

2016



MIDDLE STATES Self Study

Self-Study Town Hall Session

Working Group #4 – Institutional Effectiveness

Steering Committee Co-Chairs

Dean Natalie Eddington

Dr. Roger Ward

September 16, 2015

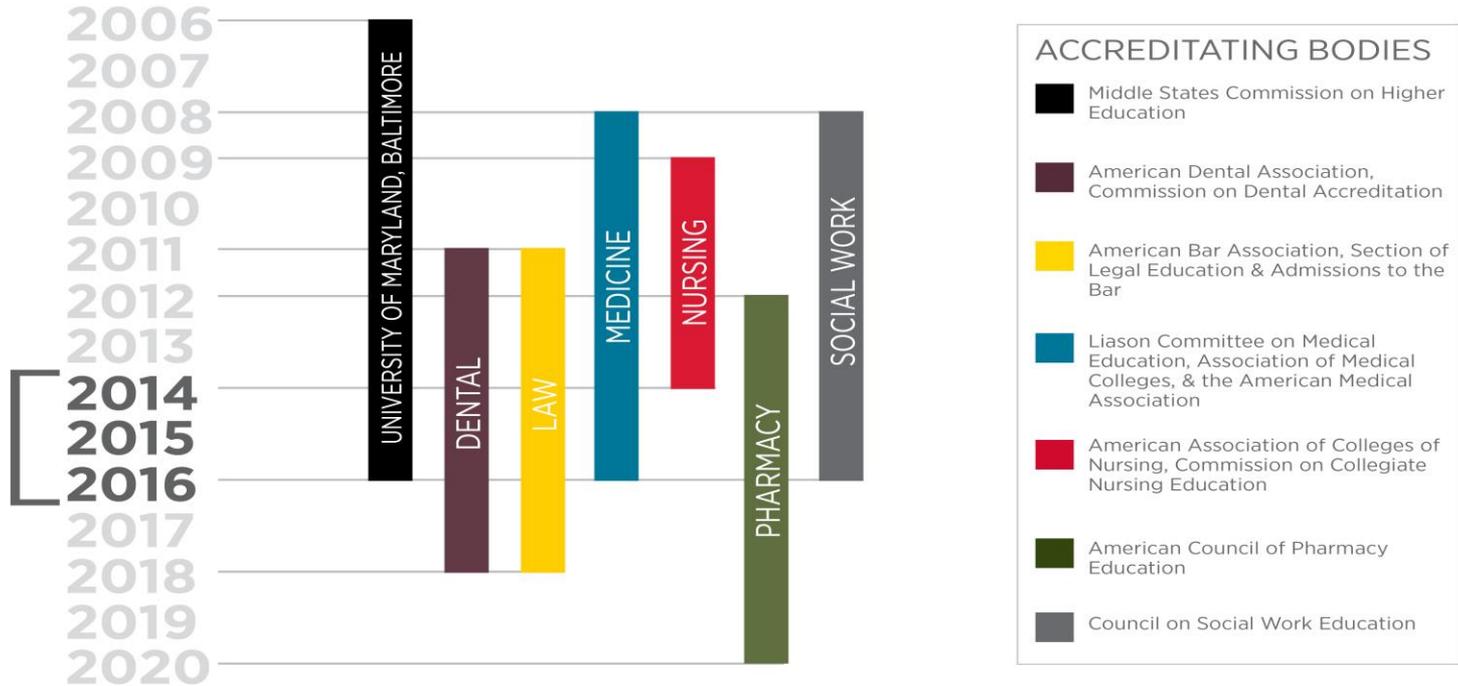
Town hall objectives

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.

