

2016



# MIDDLE STATES Self Study

Self-Study Town Hall Session

**Working Group #1 – Educational Innovation and Transformation**

Steering Committee Co-Chairs

Dean Natalie Eddington

Dr. Roger Ward

September 2, 2015

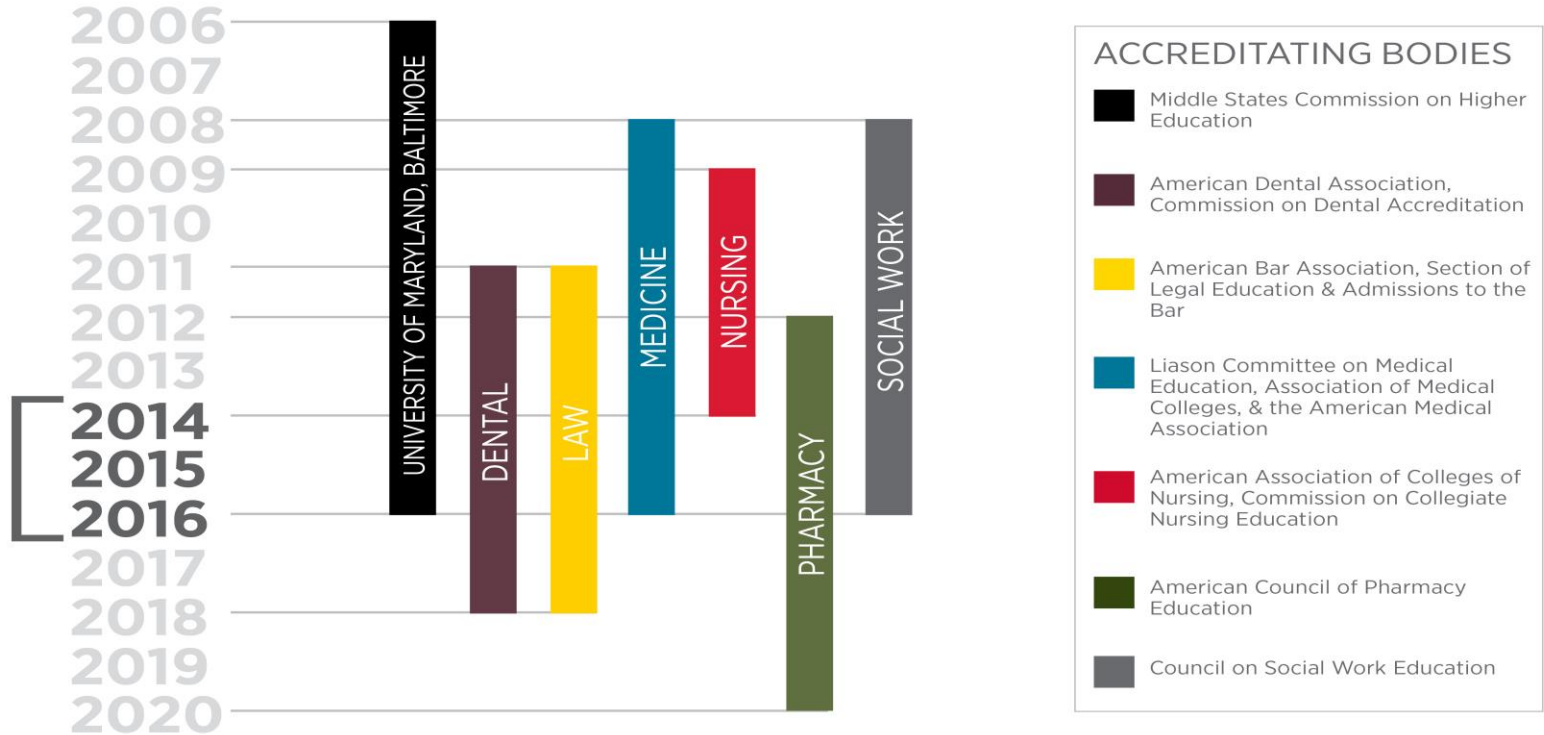
# Town hall objectives

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.

