



Assessment Planning

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Meeting Purpose

- IESPA & BPAG role concerning accreditation
- Review MSCHE Standard III.
- Identify the status of evidence in each unit to align with MSCHE Standard III.
- Discuss unit elements to comply with MSCHE Standard III.
- Consider strategies for aligning the unit plan with the MSCHE Standard III.



Institutional Assessment in Practice

Purpose:

“Concerned with bringing together assessments of all components of an institution to provide evidence of accomplishing its mission” (Volkwein, 2010).

Focus: Internal improvement and external accountability

Addresses the following questions:

- Is the School/Program meeting its mission/goals?
- Is School/Program meeting its professional standards?
- Is the School/Program cost-efficient in implementing its goals?
- Is the School/Program continuously improving?

MSCHE Standard III:

“An institution provides students with learning experiences that are characterized by rigor and coherence at all program, certificate, and degree levels, regardless of instructional modality. All learning experiences, regardless of modality, program pace/schedule, level, and setting are consistent with higher education expectations.



MSCHE Feedback from 2016 Site Visit

The MSCHE Site Visit Team made two suggestions relating to assessment (as of May 2016):

Standard 7: *Institutional Assessment*. The team suggests that **UMB** periodically evaluate the effectiveness and comprehensiveness of its institutional assessment processes.

What this guidance means (MSCHE, 2007):

- Define and articulate institutional and unit goals;
- Implement strategies to achieve those goals;
- Assess achievement of those goals;
- Use results to improve programs and services, and inform planning and resource allocation.

Middle States Commission on Higher Education. (2007). *Student Learning Assessment: Options and Resources* (2nd ed., pp. 1–98). Philadelphia, Pennsylvania.



MSCHE Feedback from 2016 Site Visit Cont'd

The MSCHE Site Visit Team made two suggestions relating to assessment (as of May 2016):

Standard 14: *Assessment of Student Learning*. The team suggests that UMB have the deans for Academic Affairs regularly address assessment during their monthly meetings or through the development of an assessment subcommittee to address and share assessment best practices and tools.

What this guidance means (MSCHE, 2007):

- Develop clearly articulated learning outcomes;
- Offers courses, programs, and experiences that provide opportunities for students to achieve those learning outcomes;
- Assess student achievements of those learning outcomes
- Using the results of those assessment to improve teaching and learning, and inform planning and resource allocation decisions.



Assessment Plan Components (For Student learning Outcomes [SLOs])

- Describes the SLOs desired;
- Explains the methods to assess the SLOs;
- Prescribes/suggests the evidence to support the achievement of the SLOs;
- Highlights the methods to collect the evidence;
- Discusses how results are to be reported and reviewed; and
- Provides guidance on the process of developing an action plan to address the assessment findings.

Mapping Standard III: Design and Delivery of the Student Learning Experience
Unit Questionnaire Summary

School/Program	Mapping Standard III: Design and Delivery of the Student Learning Experience <u>Unit Questionnaire Summary</u>									
Question #	1	2	3	4	5	6	7	8	9	10
Academic Affairs (Institutional)	No	No	No	No	No	No	Yes	No	Yes	Yes
Dentistry	No	No	No	No	No	No	No	No	No	Yes
Graduate	*	*	*	*	*	*	*	*	*	*
Law	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	No
Medicine	*	*	*	*	*	*	*	*	*	*
Nursing	Yes	Yes	Yes	No	Yes	Yes	Yes	Yes	Yes	NR
Pharmacy	Yes	No	Yes	Yes	Yes	Yes	Yes	Yes	Yes	No
Social Work	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	No
Human Genetics (SOM)	Yes	Yes	Yes	Yes	No	No	Yes	Yes	Yes	NR
Medical & Research Technology (SOM)	No	No	No	No	No	No	No	No	No	Yes
Physical Therapy (SOM)	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	No
Yes	6	5	6	5	5	5	7	6	7	3
No	3	4	3	4	4	4	2	3	2	4
NR	0	0	0	0	0	0	0	0	0	2

