

2016



MIDDLE STATES Self Study

Self-Study Town Hall Session

**Working Group #3 – Student Life, Career Development, and Support
Services**

Steering Committee Co-Chairs

Dean Natalie Eddington

Dr. Roger Ward

September 3, 2015

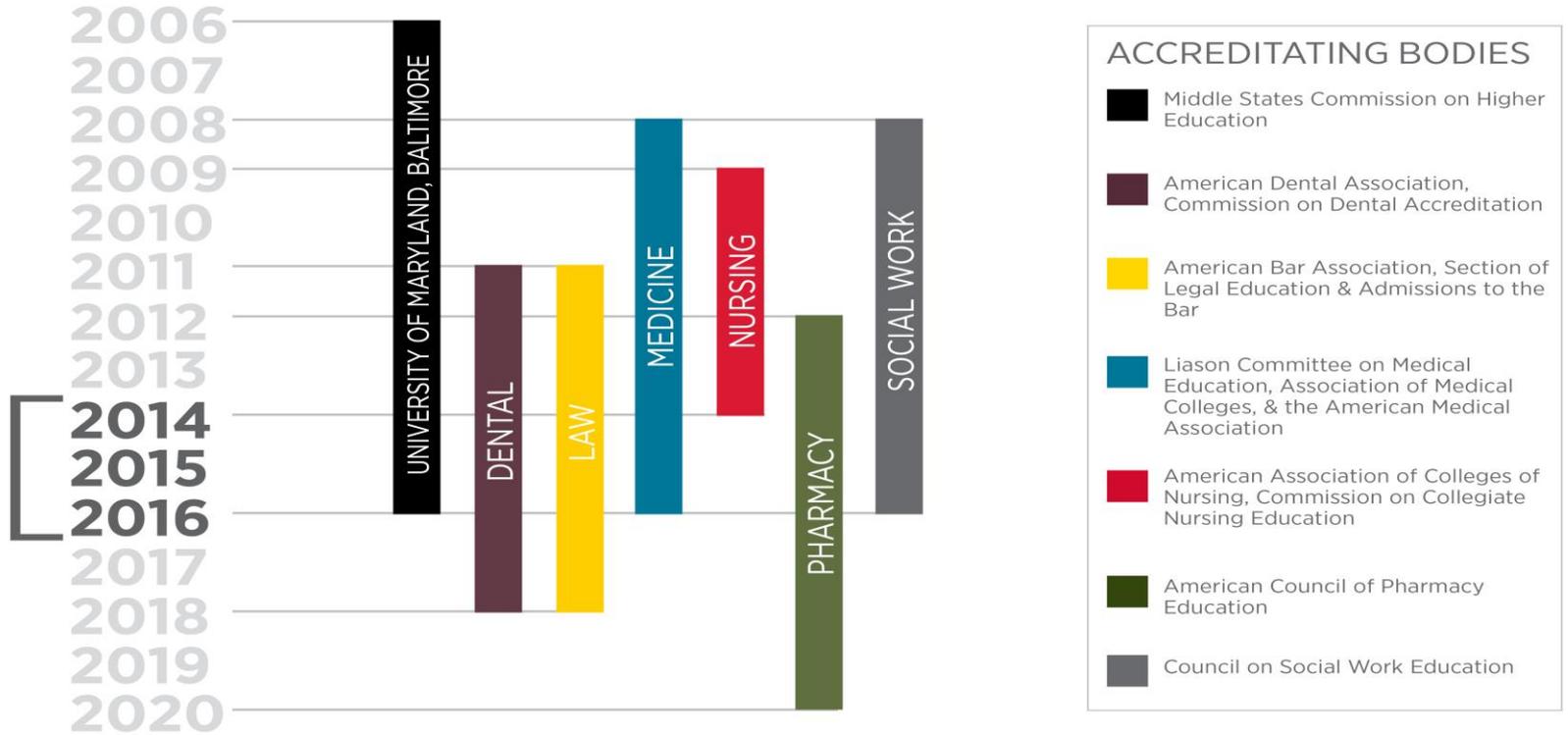
Town hall objectives

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.

