



UNIVERSITY *of* MARYLAND  
BALTIMORE

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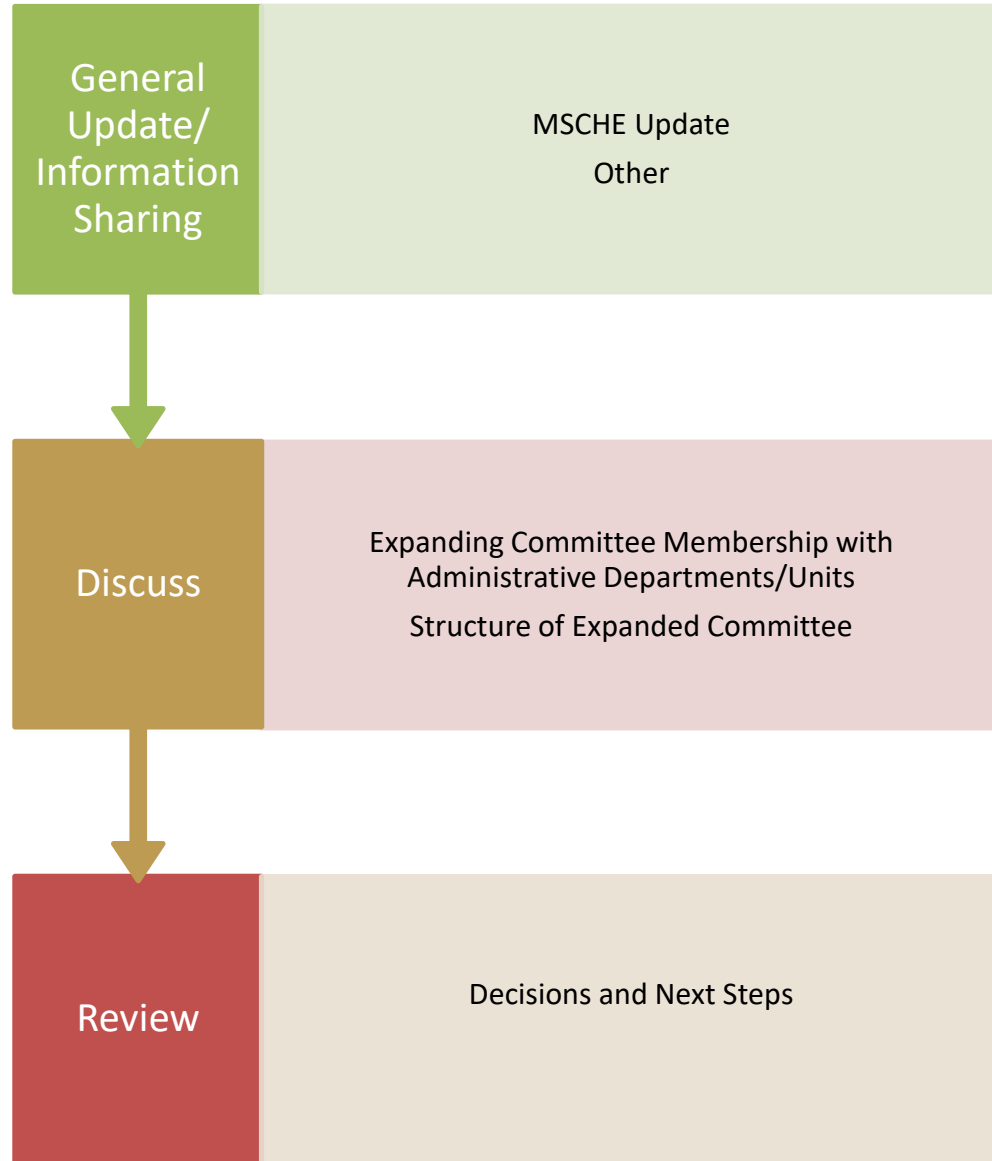
# Best Practices in Assessment Group

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& Assessment (IESPA)

December 3, 2024

# Meeting Objectives



# Information Sharing

- MSCHE Status
- Other - All



# MSCHE Update

- Purpose (Brief)
- Self-Study Status
- Site Visits (Dec 10 / April 6-9, 2025)
- Annual Conference (Dec 11-14)
- Next Steps

# Institutional Effectiveness and Assessment Purpose

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- Improve institutional outcomes and adaption to change with regular assessment
- Impact accreditation outcomes
- Facilitate efficient use of resources
- Address performance and outcomes proactively
- Enhance stakeholder engagement
- Provide documented evidence of success



# 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)
      - Administrative Program Assessment and Improvement Report (Ad-PAIR)
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# Current BPAG Membership Structure

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School A/Deans with  
responsibility for Assessment  
and or Student Affairs



Select Academic  
Programs Directors

e.g., Genetic  
Counseling  
Public Health  
Medical Research  
Technology



Central Unit Offices

Provost Office  
(IESPA, Vice  
Provost,  
Chief Academic  
Officer)

# BPAG Accomplishments

## Academic Program Assessment & Improvement Reporting (APAIR) process

- 2024-25 101 Degree & Certificate Programs represented in 65 APAIRs
- 163 Priorities (Improvements or Opportunities) established

