2016

MIDDLE STATES
Self Study

Self-Study Town Hall Session

Working Group #5 – Community Engagement

Steering Committee Co-Chairs
Dean Natalie Eddington
Dr. Roger Ward

September 1, 2015

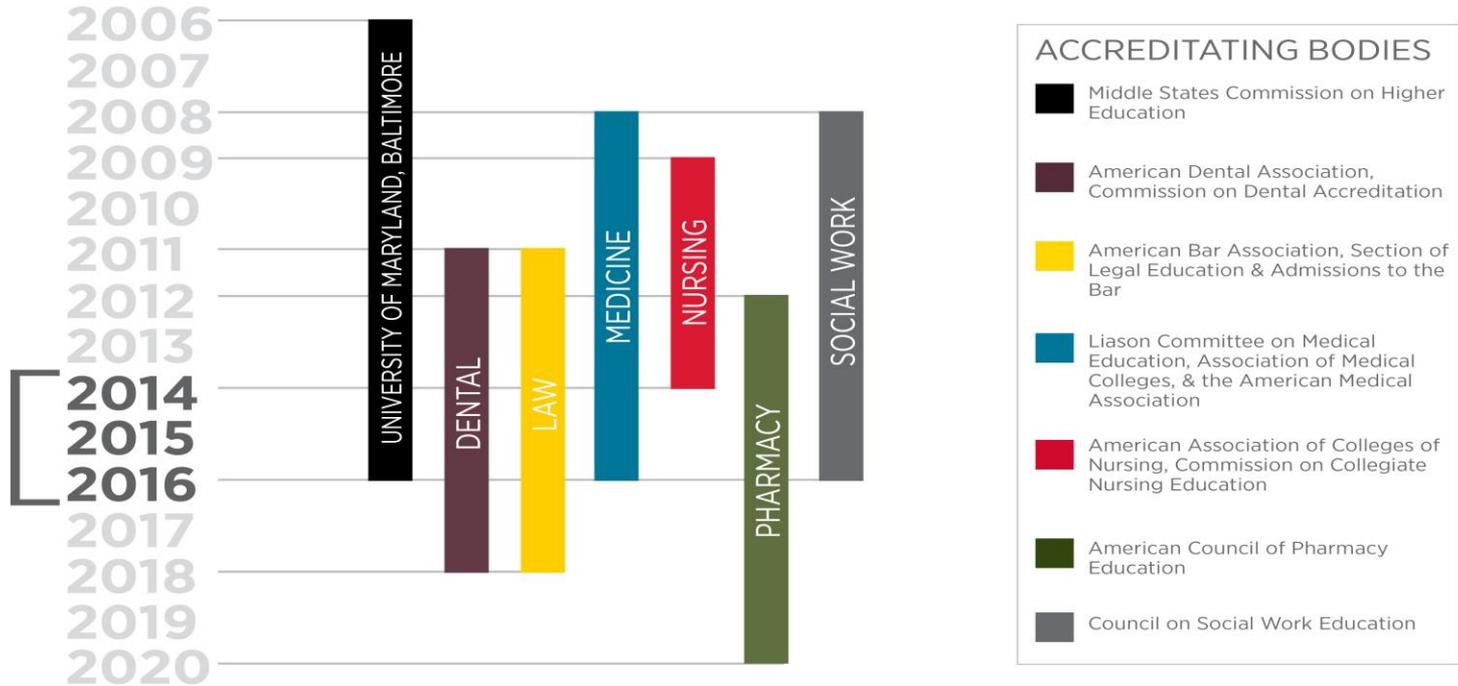UNIVERSITY *of* MARYLAND
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Town hall objectives

1. Provide information to the UMB community on the self-study organization and process.

2. Allow participants to hear a summary of the standards associated with the theme, compliance with the standards, and the subsequent recommendations resulting from the workgroup's research.