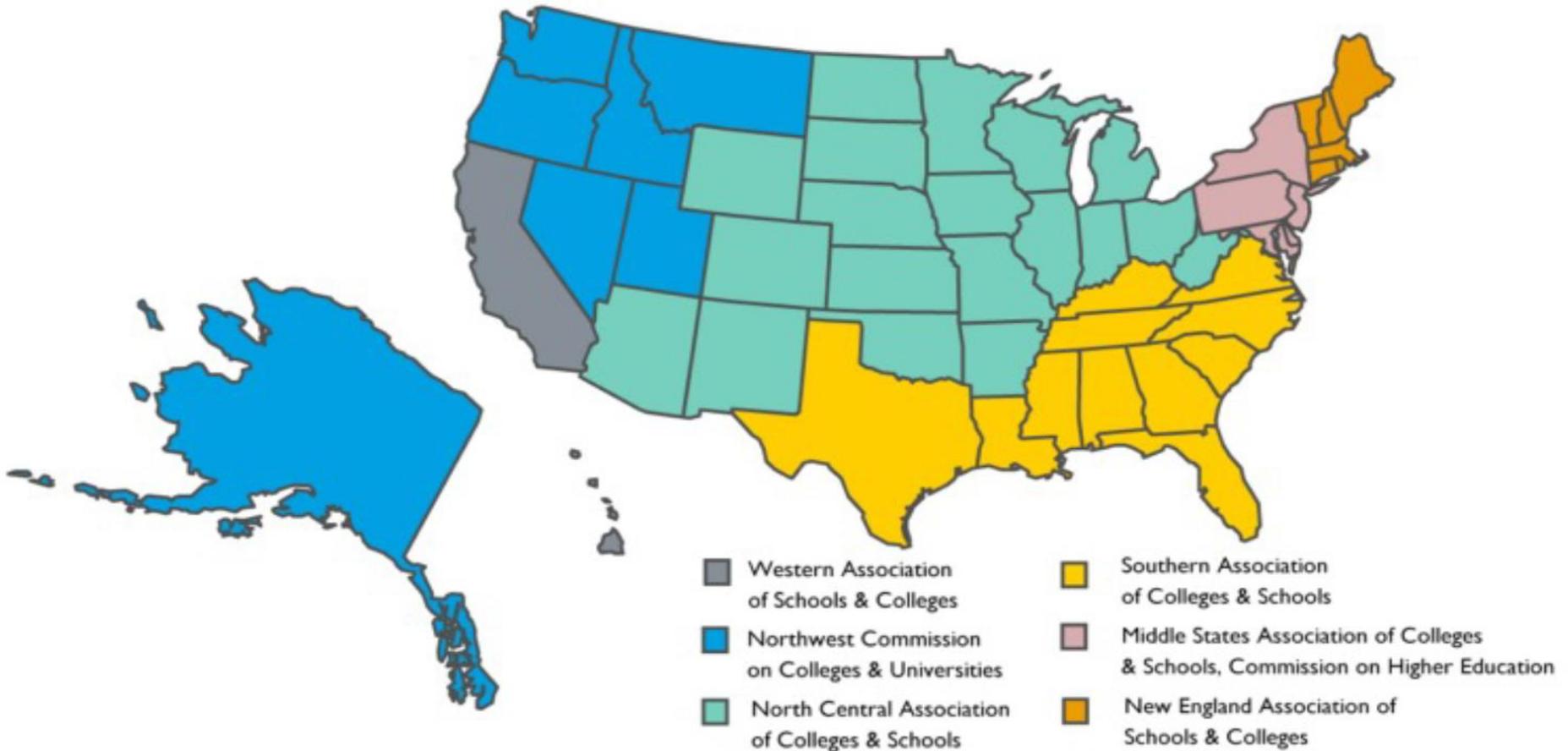
Understanding accreditation at UMB

- 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.