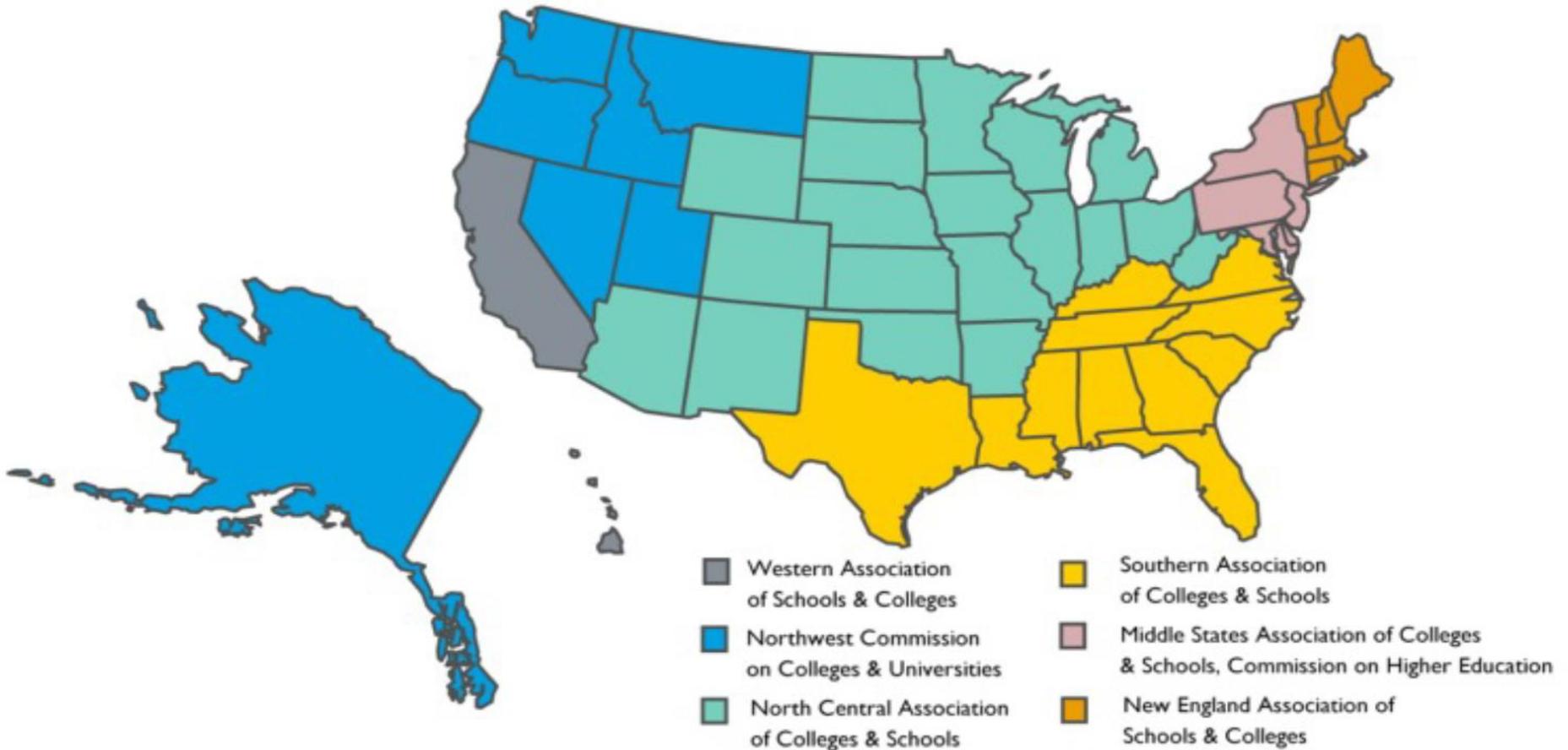
Understanding accreditation at UMB

- 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 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?

Participants' ranking tool

Rank-order this list from 1 to 2, where 1 represents the most important priority and 2 represents the least important priority.

A project management approach would allow each school to better track progress toward goals and follow up with results. (e.g. learning, clinic, and financial outcomes). Included in this process, the University should develop a relatively short list of critical metrics (10 to 15) that will form the basis of a university-wide dashboard of key indicators, linked to the high level goals of the Strategic Plan and Core Values. The campus' 'culture of assessment' could be enhanced by presentation of assessment results in the State of the University/School Addresses and the University's Executive Council reports.

The mechanism for addressing school level concerns regarding shared governance, when collected by a University wide metric, such as the Faculty Senate survey, needs to be improved and expanded to include all representative bodies. This, in addition to face-to-face opportunities, such as a "Shared Governance Summit" similar to the one held on July 16, 2015, should serve to build upon the strong foundation of collaboration between all three shared governance bodies and the Executive Cabinet.

2016



MIDDLE STATES

Self Study

Middle States Town Hall

September 16, 2015

Working Group #4

Institutional Effectiveness

Co-Chair

Megan Meyer

Carol McKissick

Our Charge

Demonstrate UMB's Compliance with three Middle States Standards:

1. Standard 2: An institution conducts ongoing planning and resource allocation based on its mission and goals, develops objectives to achieve them, and utilizes the results of its assessment activities for institutional renewal. Implementation and subsequent evaluation of the success of the strategic plan and resource allocation support the development and change necessary to improve and to maintain institutional quality.
2. Standard 4: The institution's system of governance clearly defines the roles of institutional constituencies in policy development and decision-making. The governance structure includes an active governing body with sufficient autonomy to assure institutional integrity and to fulfill its responsibilities of policy and resource development, consistent with the mission of the institution.”
3. Standard 7: The institution has developed and implemented an assessment process that evaluates its overall effectiveness in achieving its mission and goals and its compliance with accreditation standards.”