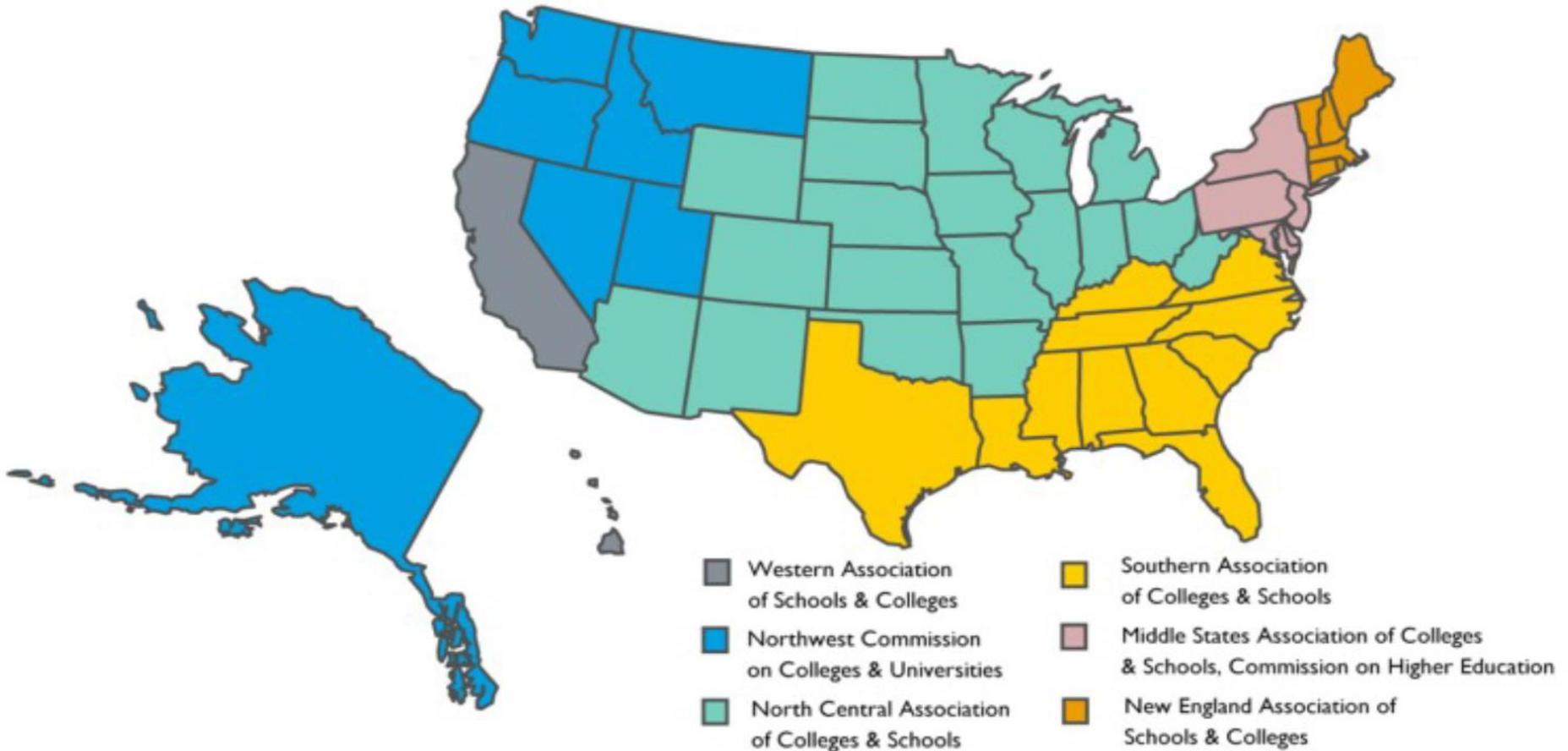3. Allow participants to provide feedback on the recommendations.

Understanding accreditation at UMB

- UMB has a very active cycle and culture of accreditation.

- Each professional school is accredited by a specialty accrediting body.

- In some schools accreditation also happens at the program level.

Accreditation at the national level

Western Association of Schools & Colleges

Northwest Commission on Colleges & Universities

North Central Association of Colleges & Schools

Southern Association of Colleges & Schools

Middle States Association of Colleges & Schools, Commission on Higher Education

New England Association of Schools & Colleges

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What is Middle States?

