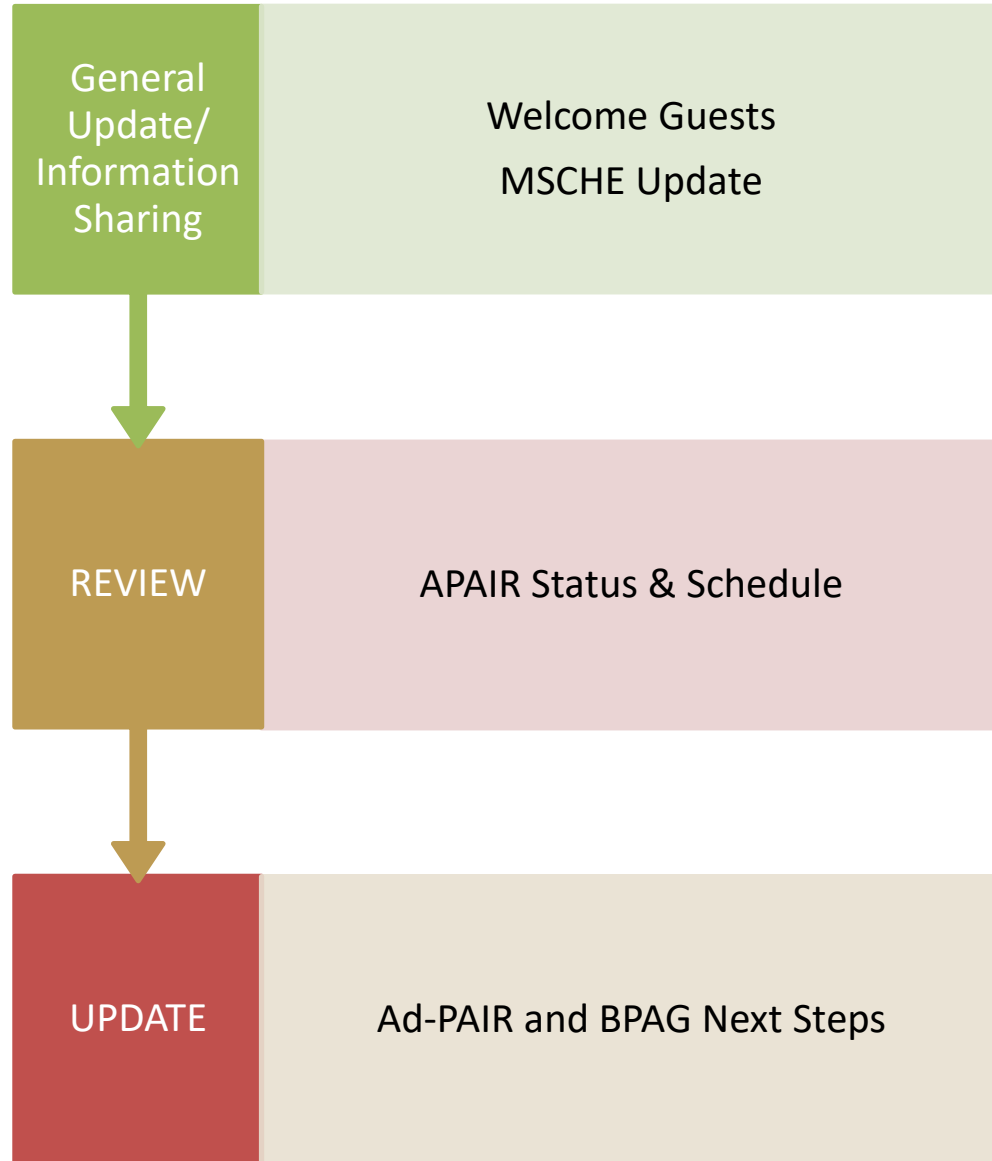# Best Practices in Assessment Group

Karen D Matthews, DM, MPA
Gregory Spengler, MPA

Office of Institutional Effectiveness, Strategic Planning, & Assessment (IESPA)

