/associated with this program for the same year range

**Goals**

- ☐ Improve student access to IPE courses offered by the SOL through coordination and scheduling initiatives.

Required - must pick at least one if ILO Status is Advance

Evidence Document that supports this theme

**Evidence**

- |   |  |
|---|--|
| <input type="checkbox"/> <a href="#">MLS101 - MLS 101 - Basics</a>                      | <input type="checkbox"/> <a href="#">MLS201 - MLS 201 - Intermediate</a> |
| <input type="checkbox"/> <a href="#">Test Survey Results 2024 (Assessment (Skills))</a> |  |

# APAIR 2025- 2026 Schedule

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**May 15, 2025** – APAIR Opens  
for Progress Reporting and New  
Priorities-setting

**August 15, 2025** – APAIR  
Closes for Progress Reporting (Y 24-  
25) and Priorities-setting (Y 25-26)



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Institutional Effectiveness, Strategic Planning, and Assessment

## Academic Program Assessment and Improvement

[UMB Home](#) › [About UMB](#) › [Administrative Offices](#) › [Institutional Effectiveness, Strategic Planning, and Assessment](#) › [Accreditation and Assessment](#) ›

Academic Program Assessment and Improvement

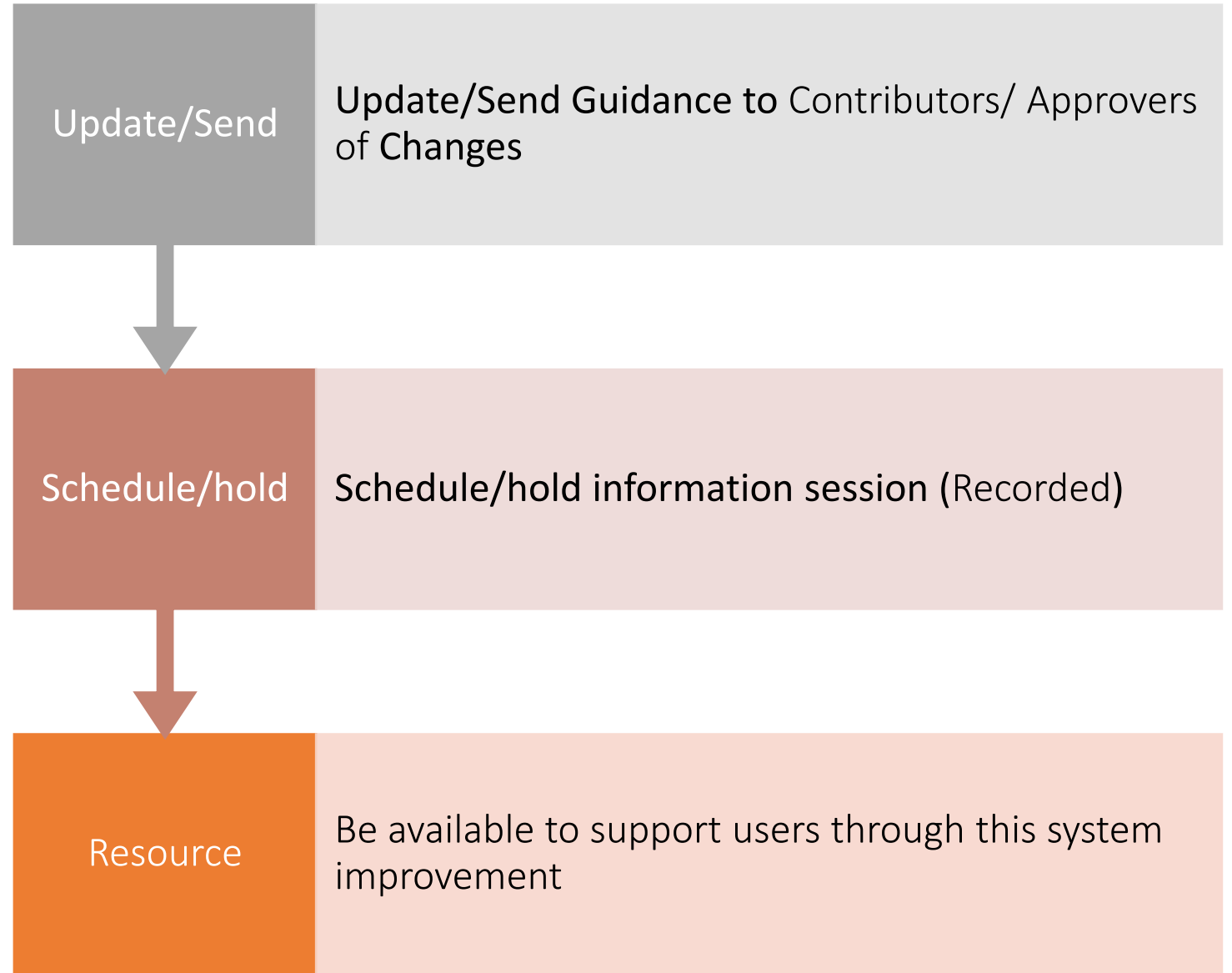
### Academic Program Assessment and Improvement Report (APAIR)

The Office of Institutional Effectiveness, Strategic Planning, and Assessment, in conjunction with the Center for Information Technology Services, developed the Academic Program Assessment and Improvement Report (APAIR) to facilitate the documentation of assessment activities at the school and program level to advance UMB's culture of assessment.

APAIR can be accessed via links on this page utilizing the single sign-on UMB Portal.

[Direct Link to APAIR:](https://www.umaryland.edu/iespa/APAIR) (with appropriate access rights)  
<https://www.umaryland.edu/iespa/APAIR>

# APAIR Next Steps



# Next BPAG Meeting

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Tuesday, June 3, 2025  
11:00AM

# Best Practice Sharing – Question(s) to Consider for Discussion – Next Meeting

- Describe the typical assessment activities or methods that are routinely used in your school/program to evaluate student learning.
- How does your school/program ensure consistency and comparability in assessment practices across different courses or clinical sites?
- What assessment strategies have you found most effective in capturing the complexity of professional competencies in your program?
- Other?



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For Additional Information:

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

[www.umaryland.edu/iespa](http://www.umaryland.edu/iespa)

OR

Email: [UMBassessment@umaryland.edu](mailto:UMBassessment@umaryland.edu)

Contacts:

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Lauren Crum [lcrum@umaryland.edu](mailto:lcrum@umaryland.edu)