- The Middle States Commission on Higher Education (MSCHE) is one of the recognized regional accreditors.

- Regional accreditors accredit entire institutions, not individual programs, units, or locations.

- MSCHE accredits colleges and universities primarily in its region: Delaware, the District of Columbia, Maryland, New Jersey, New York, Pennsylvania, Puerto Rico, and the U.S. Virgin Islands.

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Significance & Importance

- The Middle States accreditation is separate and apart from the process each of our professional schools and their associated programs undergo routinely.

- Unlike the school-based accreditations, the Middle States accreditation is the certification we need to continue to receive federal funds to support our education and research missions.

- Without Middle States accreditation, programs in the schools would be at risk.

UMB accreditation history

- UMB was first accredited by MSCHE in 1921.

- The most recent on-site evaluation was April 2006.

- The most recent Periodic Review Report was submitted in June 2011.

- In November 2011 MSCHE reaffirmed accreditation.

- The next evaluation visit is scheduled for spring 2016.

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The self-study: two audiences, two purposes

- The <u>primary audience</u> is the institution's own community.

- The <u>secondary audience</u> includes external (or public) constituencies.

- The <u>primary purpose</u> of the self-study report is to advance institutional self-understanding and self-improvement.

- The <u>second purpose</u> of the self-study is to demonstrate to external audiences that the institution meets the Commission's standards for accreditation.

Middle States accreditation standards

- The "Characteristics of Excellence in Higher Education" are a set of fourteen (14) standards with which UMB must demonstrate compliance to maintain accreditation with MSCHE.

- The standards focus on two fundamental questions:
  1. Are we, as an institutional community, achieving what we want to achieve?
  2. What should we do to improve our effectiveness in achieving our fundamental aims?

Middle States accreditation standards

Institutional Context
1. Mission and Goals
2. Planning, Resource Allocation and Institutional Renewal
3. Institutional Resources
4. Leadership and Governance
5. Administration
6. Integrity
7. Institutional Assessment

Educational Effectiveness
8. Student Admissions and Retention
9. Student Support Services
10. Faculty
11. Educational Offerings
12. General Education
13. Related Educational Activities
14. Assessment of Student Learning

Steps in the Self-Study 2016 cycle

✓ UMB participated in MSCHE Self-Study Institute.

✓ Self-Study Logistics Coordinating Committee established.

✓ President appointed Steering Committee Co-Chairs:
  ➤ Dean Natalie Eddington, School of Pharmacy
  ➤ Dr. Roger Ward, Academic Affairs

✓ USM Board of Regent designee identified.
  ➤ Regent Louise Gonzales

✓ Established and charged the Self-Study Steering Committee.

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Steps in the Self-Study 2016 cycle

- ✓ Officially launch the self-study process (February 2014).

- ✓ Draft and submit Self-Study Design Report to MSCHE (March 6, 2014).

- ✓ Host site visit of Middle States liaison (March 20, 2014).

- ✓ Establish work-groups around specific themes (March 2014).

- ❑ Engage the university community (March 2014…2016)

- ❑ Host evaluation team chair in November 2015

- ❑ Host evaluation team in April 2016

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Team chair and evaluation team visits

Team Chair Selected:
Dr. Denise V. Rodgers, MD, vice chancellor for interprofessional programs at Rutgers Biomedical and Health Sciences.

- **Team Chair Preliminary Visit:** Tuesday & Wednesday, November 10 – 11, 2015.

- **Evaluation Team Visit:** Sunday to Wednesday, April 3 - 6, 2016.

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Self-study themes

1. Educational Innovation and Transformation

2. Research, Scholarship, and Entrepreneurship

3. Student Life, Career Development, and Support Services

4. Institutional Effectiveness

5. Community Engagement

Participants' role today

1. Review the research questions in small groups

2. Complete a SWOT analysis based on template provided

3. Rank recommendations

Participants' SWOT tool

What are the strengths of this recommendation?	What improvements would you make to this recommendation?
What specific opportunities and/or initiatives would this recommendation advance at UMB?	What are the obstacles to implementing this recommendation?