November 5, 2024

# Meeting Objectives

| General Update/ Information Sharing | Welcome Guests  MSCHE Update |
|---|---|

| REVIEW | APAIR Status & Schedule |
|---|---|

| UPDATE | Ad-PAIR and BPAG Next Steps |
|---|---|

# Information Sharing

- MSCHE Status
- Other - All

# MSCHE Update

- Purpose (Brief)
- Self-Study Status
- Site Visits (Dec 10 / April 6-9)
- Survey
- Annual Conference (Dec 12-13)
- Next Steps

# Institutional Effectiveness & Assessment

➢ The Office of Institutional Effectiveness, Strategic Planning, & Assessment (IESPA)
  ➢ Main Functions
    ➢ Institutional Research
    ➢ Institutional Reporting
    ➢ Institutional Assessment
    ➢ Accreditation Liaison (Middle States Commission on Higher Education [MSCHE])
➢ Initiatives/ Processes/ Systems Managed
  ➢ Strategic Planning (SPIMS)
  ➢ Academic Program Assessment and Improvement Reporting (APAIR)
    ➢ Institutional Learning Outcomes (ILOs)
  ➢ **Ad**ministrative Program Assessment and Improvement Report (Ad-PAIR)

# The APAIR and Its Role in Reaccreditation and Continuous Improvement

➢ Compliance with MSCHE Standard V - Educational Effectiveness Assessment "...*the institution's students have accomplished educational goals consistent with their program of study, degree level, the institution's mission, and appropriate expectations for institutions of higher education.*"

  ➢ Demonstrate UMB's best efforts at standardizing program evaluation and assessment reporting.

  ➢ Document assessment activities at the school/academic program levels

➢ Promote strategic and operational planning

➢ Continuously improve

# Academic Program Assessment & Improvement Report

# (APAIR)

# APAIRs Status

## 2024-2025

✓101 (Degree and Certificate Offerings)

   ✓65: **Approved & IESPA-Reviewed**

   ✓ 3: Programs Discontinued

   ✓ 2: APAIR Not Initiated*

### *2023-2024*

✓108 (Degree and Certificate Offerings)

   ✓54: **Approved & IESPA-Reviewed**

# APAIR Summary Facts

- Purpose
  - Evidence for accreditation purposes
  - Standardized reporting across all seven schools
  - Supports decision-making and continuous improvement efforts
- Audience
  - Required reporting for all UMB academic (degree and certificate) offerings
- Components / Modules
  - Unit Details
  - Priorities Creation
  - ILOs Performance
  - External Review
- Implemented* July 2023-24

*In home-grown system

# APAIR (Academic Units)
# Schedule and Due Dates

| 2025-2026 | Activity/Deadline |
|---|---|
| 04/15/2025 | APAIR Opens for Progress Reporting (FY2025) and New Priorities Setting (FY 2026) |
| 07/31/2025 | APAIR Closes for Year-End Progress Reporting and New Priorities Setting |
| 08/31/2025 | APAIR Final Statistics Reported to Provost Office |

*Anticipated; will allow 45 days to Complete          **Also Opens for Phase I Units