Our Charge, continued

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

1. How could UMB design and operationalize an institutional decision-making framework that promotes the University's Core Values and positions the institution to realize its strategic objectives?
2. What are the key metrics by which the University measures institutional effectiveness, and are they still appropriate and relevant in determining UMB's baseline performance?
3. How could UMB capitalize on the robust culture of accreditation among its schools to design a conceptual framework to create a culture of assessment that holistically evaluates student learning outcomes on a graduate and professional campus?

Standard 2: Planning, Resource Allocation and Institutional Renewal

“An institution conducts ongoing planning and resource allocation based on its mission and goals, develops objectives to achieve them, and utilizes the results of its assessment activities for institutional renewal. Implementation and subsequent evaluation of the success of the strategic plan and resource allocation support the development and change necessary to improve and to maintain institutional quality.”

Compliance Status Standard 2

(Please check the status of overall compliance)

X

Substantially Meets

Partially Meets

Does Not Meet

Fundamental Elements – Standard 2

Standard 2 – Planning, Resource Allocation and Institutional Renewal		Grade		
1	Goals and objectives or strategies, both institution-wide and for individual units that are clearly stated, reflect conclusions drawn from assessment results, are linked to mission and goal achievement, and are used for planning and resource allocation at the institutional and unit levels;	X		
2	Planning and improvement processes that are clearly communicated, provide for constituent participation, and incorporate the use of assessment results;	X		
3	Well defined decision-making processes and authority that facilitates planning and renewal;	X		
4	The assignment of responsibility for improvements and assurance of accountability;	X		
5	A record of institutional and unit improvement efforts and their results;	X		
6	Periodic assessment of the effectiveness of planning, resource allocation, and institutional renewal processes.		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 4: Leadership and Governance

“The institution’s system of governance clearly defines the roles of institutional constituencies in policy development and decision-making. The governance structure includes an active governing body with sufficient autonomy to assure institutional integrity and to fulfill its responsibilities of policy and resource development, consistent with the mission of the institution.”

Compliance Status Standard 4

(Please check the status of overall compliance)

X

Substantially Meets

Partially Meets

Does Not Meet

Fundamental Elements – Standard 4

Standard 4 – Leadership and Governance		Grade		
1	A well-defined system of collegial governance including written policies outlining governance responsibilities of administration and faculty;	X		
2	Written governing documents, such as a constitution, by-laws, enabling legislation, charter or other similar documents	X		
3	Appropriate opportunity for student input regarding decisions that affect them;	X		
4	A governing body capable of reflecting constituent and public interest and of an appropriate size to fulfill all its responsibilities, and which includes members with sufficient expertise to assure that the body's fiduciary responsibilities can be fulfilled;	X		
5	A governing body not chaired by the chief executive officer;	X		
6	A governing body that certifies to the Commission that the institution is in compliance with the eligibility requirements, accreditation standards and policies of the Commission; describes itself in identical terms to all its accrediting and regulatory agencies; communicates any changes in its accredited status; and agrees to disclose information required by the Commission to carry out its accrediting responsibilities, including levels of governing body compensation, if any;	X		
7	Periodic assessment of the effectiveness of administrative structures and services.		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 4

Standard 4 – Leadership and Governance		Grade		
8	A conflict of interest policy for the governing body (and fiduciary body members, if such a body exists), which addresses matters such as remuneration, contractual relationships, employment, family, financial or other interests that could pose conflicts of interest, and that assures that those interests are disclosed and that they do not interfere with the impartiality of governing body members or outweigh the greater duty to secure and ensure the academic and fiscal integrity of the institution;	X		
9	A governing body that assists in generating resources needed to sustain and improve the institution;	X		
10	A process for orienting new members and providing continuing updates for current members of the governing body on the institution's mission, organization, and academic programs and objectives;	X		
11	A procedure in place for the periodic objective assessment of the governing body in meeting stated governing body objectives;	X		
12	A chief executive officer, appointed by the governing board, with primary responsibility to the institution;	X		
13	Periodic assessment of the effectiveness of institutional leadership and governance.		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 7: Institutional Assessment

“The institution has developed and implemented an assessment process that evaluates its overall effectiveness in achieving its mission and goals and its compliance with accreditation standards.”