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Participants' ranking tool

Rank-order this list from 1 to 3, where 1 represents the most important priority and 3 represents the least important priority.

☐ Strengthen the off-campus urban extension center for community engagement efforts in order to match outreach programs with community identified need assessments.

☐ Establish campus-wide cross school collaboration policies designed to reduce barriers and enhance the impact of multidisciplinary projects, as well as encourage further collaborations.

☐ Establish university council for community engagement with high level participation from each school.

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Middle States Town Hall

September 1, 2015

Working Group #5
Community Engagement

Co-Chairs:

Geoffrey Heinzl & Rebecca Wiseman

Our Charge

Demonstrate UMB's Compliance with two Middle States Standards:

1. Standard 1: The institution's mission clearly defines its purpose within the context of higher education and indicates whom the institution serves and what it intends to accomplish. The institution's stated goals, consistent with the aspirations and expectations of higher education clearly specify how the institution will fulfill its mission. The mission and goals are developed and recognized by the institution with the participation of its members and its governing body and are utilized to develop and shape its programs and practices and to evaluate its effectiveness.

1. Standard 13: The institution's programs or activities that are characterized by particular content, focus, location, mode of delivery, or sponsorship meet appropriate standards."

Our Charge, continued

Respond to research questions developed by UMB's Steering Committee:

1. How could UMB leverage its status as an anchor institution to drive economic growth and community development in West Baltimore?

2. How could UMB create learning opportunities for students that foster community involvement and service?

3. How could UMB bring about better coordination of our community initiatives to maximize community impact and to extend our outreach efforts?

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Standard 1: Mission and Goals

"The institution's mission clearly defines its purpose within the context of higher education and indicates whom the institution serves and what it intends to accomplish. The institution's stated goals, consistent with the aspirations and expectations of higher education clearly specify how the institution will fulfill its mission. The mission and goals are developed and recognized by the institution with the participation of its members and its governing body and are utilized to develop and shape its programs and practices and to evaluate its effectiveness.

Compliance Status Standard 1 (Please check the status of overall compliance)	X		
	Substantially Meets	*Partially Meets*	*Does Not Meet*

Fundamental Elements – Standard 1

Standard 1 – Mission and Goals	Grade		
1 Clearly defined mission and goals that: • guide faculty, administration, staff and governing bodies in making decisions related to planning, resource allocation, program and curriculum development, and definition of program outcomes; • include support of scholarly and creative activity, at levels and of the kinds appropriate to the institution's purposes and character; • are developed through collaborative participation by those who facilitate or are otherwise responsible for institutional improvement and developments; • are periodically evaluated and formally approved; • are publicized and widely known by the institution's members;	X		
2 Mission and goals that relate to external as well as internal contexts and constituencies;	X		
3 Institutional goals that are consistent with mission; and	X		
4 Goals that focus on student learning, other outcomes, and institutional improvement.	X		

🟩 Documented evidence of complete compliance
🟨 Documented evidence of compliance in a few but not all areas of UMB
🟥 No documented evidence of compliance

Standard 13: Related Educational Activities

"The institution's programs or activities that are characterized by particular content, focus, location, mode of delivery, or sponsorship meet appropriate standards."

Compliance Status Standard 13 (Please check the status of overall compliance)	X		
	Substantially Meets	*Partially Meets*	*Does Not Meet*

Fundamental Elements – Standard 13

Standard 13 – Related Educational Activities – Basic Skills	Grade		
1 Systematic procedures for identifying students who are not fully prepared for college level study;	N/A		
2 Provision of or referral to relevant courses and support services for admitted under-prepared students; and	N/A		
3 Remedial or pre-collegiate level courses that do not carry academic degree credit.	N/A		
4 Certificate programs, consistent with institutional mission, that have clearly articulated program goals, objectives and expectations of student learning and that are designed, approved, administered, and periodically evaluated under established institutional procedures;	X		
5 Published program objectives, requirements, and curricular sequence;	X		
6 Program learning goals consistent with national criteria, as appropriate;	X		
7 Available and effective student support services; and	X		
8 If courses completed within a certificate program are applicable to a degree program offered by the institution, academic oversight assures the comparability and appropriate transferability of such courses.	X		