# Administrative Program Assessment & Improvement Report

# (Ad-PAIR)

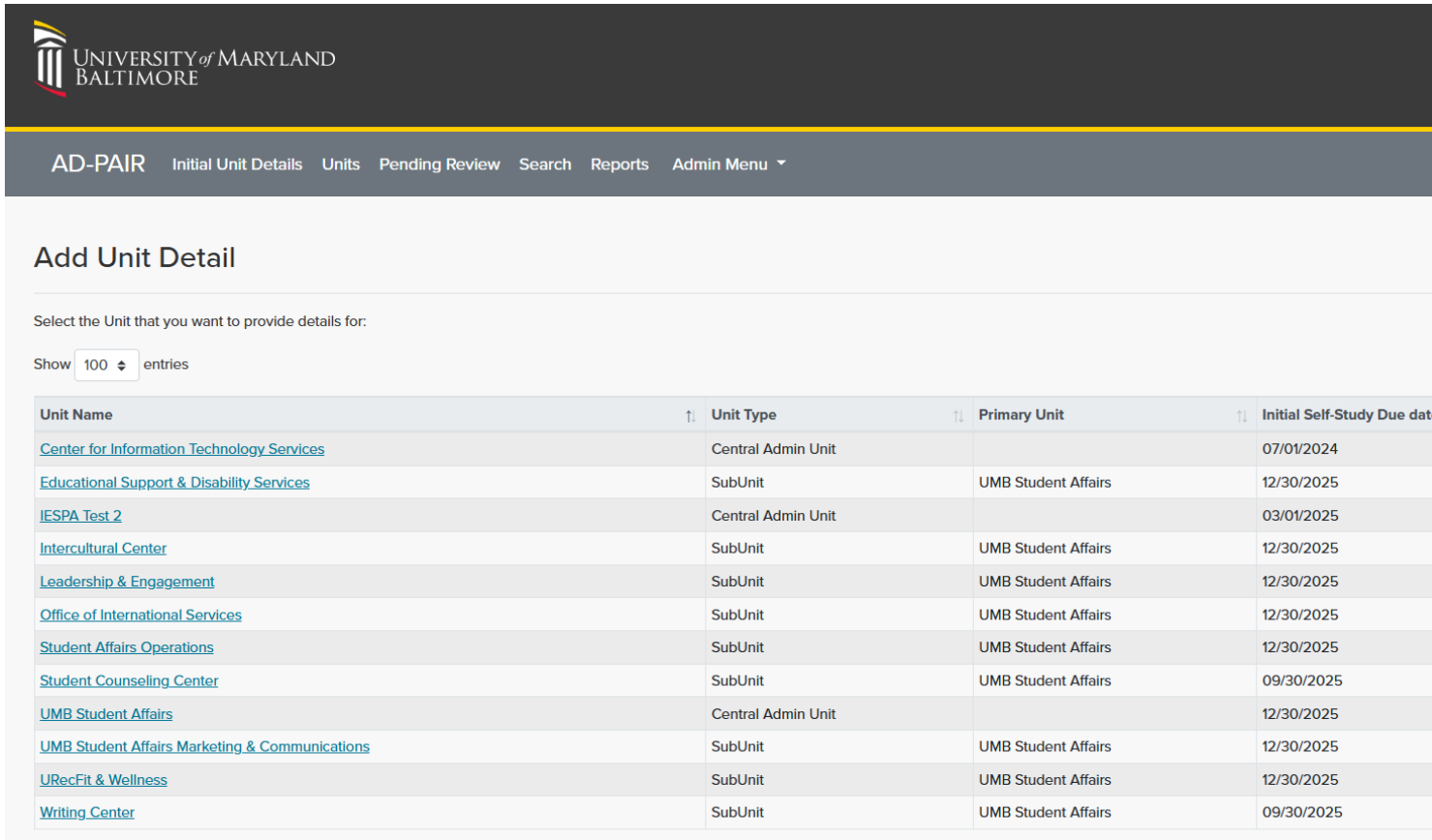# The Ad-PAIR and Its Role in Reaccreditation and Continuous Improvement

➢ Compliance with MSCHE Standard IV - <u>Support of the Student Experience</u> and Standard VI – <u>Planning, Resources, and Institutional Improvement</u>

  ➢ "The institution commits to student retention, persistence, completion, and success through a coherent and effective support system sustained by qualified professionals, which enhances the quality of the learning environment, contributes to the educational experience, and fosters student success."

  ➢ "The institution continuously assesses and improves its programs and services"

➢ Improves institutional accountability and transparency

➢ Helps inform strategic planning priorities.

➢ Reduces redundancy in our campus community.

## Why require the Ad-PAIR?

Universities should conduct self-reviews of their non-academic units in addition to academic units for several reasons:

- Impacts overall experience for students and staff;
- Aligns services and resources with the university's strategic priorities;
- Encourages change to meet new demands and expectations;
- Demonstrates commitment to continuous improvement and accountability; and
- Provides evidence for accreditation purposes

# Opening Screen

# Module – ADD Unit Detail



**ANNUAL ADMINISTRATIVE PROGRAM ASSESSMENT & IMPROVEMENT REPORT (AD-PAIR)**

# Module | Key Performance Indicators (KPI)

## Key Performance Indicators (KPI):

KPIs are quantifiable and measurable; they are precise metrics utilized to assess the effectiveness of activities or processes. These KPIs align with the unit's mission and undergo regular review to evaluate their achievement:

**KPI Description**

Strategic Plan Priorities and their status

Required - 100 characters limit

**Primary data being collected that supports KPI**

SPIMS System

Required - 100 characters limit

**Other Data Sources**

None

Optional - 100 character limit

**Unit Benchmark/Target**

>95% reporting by all UMB units as periodically required.

