Best Practices in Assessment Group

Gregory Spengler, MPA
Karen D Matthews, DM, MPA
Office of Institutional Effectiveness, Strategic Planning, & Assessment (IESPA)

February 9, 2021
Agenda

• Announcements
• Meeting Objectives
• APAIR Planning Phase Update
• Institutional Learning Outcomes (ILOs)
Announcements

• New member: Diane Marie St. George (Epidemiology & Public Health)
• FY2022 – 2026 Strategic Plan development;
• MSCHE Mid-Term Review: 2021
Meeting Objectives

• Discuss Academic Program Assessment and Improvement Report (APAIR) updates;

• Introduce UMB’s Institutional Learning Outcomes (ILO) Initiative; BPAG role.
### APAIRs Submitted

<table>
<thead>
<tr>
<th>Academic Unit</th>
<th># Degree</th>
<th># Certificate (Accredited)</th>
<th>Total</th>
<th># Degree</th>
<th># Certificate (Accredited)</th>
<th>Total (by Unit)</th>
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<td></td>
<td>15-Dec-20</td>
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<td></td>
<td>9-Feb-21</td>
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<tr>
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<tr>
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<td>-</td>
<td>-</td>
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<td>2</td>
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</tr>
<tr>
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<tr>
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<td>-</td>
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<tr>
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<td>3</td>
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<tr>
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<td>-</td>
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<tr>
<td>Total - ALL</td>
<td>23</td>
<td>8</td>
<td>31</td>
<td>30</td>
<td>10</td>
<td>40</td>
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</table>
## APAIR Reporting Schedule FY 2021

<table>
<thead>
<tr>
<th>Discussion Point</th>
<th>Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessment Period</td>
<td>Fiscal Year (July 1 – June 30)</td>
</tr>
<tr>
<td>Planning Period (i.e., report on areas of improvement and up to three (3)</td>
<td>Current to November 15, 2020</td>
</tr>
<tr>
<td>improvement-based goals with associated metrics</td>
<td>(Note: after November 15, goals are locked for future editing)</td>
</tr>
<tr>
<td></td>
<td><strong>NEW DEADLINE</strong></td>
</tr>
<tr>
<td></td>
<td>Adding new APAIRs or revising existing goals - <strong>JANUARY 15, 2021</strong>!</td>
</tr>
<tr>
<td>Performance period ends</td>
<td>June 30, 2021</td>
</tr>
<tr>
<td>APAIR due</td>
<td>December 31, 2021 (6 months after beginning of reporting period)</td>
</tr>
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</table>
BPAG Assessment Initiative Inventory

<table>
<thead>
<tr>
<th>UMB Program Assessment Priority</th>
<th>Status</th>
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<tbody>
<tr>
<td>Map program assessment activities across the academic enterprise</td>
<td>✓</td>
</tr>
<tr>
<td>Determine the evidence to periodically collect and assess to demonstrate compliance with MSCHE and establish an institutional continuous improvement process for academic programming.</td>
<td>✓</td>
</tr>
<tr>
<td>Identify and establish Institutional Learning Outcomes (ILOs)</td>
<td>Pending</td>
</tr>
<tr>
<td>Identify and establish Key Performance Indicators (KPIs) and benchmarks</td>
<td>Pending</td>
</tr>
<tr>
<td>Document annual assessment plans centrally to facilitate internal and external reporting</td>
<td>✓</td>
</tr>
<tr>
<td>Evaluate progress of institutional assessment implementation</td>
<td>In process</td>
</tr>
<tr>
<td>Adjust assessment process as needed</td>
<td>Pending</td>
</tr>
<tr>
<td>Create process for administrative units assessment</td>
<td>Planning</td>
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</tbody>
</table>
Institutional Learning Outcomes (ILOs)

Why create UMB ILOs?

• Middle States Commission on Higher Education (MSCHE).