■ Documented evidence of complete compliance
■ Documented evidence of compliance in a few but not all areas of UMB
■ No documented evidence of compliance

Fundamental Elements – Standard 13

Standard 13 – Related Educational Activities – Experiential Learning	Grade		
9 Credit awarded for experiential learning that is supported by evidence in the form of an evaluation of the level, quality and quantity of that learning;	N/A		
10 Published and implemented policies and procedures defining the methods by which prior learning can be evaluated and the level and amount of credit available by evaluation;	N/A		
11 Published and implemented policies and procedures regarding the award of credit for prior learning that define the acceptance of such credit based on the institution's standards;	N/A		
12 Published and implemented procedures regarding the recording of evaluated prior learning by the awarding institution;	N/A		
13 Credit awarded appropriate to the subject and the degree context into which it is accepted;	N/A		
14 Evaluators of experiential learning who are knowledgeable about the subject matter and about the institution's criteria for the granting of college credit.	N/A		
15 Non-credit offerings consistent with institutional mission and goals;	X		
16 Clearly articulated program or course goals, objectives, and expectations of student learning evaluated under established institutional procedures;	X		
17 Academic oversight assures the comparability and appropriate transferability of such courses	X		
18 Periodic assessment of the impact of non-credit programs on the institution's resources (human, fiscal, physical, etc.) and its ability to fulfill its institutional mission and goals.	X		

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Research Questions: *Methodological Approach*

Research Question	Methodological Steps
How could UMB leverage its status as an anchor institution to drive economic growth and community development in West Baltimore?	1. Review of Strategic Plan implementation 2. Review of Urban Renewal White Paper (2012) 3. Examination of community engagement at Medical, Very High Research Activity, and High Activity institutions (per Carnegie Classification)
How could UMB create learning opportunities for students that foster community involvement and service?	1. Compiled student groups supported by USGA that engage with the community 2. Interviewed students in leadership roles about their functions and motivations involvement
How could UMB bring about better coordination of our community initiatives to maximize community impact and to extend our outreach efforts?	1. Interviewed internal entities that encourage interscholastic engagement at UMB 2. Interviewed external entities that encourage interscholastic engagement at their respective institutions

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Major Findings Research Question 1

How could UMB leverage its status as an anchor institution to drive economic growth and community development in West Baltimore?

1. Appointment of Executive Director of Community Initiatives and Engagement and establishing CBEL affirms commitment to the community

2. Southwest Partnership strengthens relationships with UMB and close neighbors

3. Baltimore Integration Partnership and Merchant Access Program promote economic inclusion in West Baltimore

4. Partnering with Project Search and specialized career training at BCCC provide local training and jobs

5. UniverCity Partnership begins process of revitalizing and repairing Baltimore City

Major Findings Research Question 2

How could UMB create learning opportunities for students that foster community involvement and service?

1. Uncatalogued student activities rival currently catalogued School-based engagement activities

2. Students pursue community engagement for any combination of curricular credit, resume building, and un-awarded passion

3. Centralization of activities (including student-led initiatives) will allow for best matching of student and community needs

4. Any cataloguing should not interfere with autonomy of programs but promote sustainability and accountability

Major Findings Research Question 3

How could UMB bring about better coordination of our community initiatives to maximize community impact and to extend our outreach efforts?

1. Community engagement administration best functions under an advisory board with equal representation from all involved parties

2. Communication across Schools requires a common infrastructure position

3. Interprofessional community engagement best match community needs

4. Campus-wide policies simplify interscholastic collaboration

Recommendations

1. Strengthen the off-campus urban extension center for community engagement efforts in order to match outreach programs with community identified need assessments.

2. Establish campus-wide cross school collaboration policies designed to reduce barriers and enhance the impact of multidisciplinary projects, as well as encourage further collaborations.

3. Establish university council for community engagement with high level participation from each school.

Participants' ranking of recommendations

Rank-order this list from 1 to 3, where 1 represents the most important priority and 3 represents the least important priority.

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Questions and Comments

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