PROFESSIONAL SCHOOL ACCREDITATION STATUS & SCHEDULE
UNIVERSITY OF MARYLAND, BALTIMORE



Accreditation at the national level



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.

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.

The self-study: two audiences, two purposes

- The primary audience is the institution's own community.
- The secondary audience includes external (or public) constituencies.
- The primary purpose of the self-study report is to advance institutional self-understanding and self-improvement.
- The second purpose 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.

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

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.**

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 recommendations 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?

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.

- Create and sustain a culture that explicitly supports robust student learning outcomes and excellence in co-curricular learning and assessment.
- Promote and regularly assess the health and well-being of our diverse student population and students as a foundation for academic, life and professional success.
- Strengthen institutional structures both centrally and within schools that promote diverse career pathways for graduate and professional students and postdoctoral fellows.

2016



MIDDLE STATES Self Study

Middle States Town Hall

September 3, 2015

Working Group #3: Student Life, Career Development, and Support Services

Co-Chairs

Erin Golembewski, Ph.D.

Flavius Lilly, Ph.D., M.A., M.P.H.

Our Charge

Demonstrate UMB's Compliance with two Middle States Standards:

1. Standard 8: The institution seeks to admit students whose interests, goals, and abilities are congruent with its mission and seeks to retain them through the pursuit of the students' educational goals.
2. Standard 9: The institution provides student support services reasonably necessary to enable each student to achieve the institution's goals for students.

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

1. How could UMB pursue a more integrated and coordinated co-curricular program for our students to both support and enhance their academic experience?
2. What trends in the employment market or changes in competition may affect enrollment and training in UMB schools and programs?
3. What is the outlook for the US and global biomedical research workforce, and what, if any, changes could UMB contemplate with respect to its graduate and postdoctoral training program to adequately prepare its students and trainees to succeed?
4. In what ways could student support services change to support a more diverse student body and enhance career development services?

Standard 8: Student Admissions and Retention

“The institution seeks to admit students whose interests, goals, and abilities are congruent with its mission and seeks to retain them through the pursuit of the students’ educational goals.”

Compliance Status Standard 8

(Please check the status of overall compliance)

X

Substantially Meets

Partially Meets

Does Not Meet

Fundamental Elements – Standard 8

Standard 8 – Student Admissions and Retention	Grade		
1. Admissions policies, developed and implemented, that support the mission of the institution;	X		
2. Admissions policies available to assist the prospective student in making informed decisions	X		
3. Programs and services to ensure that admitted students who marginally meet or do not meet the institution’s qualifications achieve expected learning goals and at appropriate points	X		
4. Accurate and comprehensive information regarding academic programs including any required placement or diagnostic testing;	X		
5. Statements of expected student learning outcomes and information on institution-wide assessment results, as appropriate to the program offered, available to prospective students		X	
6. Accurate and comprehensive information, and advice where appropriate, regarding financial aid, scholarships, grants, loans, and refunds	X		
7. Published and implemented policies and procedures regarding transfer credit and credit for extra-institutional college level learning;	X		
8. Ongoing assessment of student success, including but not necessarily limited to retention, that evaluates the match between the attributes of admitted students and the institution’s mission and programs, and reflects its findings in its admissions, remediation, and other related policies.		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 9: Student Support Services

“The institution provides student support services reasonably necessary to enable each student to achieve the institution’s goals for students.”