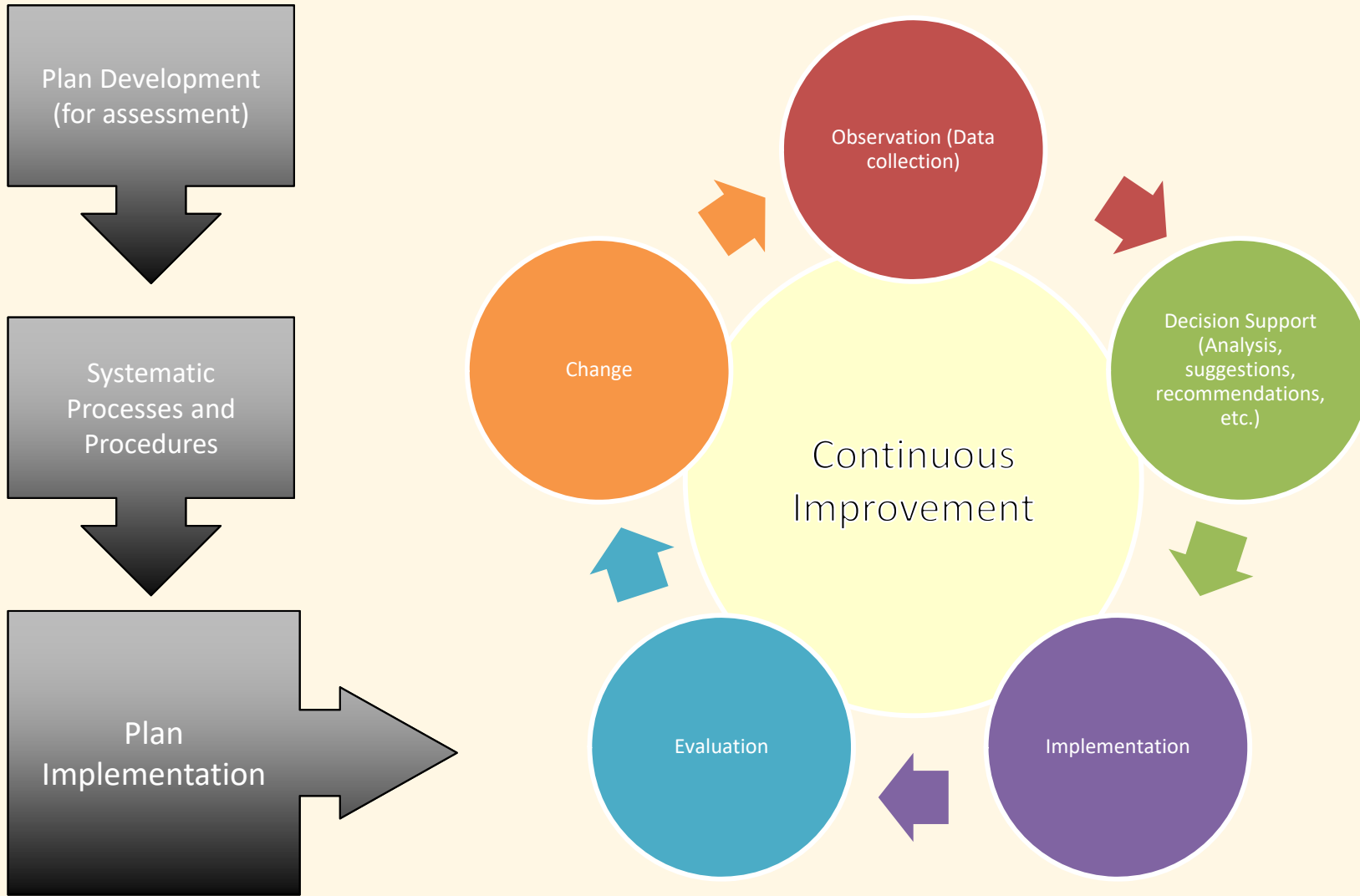


IESPA and BPAG Oversight for MSCHE Standard III

Where is UMB in the Process?	Status
Map assessment activities across the enterprise	✓
Expose gaps	
<i>Identify and establish KPIs and benchmarks</i>	
Standardize policies and procedures to demonstrate evidence of assessment	
Implement best practices	
Assess progress of plan implementation	
Adjust assessment process, as needed (at unit level)	



Conceptual Framework



Assessment Accountability Cycle



Questions for Discussion

- If a school/unit follows its accreditors protocol for assessment, how should it reflect that its practices follow MSCHE guidance?
- What are good practices/guidance indicating that a school/program uses its assessment data to improve educational outcomes?
- Is it necessary to have a formal assessment plan or just map to where the evidence exists in the unit?
- Other?



For More Information

Assessment Planning information is available on the Institutional Effectiveness, Strategic Planning, and Assessment website:

www.umaryland.edu/iespa

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