



# Best Practices in Assessment Group

Gregory Spengler, MPA  
Karen D Matthews, DM, MPA  
Office of Institutional Effectiveness,  
Planning & Assessment (IESPA)

April 21, 2020



# Agenda

- Meeting Purpose
- Introductions
- Discussion
- Wrap-Up and Next Steps

# 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.

School/Program	Mapping Standard III: Design and Delivery of the Student Learning Experience Unit Questionnaire Summary									
	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	NR	NR	NR	NR	NR	NR	NR	NR	NR	NR
Law	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	No
Medicine	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	No
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	7	6	7	6	6	6	8	7	8	3
No	3	4	3	4	4	4	2	3	2	5
NR	1	1	1	1	1	1	1	1	1	3



## IESPA and BPAG Oversight for MSCHE Standard III

<b>Where is UMB in the Process?</b>	<b>Status</b>
Map assessment activities across the enterprise	✓
Determine the activities to collect to comply with MSCHE standards	✓
Identify and establish KPIs and benchmarks	
Develop a centralized program of assessment across the institution	
Implement Program	
Assess progress of plan implementation	
Adjust assessment process, as needed (at unit level)	



# Questions for Discussion

- What problems, if any, can one foresee executing this assessment program?
- Are there any other elements we should add to the information collection process?
- How might a centralized KMS system potentially benefit one's unit's assessment activities? How might it complicate collection efforts?
- What support services will one's unit require to execute the proposal?



# For More Information

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

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

Contacts:

Karen Matthews [karen.matthews@umaryland.edu](mailto:karen.matthews@umaryland.edu) 6-2422

Greg Spengler [gspengler@umaryland.edu](mailto:gspengler@umaryland.edu) 6-1264