Required - 150 characters limit

Save     + Add

# Module

## Create Priorities (Annual)

**Planned Improvement Title**

Required - 150 characters limit

**Improvement Description**

Required - 500 characters limit

**Improvement Type**

Required -view chart

**Milestone/Metric to evaluate success**

Required - 250 characters limit

**Does this support a strategic plan activity/priority?**

○ Yes
○ No

Required

**Evidence Document**

Choose File   No file chosen

Optional - Word, Excel, PowerPoint, PDF, JPG or GIF only

**Top risk/barrier to attain goal**

Required - 200 character limit

**Risk Category**

risk chart

**Overall, the risk category is**

**Module**

**Creating Priorities – Improvement Types Explained**

https://cfapps.umaryland.edu/adpair/goal_description.cfm

**Improvement Types**

**ILO:** Provost-approved (7 Themes) applicable to all degree-seeking students (e.g. Global Education & Learning, Ethics, Integrity)
**SLO:** Learning outcome specific to students in an academic program
**KPI:** Key Performance Indicators, quantitative measures of program outcomes (e.g., students counseled, scholarships processed, students tutored)
**FS:** Financial Sustainability (e.g., scholarships, grants, contracts)
**SYS:** Systems/Technology Improvements
**PO:** Program Operations (e.g., tasks related to program marketing, recruitment, space)
**O:** Other (Not defined above)

Improvement Type

O: Other

Required -more info
**Other**

Required - 150 character limit

# Module



**Planned Improvement**   (last updated by Karen Matthews)

Support Community Engagement

Required - 150 character limit

**Does this support a strategic plan activity/priority?**

- ● Yes
- ○ No

Required

**Evidence Document**

Choose File   No file chosen

Optional - Word, Excel, PowerPoint, PDF, JPG or GIF only

**Improvement Description**

Provide students credit for participation in community engagement programs offered as an extra-curricular activity.

Required - 500 character limit

**What is the SPIMS Goal number or Theme/Outcome?**

Goal #346

Required - 200 character limit

**Top risk/barrier to attain goal?**

finding students

Required - 200 character limit

**Improvement Type**

ILO: Institutional Learning Outcome

Required -more info

**What ILO does this support?**

Community Engagement: Objective 1

Required - view ILO chart

**Risk Category**

Student Enrollment and Engagement

risk chart

**Overall, the risk category is**

Internal to UMB

**Milestone/Metric to evaluate success**

Confirmation received from academic unit of credit applied to student's transcript.

Required - 250 character limit

19

# Module

# External Review

Definition: *Unit self-review conducted at the request of an External Reviewer (e.g., accreditor, regulator, professional organization, USM unit) and submitted to the body henceforth.*

## External Unit Review Details:

Is your unit externally reviewed by an accrediting agency, government entity, or other external entity?

○ Yes
○ No

Required

**Save**

# Module | UMB Self-Study

Definition: A UMB-required intensive, collaborative Self-Study review providing an opportunity to reflect on the unit's mission, the services provided, strengths and challenges, opportunities, and future priorities.

## Self Study Details:
## Update Self Study

Year Completed

Required - ranges with previously self study are disabled

Please provide your overall self-study document. Download guidance here.

Choose File  No file chosen

Required - Word or PDF

# Periodic Unit Self-Review
# (Five-Six Year Intervals)

To effectively assess the Unit's performance, the self-study shall focus on the following key areas and descriptions:

- Unit mission, goals, history, and context within UMB;

- Human Resources and staffing;

- Resources (other);

- Evaluation and assessment activities;

- Stakeholders served and their feedback;

- Strengths, weaknesses, opportunities, threats (SWOT); and

- Future directions and priorities.

# Module

## UMB Required Self-Study

UMB Self-Study: A Unit-Intensive Self-Study report providing an opportunity to reflect on the unit's mission, the services provided, strengths and challenges, opportunities, and long-range plans.