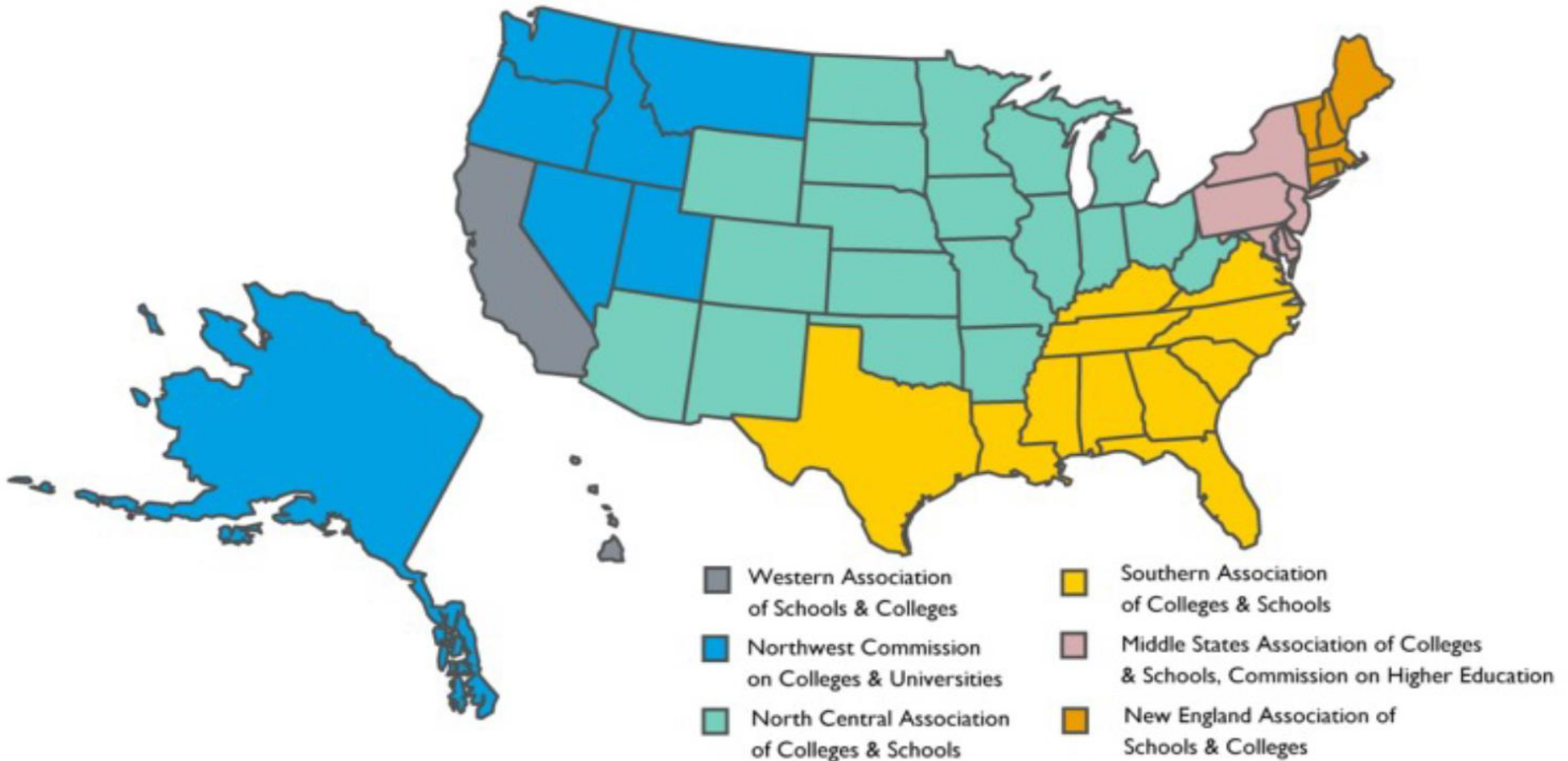
# Understanding accreditation at UMB

- 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 recommendations 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.*

- The University should commit new resources, especially IT infrastructure and personnel to re-engineer resources and enhance faculty development across all schools.
  
- The University should identify new funding sources from state, tuition, and philanthropic sources to assure future affordability.

2016



# MIDDLE STATES

## Self Study

## Middle States Town Hall

Working Group #1

Educational Innovation and Transformation

### Co-Chairs

Dr. David Mallot

Dr. David Roffman

# Our Charge

## **Demonstrate UMB's Compliance with two Middle States Standards:**

1. Standard 11: “The institution’s educational offerings display academic content, rigor, and coherence appropriate to its higher education mission. The institution identifies student learning goals and objectives, including knowledge and skills, for its educational offerings.”
2. Standard 14: Assessment of student learning demonstrates that, at graduation, or other appropriate points, the institution’s students have knowledge, skills, and competencies consistent with institutional and appropriate higher education goals.

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

1. What, if any, are the benefits to UMB of leveraging technology and emerging pedagogical models and tools to improve, design, and launch high-quality, high- demand, and self-sustaining academic offerings?
2. What actions could UMB undertake to promote interprofessional teaching and learning across the professions?
3. How could UMB ensure that its academic programs remain affordable and accessible?

# Standard 11: Educational Offerings

“The institution’s educational offerings display academic content, rigor, and coherence appropriate to its higher education mission. The institution identifies student learning goals and objectives, including knowledge and skills, for its educational offerings.”