## Institutional Learning Outcomes

- Developed, recommended, and approved by the Provost
- Implemented and tracked in the APAIR



# Expanding the BPAG



Suggestions on Structure

# What is the role of the expanded BPAG?

- Facilitate communication and champion a culture of continuous improvement within school/ administrative unit
- Design and support campus assessment processes
- Ensure alignment with institutional goals
- Promote accountability and transparency
- Gather and analyze outcomes data
- Foster collaboration across units involved in assessment
- Drive evidence-based decision-making
- Support campus (re)accreditation
- Celebrate our successes

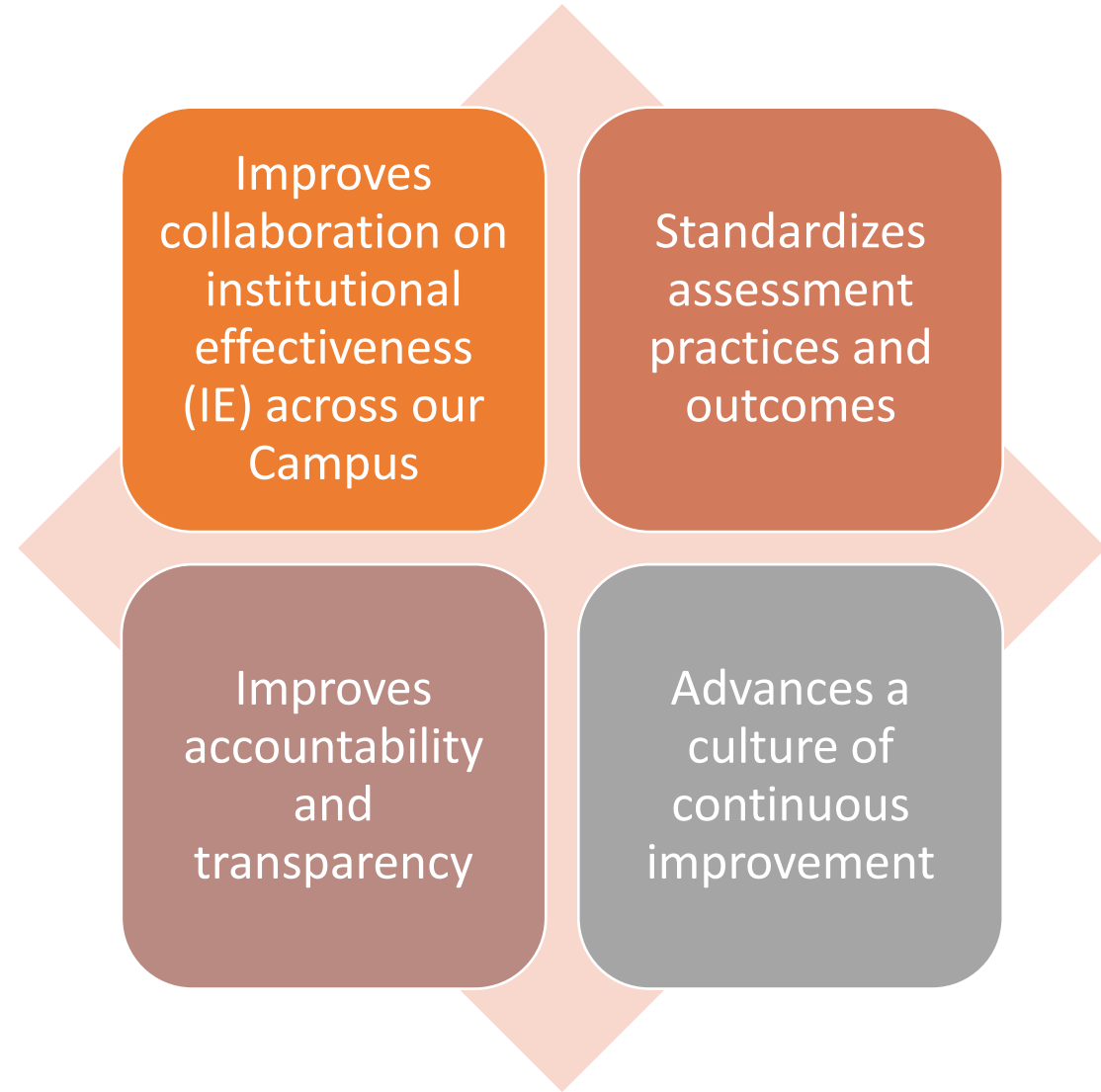
**Are there any gaps or areas where the BPAG could be more effective in supporting the institution's goals?**

# Rationale for Expanding the BPAG

- Align with and complements profession/discipline accreditation standards
- Support student success goals
- Drive competitiveness and excellence in a rapidly changing educational landscape
- Support timely review and evaluation of assessment data
- Expand awareness and knowledge of assessment best practices
- Encourage strategic and operational planning throughout the institution

**What challenges or opportunities could BPAG address more effectively by involving additional units?**

# Benefits of Expanding BPAG Membership



# Discussion

Which non-academic units might bring valuable insights to BPAG's discussions related to assessment?