(*Undergoing review*)

**UNIVERSITY OF MARYLAND, BALTIMORE**

**SELF-STUDY STANDARDS FOR INTERNAL EVALUATION**

The self-study standards for internal review are a team effort driven by the desire to meet, if n upon the outcomes driven by the mission(s) supporting our academic enterprise. They provide consistent practice for units to evaluate their performance, fostering a culture of self-reflection assessment. This collaborative process supports the University of Maryland, Baltimore (UMB) advancing short and long-term planning to align with institutional and professional accreditors standards, improve unit excellence, and continuously improve.

Responses are to be credible and verifiable; please provide sources of information in APA form

**Standards for Completing the Self-Study**

1) **Executive Summary** (1-2 pages suggested)
   a) Approach to undertaking this self-study
   b) **Include Key Findings**

2) **Unit Facts and Background** (*Sections 2 – 5, not to exceed 25 pages.*) (Upload Docu
   a) Unit Background – Describe unit formation and position within the Institut structure (up to 3 categories above); note any major changes in unit positi resulting in the current configuration.
   b) Mission – Define the unit's mission and purpose.

   *Provide a brief mission statement (i.e., clear and memorable, primary function, and for what stakeholders)*

   c) Provide the approach to conducting Unit's periodic review of performance the review structured? What gets reviewed regularly?

# Ad-PAIR Summary Facts

- Purpose
  - Evidence for Accreditation Purposes
  - Standardizes reporting across all critical administrative units
  - Supports decision-making and UMB's continuous improvement

- Audience
  - Pilot: Student Affairs
  - Phase I: Central Administration, Student-Facing Administrative Units
  - Phase II: Central Administration Units (Other)
  - Phase III: School Administrative Units

- Implement Phase I: FY 2025-2026

# Student Affairs (Pilot)
# Schedule and Due Dates

| _2024-2025_ | _Activity/Deadline_ |
|---|---|
| 11/5/2024 (upon receipt of Guidance) | Contributors/Approver confirms access to Ad-PAIR |
| 11/5/2024 | Ad-PAIR Opens for updating Unit Details, Priorities (thru 6/30/25), and External Review, if applicable |
| **12 months before due date** | Download UMB Self-Study Guidelines, if scheduled |
| 12/20/2024 | Ad-PAIR Closes for Unit Details, Priorities-setting, et al. |
| 12/20/2024 | Proposed Feedback Session |
| 04/15/2025 | Ad-PAIR Opens for 2025-2026 Priority Setting (New Priorities Only)** |
| 07/01/2025 | Ad-PAIR Opens for Year-End Progress Reporting |
| 07/31/2025 | Ad-PAIR Closes for Year-End Progress Reporting |

**Also Opens for Phase I Units

# Ad-PAIR Next Steps

**1**

**PILOT**

Student Affairs (SA) and subunits pilot Ad-PAIR through 2024-2025;

SA commences UMB Self-Study

IESPA-held Feedback Session (Pilot Group)

**2**

**Communicate Initiative**

Develop communication plan and inform campus community of Ad-PAIR roll-out;

Information / training sessions development

IESPA / Provost Assessment

**3**

**Expand Implementation - Proposed**

Phase I: Student-facing Central Administration Units (2025/26)

Phase II: Central Admin Units (Other): (2026/27)

Phase III: School Admin (central) units (2026/27?)

# Institutional Evaluation and Assessment Tracking

**IESPA-Produced Reports**

- Ad-PAIR Completion Status

- Evaluation/ Assessment History

- Priorities Status / Type

- KPI(s) monitored

For Addition Information:

Review: the Institutional Effectiveness, Strategic Planning, and Assessment website at

[www.umaryland.edu/iespa](www.umaryland.edu/iespa)

OR
Email: UMBAssessment@umaryland.edu

Contacts:
Karen Matthews [karen.matthews@umaryland.edu](karen.matthews@umaryland.edu)
Greg Spengler [gspengler@umaryland.edu](gspengler@umaryland.edu)
Lauren Crum [lcrum@umaryland.edu](lcrum@umaryland.edu)
Victoria Meadows (Risks questions) [Victoria.meadows@umaryland.edu](Victoria.meadows@umaryland.edu)