Compliance Status Standard 9

(Please check the status of overall compliance)

X

Substantially Meets

Partially Meets

Does Not Meet

Fundamental Elements – Standard 9

Standard 9 – Student Support Services	Grade		
1. A program of student support services appropriate to student strengths and needs, reflective of institutional mission, consistent with student learning expectations, and available regardless of method of delivery	X		
2. Qualified professionals to supervise and provide the student support services and programs	X		
3. Procedures to address the varied spectrum of student academic and other needs, in a manner that is equitable, supportive, and sensitive, through direct service or referral	X		
4. Appropriate student advisement procedures and processes	X		
5. If offered, athletic programs that are regulated by the same academic, fiscal, and administrative principles, norms, and procedures that govern other institutional programs	NA		
6. Reasonable procedures for equitably addressing student complaints or grievances	X		
7. Records of student complaints or grievances	X		
8. Policies and procedures for safe and secure maintenance of student records	X		
9. Published and implemented policies for the release of student information	X		
10. Ongoing assessment of student support services and the results utilized for improvement.		X	

Research Questions

Methodological Approach

1. Questionnaires completed by deans, administrators, and admissions and career development staff.
2. Reviewed UMB internal reports, school websites, various external data sources, accreditation reports, enrollment reports, school websites
3. Review of External data sources include reports and statistics from school accrediting organizations, government reports and statistics, and academic literature.
4. Focus groups including graduate students, fellows, faculty, BioPark and affiliates companies
5. Meetings with deans of student affairs, academic affairs officials and student counselors with specific administration and faculty
6. Middle States Self-Study Survey

Major Findings Research Question # 1

How could UMB pursue a more integrated and coordinated co-curricular program for our students to both support and enhance their academic experience?

1. The meaning of co-curriculum is not well-understood and there is an opportunity to educate regarding its value
2. Greater collaboration is needed between central student affairs services and the schools with regard to co-curricular programming
3. Student affairs staff and the important services they offer should be more accessible and prominent on UMB's website
4. Schools should more readily publish the intended learning outcomes of their academic programs and the core competencies they hope to engender in students so that student affairs professionals may align the co-curriculum.

Major Findings Research Question # 2

What trends in the employment market or changes in competition may affect enrollment and training in UMB schools and programs?

1. Prospects for job growth in particular industries and employer demand for certain skills.
2. Online delivery of existing programs and creation of new programs has increased competition for some schools especially student field placements.
3. The employment market and competition varies between programs
 - Job market for dentists, pharmacists, and physicians, remains strong, and the Schools of Dentistry, Pharmacy, and Medicine have experienced stable or increasing enrollment.

Major Findings Research Question #3

What is the outlook for the US and global biomedical research workforce, and what, if any, changes could UMB contemplate with respect to its graduate and postdoctoral training program to adequately prepare its students and trainees to succeed?

1. Biomedical research has changed global economies with biotechnology industry and new pharmaceutical development.
2. Successful biomedical research relies on a talented and creative scientific workforce The outlook for the US and global biomedical research workforce is strong, but there remain persistent challenges
3. PhD trained scientists skills are applicable to a wide range industry, government and other careers
4. UMB is excellent in preparing trainees for academic careers, but only 23% of PhD trained scientists will obtain tenure track faculty positions
5. UMB has already made a number of changes to expand their career paths, and is committed to further development in this direction

Major Findings Research Question #4

In what ways could student support services change to support a more diverse student body and enhance career development services?

1. A gap analysis of student services conducted by EAB in 2014 found that student career services was underdeveloped and lacked coordination.
2. Schools provide varying degrees of career support but with no dedicated employees and highly discipline specific services
3. Important career development services are missing from UMB such as alternative career path optioning, building networking and mentoring skills, resumes/CVs/cover letter development, internship development, and career management
4. Diversity programming largely occurs in student affairs with programs that build practical skills for working with and within diverse populations.
5. The President's Diversity Advisory Council has worked to advance diversity and inclusion initiatives university-wide.

Recommendations

1. Create and sustain a culture that explicitly supports robust student learning outcomes and excellence in co-curricular learning and assessment.
2. Promote and regularly assess the health and well-being of our diverse student population and students as a foundation for academic, life and professional success.
3. Strengthen institutional structures both centrally and within schools that promote diverse career pathways for graduate and professional students and postdoctoral fellows.

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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- Strengthen institutional structures both centrally and within schools that promote diverse career pathways for graduate and professional students and postdoctoral fellows.

Questions and Comments

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