Compliance Status Standard 7
(Please check the status of overall compliance)

X

Substantially Meets

Partially Meets

Does Not Meet

Fundamental Elements – Standard 7

Standard 7 – Institutional Assessment		Grade		
1	<p>Documented, organized, and sustained assessment process to evaluate and improve the total range of programs and services; achievement of institutional mission, goals, and plans; and compliance with accreditation standards that meets the following criteria:</p> <ul style="list-style-type: none"> • a foundation in the institution’s mission and clearly articulated institutional, unit-level, and program-level goals that encompass all programs, services, and initiatives and are appropriately integrated with one another (see Standards 1: Mission and Goals and 2: Planning, Resource Allocation, and Institutional Renewal); • systematic, sustained, and thorough use of multiple qualitative and/or quantitative measures support and collaboration of faculty and administration; • clear realistic guidelines and a timetable, supported by appropriate investment of institutional resources; • sufficient simplicity, practicality, detail, and ownership to be sustainable; • periodic evaluation of the effectiveness and comprehensiveness of the institution’s assessment process; 	X		
2	<p>Evidence that assessment results are shared and discussed with appropriate constituents and used in institutional planning, resource allocation, and renewal (see Standard 2: Planning, Resource Allocation, and Institutional Renewal) to improve and gain efficiencies in programs, services and processes, including activities specific to the institution’s mission (e.g., service, outreach, research);</p>		X	
3	<p>Written institutional (strategic) plan(s) that reflect(s) consideration of assessment results.</p>	X		

 Documented evidence of complete compliance

 Documented evidence of compliance in a few but not all areas of UMB

 No documented evidence of compliance

Research Questions: *Methodological Approach*

Research Question	Methodological Steps
How could UMB design and operationalize an institutional decision-making framework that promotes the University's Core Values and positions the institution to realize its strategic objectives?	<ol style="list-style-type: none"> 1. Reviewed surveys 2. Reviewed CUSF report 3. Interviewed Dr. Jarrell and Mr. Gilbert
What are the key metrics by which the University measures institutional effectiveness, and are they still appropriate and relevant in determining UMB's baseline performance?	<ol style="list-style-type: none"> 1. We reviewed the state required metrics. 2. We reviewed the UMB assessment tools/metrics. 3. Reviewed external metrics 4. Reviewed and analyzed Middle States Survey 5. Ascertained appropriate/relevant metrics
How could UMB capitalize on the robust culture of accreditation among its schools to design a conceptual framework to create a culture of assessment that holistically evaluates student learning outcomes on a graduate and professional campus?	<ol style="list-style-type: none"> 1. Examined key documents from each school. 2. Ascertained which tools and metrics in each school could be used by other schools. 3. Interviewed Dr. Jarrell and Mr. Gilbert. 4. Developed a metric that could be used by all schools

Major Findings Research Question 1

How could UMB design and operationalize an institutional decision-making framework that promotes the University's Core Values and positions the institution to realize its strategic objectives?

1. The websites, reports and feedback indicate a significant effort in recent years to enhance visibility, transparency, and participation in decision-making.
2. President Perman is genuinely committed to shared governance.
3. Those who answered both surveys were evenly split in their perception of the health of shared governance at both the campus and school levels.
4. Faculty are also evenly split in their views of the effectiveness of communication between administration and senate.

Major Findings Research Question 2

What are the key metrics by which the University measures institutional effectiveness, and are they still appropriate and relevant in determining UMB's baseline performance?

1. The schools all have accreditation procedures and results, which are used to assess the health of the University.
2. There is some exclusivity and some commonality in the type of metrics reported by the schools.
3. A more comprehensive plan to share key metrics would enhance understanding of the University's core values and strategic plan.
4. The strategic plan is assessed and results are available, but the core value assessment is a work in progress.
5. Nonetheless, the current key metrics are robust and contribute valuable information to students faculty and staff.

Major Findings Research Question 3

How could UMB capitalize on the robust culture of accreditation among its schools to design a conceptual framework to create a culture of assessment that holistically evaluates student learning outcomes on a graduate and professional campus?

1. Each school has an evaluation plan and achieves their periodic accreditation.
2. Universal metrics would be useful to evaluate student activities and learning outcomes. Cross-campus metrics would allow UMB to improve the learning environment and allow self-reflection.
3. The school and universal metrics will allow better planning and resource allocation by the University.

Recommendations

1. A project management approach would allow each school to better track progress toward goals and follow up with results. (e.g. learning, clinic, and financial outcomes). Included in this process, the University should develop a relatively short list of critical metrics (10 to 15) that will form the basis of a university-wide dashboard of key indicators, linked to the high level goals of the Strategic Plan and Core Values. The campus' 'culture of assessment' could be enhanced by presentation of assessment results in the State of the University/School Addresses and the University's Executive Council reports.
2. The mechanism for addressing school level concerns regarding shared governance, when collected by a University wide metric, such as the Faculty Senate survey, needs to be improved and expanded to include all representative bodies. This, in addition to face-to-face opportunities, such as a "Shared Governance Summit" similar to the one held on July 16, 2015, should serve to build upon the strong foundation of collaboration between all three shared governance bodies and the Executive Cabinet.

Participants' ranking of recommendations

Rank-order this list from 1 to 2, where 1 represents the most important priority and 2 represents the least important priority.

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Questions and Comments

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