What criteria should be used to determine which individuals join the expanded BPAG?

What is the ideal size for the expanded BPAG to ensure effective participation and decision-making?

What challenges do you see with expanding the BPAG?



Qualifications, experience, and roles of potential new members (e.g., assessment/strategic planning knowledge, other.)



Criteria to ensure effective participation and representation.



Prioritizing new members – How?

# Next Steps – BPAG Expansion

- Review suggestions and decisions
- Discuss timeline for inviting new members
- Determine next steps

# Proposed Structure



Suggestion on Structure

# BPAG Committee Structure

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## Committee Composition:

- Academic Representatives: Faculty and academic assessment leads
- Non-Academic Representatives: Leaders from key non-academic units (e.g., Student Affairs, Student Financial Services, CITS, A&F, etc.)
- Ex-officio Members: Representatives from cross-functional units (e.g., Center for Global Engagement, FCTL)



# Subcommittees

- Academic Assessment Subcommittee:  
Focus on academic programs and learning outcomes, and fostering a shared vision and structured assessment practices across schools and their programs
- Non-Academic Assessment Subcommittee:  
Address assessments related to student services, resources, and institutional support, and fostering a shared vision across central administrative units and school administrative units.
- Cross-Functional Committees (Ad-hoc?)  
For joint projects that bridge academic and non-academic units, e.g., Strategic Planning, institutional surveying, ?)

# Roles and Responsibilities of the Expanded Committee

Responsibilities for assessing and reporting on outcomes for both academic and non-academic units

Creation and review of assessment tools and processes

Cross-functional collaboration to align assessment outcomes with institutional goals

Recommendations for improvements and best practices across units



# Academic Subcommittee Review IE Focus

**Applications:** APAIR, SPIMS

## **Objectives**

- Focus on the overall mission and strategic goals of the institution
- Assess academic programs contribution to institutional success and student learning outcomes
- Recommend and evaluate assessment improvement

## **Assessment Framework**

- Inform an assessment plan that comprises all academic programs
- Utilize standardized frameworks, methodology and best practices to evaluate institutional performance
- Exploit technology to improve assessment

## **Key Performance Indicators (KPIs)**

- Inform key performance indicators (KPIs) aligned with institutional goals
- Review school/ program alignment with outcomes expected



# Academic Subcommittee Review – IE Focus

## **Program Review Process**

- Recommend a systematic institutional review (self-study) process at regular intervals (e.g., every 5-7 years).
- Evaluate the effectiveness of programs from a broader institutional perspective

## **Reporting**

- Suggest/ recommend institutional reports summarizing findings and recommendations across all programs.
- Suggest /recommend results sharing with campus stakeholders.

## **Continuous Improvement**

- Use results to inform institutional-level strategic planning, resource allocation, and policy development.
- Champion a culture of continuous improvement and adapt programs based on aggregated assessment results.

# Administrative (Non-Academic) Subcommittee Review IE Focus

**Applications:** Ad-PAIR, SPIMS

## **Objectives**

- Focus on the overall mission and strategic goals of the institution
- Evaluate institutional effectiveness practices
- Recommends improvements/ opportunities for implementation

## **Assessment Framework**

- Inform an assessment plan that comprises all non-academic programs
- Utilize standardized frameworks and best practices to evaluate institutional performance
- Exploit technology to inform decisions and improve operations

## **Institutional Review Process**

- Recommend a systematic institutional review (self-study) process at regular intervals (e.g., every 5-7 years) for each unit;
- Evaluate the effectiveness of programs from a broader institutional perspective

# Administrative (Non-Academic) Subcommittee Review IE Focus

## **Reporting**

- Suggest/ recommend institutional reports summarizing findings and recommendations across all programs.
- Suggest /recommend results sharing with campus stakeholders.

## **Continuous Improvement**

- Use results to inform institutional-level strategic planning, resource allocation, and policy/ practices development.
- Champion a culture of continuous improvement and adapt programs based on aggregated assessment results.
- Establish feedback structure to monitor recommendations and improvements



# Strategic Plan Evaluation Focus - Future


- Inform 2027-31 on assessment priorities to align with continuous improvement goals
- Data collection and review (periodic)
- Develop key performance indicators that correspond to strategic priorities (if not part of the strategic plan development process)
- Assess KPIs against expectations
- External benchmarking and best practices sharing
- Reporting
  - Highlight achievements
  - Assess Performance against objectives / benchmarks
  - Communicate results

# Next Steps – BPAG Structure

- Review suggestions and decisions
- Determine next steps



Summary –  
The Expansion  
of the BPAG  
and  
Committee  
structure will:

- Drive an assessment culture at UMB
  - Centralize data management and reporting on institutional assessment activities
  - Align assessment activities with mission, institutional priorities, and standards of accreditation
  - Advance institutional effectiveness and continuous improvement plans
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+ • Enjoy the upcoming Holiday Season!

Next Meeting  
Tuesday, January 7, 2025  
11:00AM



For Additional Information:

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

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

OR

Email: [UMBassessment@umaryland.edu](mailto:UMBassessment@umaryland.edu)

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