Meeting Purpose

• Achieve consensus on the importance of developing a collaborative, systematic institutional assessment plan;

• Present an option for operationalizing a structure for university assessment planning;

• Discussion
Definitions

**Institutional** – The common agreement across UMB that the processes and procedures established are the institution’s processes.

**Assessment** – The systematic process of documenting and using data to achieve outcomes.

**Using data to inform decision-making** – means to strive to create a culture of making decisions grounded in the best available evidence (research and experiential), while considering the UMB context.
Institutional Effectiveness

Purpose:

“Concerned with bringing together assessments of all components of an institution to provide evidence of accomplishing its mission” (Volkwein, 2010).

Focus: Internal improvement and external accountability

Addresses the following questions:

• Is UMB meeting its goals?
• Is UMB meeting its professional standards?
• How does UMB results compare to other similar institutions?
• Is UMB cost-efficient in implementing its goals?
• Is UMB continuously improving?

Stakeholders and Guiding Plans

- **Stakeholders**
  - Accreditors (e.g., MSCHE, ABA, LCME, ADA, ACPE, CCNE, etc.)
  - Regulators (e.g., MHEC, Dept. of Budget & Management, legislators, etc.)
  - UM Governance (USM, BOR, etc.)
  - Other (e.g., consumers, civic organizations, the general public)

- **Plans**
  - Maryland Performance Accountability Plan
  - USM System Plan and required reporting initiatives
    - (e.g., Cultural Diversity Report, Faculty Workload Activity Report, IPEDS, etc.)
  - President’s Performance Management Plan
  - UMB Strategic Plan 2017-2021
    - 6 Themes, 28 Strategic objectives, 303 Goals (through 6/30/2018)
  - Unit (i.e., school or VP area) plans aligning with the UMB Strategic Plan
MSCHE Assessment Requirements by Standards

<table>
<thead>
<tr>
<th>Standard #</th>
<th>Periodic Assessment of...</th>
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<tbody>
<tr>
<td>1: Mission and Goals</td>
<td>“Mission and goals to ensure they are relevant and achievable.”</td>
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<tr>
<td>2: Ethics and Integrity</td>
<td>“Ethics and integrity as evidenced in institutional policies, processes, practices, and the manner in which these are implemented.”</td>
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<td>3: Design and delivery of the student learning experience.</td>
<td>“The effectiveness of programs providing student learning opportunities.”</td>
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<td>4: Support of the student experience</td>
<td>“The effectiveness of programs supporting the student experience.”</td>
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<tr>
<td>5: Educational effectiveness assessment</td>
<td>“The effectiveness of assessment processes utilized by the institution for the improvement of educational effectiveness.”</td>
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<tr>
<td>6: Planning, resources, and institutional improvement</td>
<td>“The effectiveness of planning, resource allocation, institutional renewal processes, and availability of resources.”</td>
</tr>
<tr>
<td>7: Governance, leadership and administration</td>
<td>“The effectiveness of governance, leadership, and administration.”</td>
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Assessment at UMB

• Assessment practices are widely decentralized but occurring across the institution;
• Convened the BPAG to share best practices for academic assessment;
  • Resulting from the MSCHE Accreditation Self-Study and the subsequent feedback;
• Assessment Categories
  • Academic (general focus of the BPAG to date)
    • e.g., curriculum, student learning, faculty productivity;
  • Student Support Services (unit-specific assessment)
    • e.g., Financial Aid, Campus Services, HS-HSL units
  • Administrative (Central Units) (unit-specific assessment)
    • e.g., Research & Development, Philanthropy, CITS, Administration and Finance, Communications & Public Affairs units
Conceptual Framework

Assessment Accountability Cycle

Plan Development (for assessment)

Systematic Processes and Procedures

Program Implementation

Observation (Data collection)

Decision Support (Analysis, suggestions, recommendations, etc.)

Change

Evaluation

Implementation
Proposed Institutional Effectiveness Plan for Assessment

IESPA

IESPA areas of responsibility
- Institutional Research (i.e., internal and external reporting);
- Strategic planning;
- Outcomes assessment;
- Program support;
- Accreditation and data management;
- Advance data-driven decision-making and culture of evidence;
- Concerned with bringing together assessments of all components of an institution to provide evidence of accomplishing its mission.

Purpose: Continuous improvement

Academic Assessment
(Student Learning & Outcomes)
- Curriculum assessment
- Program assessment
- Faculty assessment

Administrative Assessment
(Student Support Services)
- Academic Affairs - e.g., financial aid, campus services, writing center, library, etc.

Administrative Assessment
(Central units)
- Research & development;
- Philanthropy, IT, etc.

Methodology (Proposed)

Core Assessment Team (CAT) (Oversight Committee)

Academic Assessment Team (ACAT)

Administrative Assessment Team (ADCAT)

Proposed Members
- Academic Affairs VP (Chair)
- Academic/advising deans;
- Students;
- Other?

Proposed Members
- Administrative unit deans & VP or designee;
- Library
- Registrar
- Faculty & Staff senate;
- USGA reps;
- Other?

Central Units Administrative Assessment Team (?) CUCAT

?
CAT Team Responsibilities (Proposed)

How can the CAT Teams support the continuous improvement and accountability for UMB’s assessment planning?

• Map assessment activities across the enterprise
• Expose gaps
• Identify and establish KPIs and benchmarks
• Standardize policies and procedures to demonstrate evidence of assessment
• Implement best practices
• Assess progress
• Adjust assessment process, as needed (at unit level)
Discussion
For More Information

Assessment Planning information is available on the Institutional Effectiveness, Strategic Planning, and Assessment website:

www.umaryland.edu/iespa

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