• Continuous Improvement and Innovation
  – Promote a culture of evidence-based, data-driven decision-making;
  – Advance academic effectiveness and enhance the value of a UMB degree.
MSCHE Standards Related to ILOs

Standard V: Educational Effectiveness Assessment

• “An accredited institution possesses and demonstrates the following attributes or activities:”
  – “1. clearly stated educational goals at the institution and degree/program levels, which are interrelated with one another, with relevant educational experiences, and with the institution’s mission;”
  – “2. organized and systematic assessments, conducted by faculty and/or appropriate professionals, evaluating the extent of student achievement of institutional and degree/program goals.”
MSCHE Standards Related to ILOs, Cont’d

Standard VI: Planning, Resources, and Institutional Improvement
“An accredited institution possesses and demonstrates the following attributes or activities:”

• “Institutional objectives, both institution-wide and for individual units, that are clearly stated, assessed appropriately, linked to mission and goal achievement, reflect conclusions drawn from assessment results, and are used for planning and resource allocation”;

• “Clearly documented and communicated planning and improvement processes that provide for constituent participation, and incorporate the use of assessment results”;
Continuous Improvement and Academic Innovation

• Strengthen our commitment to a culture of evidence and assessment;
• Knowing what we say we do, we can back up with evidence;
• Collaboratively direct UMB’s future using data collection, evaluation, and action. Develop an integrated infrastructure that supports the same.
Plan for UMB Institutional Learning Outcomes

• 2022 – 2026 Strategic Plan planning process commenced January 2021;

• A strategic outcome will be the identification of institutional learning outcomes for all UMB students and devising a plan to develop and implement a process to assess their attainment;

• Suggested institutional learning outcomes include the demonstration of competencies in these areas:
  – Inter-Professional Education
  – Community Engagement
  – Global Health
  – Leadership
  – Cultural Competency (Diversity, Equity, and Inclusion)
  – Ethics and Integrity

• The APAIR could be expanded to facilitate and document assessment of institutional learning outcomes
UMB ILOs Discussion

• ILOs are the outcomes that describes the qualities students should demonstrate after completing their respective program, and the unique characteristics that describe a UMB graduate (Collins, 2008)
  – *Values-based* (conceptual and relevant to all disciplines)
  – *Skills-based* (tend to align with the discipline’s learning outcomes).

• What is expected from the BPAG?
  – Recommend and describe what all UMB students are expected to know, do, and care about by program completion for the 6 ILO focus areas of graduate competence.
    • Inter-Professional Education
    • Community Engagement
    • Global Health
    • Leadership
    • Cultural Competency (Diversity, Equity, and Inclusion)
    • Ethics and Integrity
UMB ILOs Discussion Cont’d

- What information is needed to complete the above for the knowledge areas?
  - Identify, describe and suggest specific and measurable performance metrics
    - What useful data [quantitative and qualitative] measures progress / achievement of ILOs? What facts demonstrate progress / success?
  - Inform the UMB assessment process for ILOs
    - How should programs demonstrate alignment with ILOs?
## Preliminary Timeline

<table>
<thead>
<tr>
<th>Activity</th>
<th>Date</th>
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<tbody>
<tr>
<td>UMB 2022-2026 Strategic Planning (Plan) period launches</td>
<td>January 2021 – June 30, 2021</td>
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<tr>
<td><strong>Provost assigns IESPA with recommending ILOs in collaboration with the BPAG</strong></td>
<td>February 2021 – December 31, 2021</td>
</tr>
<tr>
<td>2022 – 2026 Strategic Plan unit alignment begins</td>
<td>July 1, 2021</td>
</tr>
<tr>
<td>2022 – 2026 Strategic Plan Implementation begins</td>
<td>January 1, 2022</td>
</tr>
<tr>
<td>ILOs Implementation begins (assumes using the APAIR goal development and assessment process).</td>
<td>July 1, 2022</td>
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Next steps?

• Suggestions
  – Form sub-groups within the BPAG to look at 1-2 ILOs areas of focus;
  – Form small pilot group within BPAG to recommend a collaborative process;
  – OTHER IDEAS?
Meeting Recap

• Review decisions reached
• Review upcoming deadlines
• Next meeting date – April 6, 2021: 11:00AM
For More Information

Assessment reporting will be available on the Institutional Effectiveness, Strategic Planning, and Assessment website:

www.umaryland.edu/iespa

Contacts:
Karen Matthews karen.matthews@umaryland.edu 6-2422
Greg Spengler gspengler@umaryland.edu 6-1264
References