## Compliance Status Standard 11

(Please check the status of overall compliance)

X

*Substantially Meets*

*Partially Meets*

*Does Not Meet*

# Fundamental Elements – Standard 11

Standard 11 – Educational Offerings		Grade		
1	Educational offerings congruent with its mission, which include appropriate areas of academic study of sufficient content, breadth and length, and conducted at levels of rigor appropriate to the programs or degrees offered;	X		
2	Formal undergraduate, graduate, and/or professional programs—leading to a degree or other education credential—designed to foster a coherent student learning experience and to promote synthesis of learning;	X		
3	Program goals that are stated in terms of student learning outcomes;	X		
4	Periodic evaluation of the effectiveness of any curricular, co-curricular, and extra-curricular experiences and utilization of evaluation results as a basis for improving its student development program and for enabling students to understand their own educational progress;	X		
5	Learning resources, facilities, instructional equipment, library services, and professional library staff adequate to support the institution’s educational programs;	X		
6	Collaboration among professional library staff, faculty, and administrators in fostering information literacy and technological competency skills across the curriculum;	X		
7	Programs that promote student use of a variety of information and learning resources;	X		
8	Provision of comparable quality of teaching/instruction, academic rigor, and educational effectiveness of the institution’s courses and programs regardless of the location or delivery mode;	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 11

Standard 11 – Educational Offerings		Grade		
9	Published/implemented policies/procedures for transfer credit. Transfer credit or recognition of degrees will not be determined exclusively on the basis of the accreditation of the sending institution or the mode of delivery but, rather, on course equivalencies, expected learning outcomes, with those of the receiving institution’s curricula and standards.	N a		
10	Policies and procedures to assure that the educational expectations, rigor, and student learning within any accelerated degree program are comparable to those that characterize more traditional program formats;	X		
11	Consistent with the institution’s educational programs and student cohorts, practices and policies that reflect the needs of adult learners;	X		
12	Course syllabi that incorporate expected learning outcomes;	X		
13	Graduate curricula providing for the development of research and independent thinking that studies at the advanced level presuppose;	X		
14	Faculty with credentials appropriate to the graduate curricula;	X		
15	Assessment of student learning and program outcomes relative to the goals and objectives of the graduate programs (including professional and clinical skills, professional examinations and professional placement where applicable) and the use of the results to improve student learning and program effectiveness.	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 14: Student Learning Assessment

“Assessment of student learning demonstrates that, at graduation, or other appropriate points, the institution’s students have knowledge, skills, and competencies consistent with institutional and appropriate higher education goals.”

**Compliance Status Standard 14**

(Please check the status of overall compliance)

**X**

*Substantially Meets*

*Partially Meets*

*Does Not Meet*



# Fundamental Elements – Standard 14

Standard 14 – Assessment of Student Learning		Grade		
1	Clearly articulated statements of expected student learning outcomes, at all levels (institution, degree/program, course) and for all programs that aim to foster student learning and development, that are: appropriately integrated with one another; consonant with the institution's mission; and consonant with the standards of higher education and of the relevant disciplines;	X		
2	A documented and organized assessment process to evaluate and improve student learning that meets the following criteria: <ul style="list-style-type: none"> <li>• systematic, sustained, and thorough use of multiple qualitative and/or quantitative measures that maximizes the use of existing data and information; clearly and purposefully relate to the goals they are assessing; are of sufficient quality that results can be used with confidence to inform decisions; include direct evidence of student learning;</li> <li>• support and collaboration of faculty and administration;</li> <li>• clear, realistic guidelines and timetable, supported by appropriate investment of institutional resources;</li> <li>• sufficient simplicity, practicality, detail, and ownership to be sustainable;</li> <li>• periodic evaluation of the effectiveness and comprehensiveness of the institution's student learning assessment processes;</li> </ul>	X		
3	Assessment results that provide sufficient, convincing evidence that students are achieving key institutional and program learning outcomes;	X		
4	Evidence that student learning assessment information is shared and discussed with appropriate constituents and is used to improve teaching and learning;	X		
5	Documented use of student learning assessment information as part of institutional assessment.		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
What, if any, are the benefits to UMB of leveraging technology and emerging pedagogical models and tools to improve, design, and launch high-quality, high-demand, and self-sustaining academic offerings?	<ol style="list-style-type: none"> <li>1. Middle States survey</li> <li>2. IT Stakeholders Report</li> <li>3. Academic Affairs Deans input</li> <li>4. Working Group discussion and analysis</li> </ol>
What actions could UMB undertake to promote interprofessional teaching and learning across the professions?	<ol style="list-style-type: none"> <li>1. Input from Center for IPE</li> <li>2. Middle States survey</li> <li>3. Review of needs assessment</li> <li>4. Working Group discussion and analysis</li> </ol>
How could UMB ensure that its academic programs remain affordable and accessible?	<ol style="list-style-type: none"> <li>1. Review financial aid data</li> <li>2. Academic Affairs Deans input</li> <li>3. Middle States survey</li> <li>4. Working Group discussion and analysis</li> </ol>

# Major Findings Research Question # 1

*What, if any, are the benefits to UMB of leveraging technology and emerging pedagogical models and tools to improve, design, and launch high-quality, high-demand, and self-sustaining academic offerings?*

1. There is a lack of coordination of IT activities across the University and its schools to support both teaching and learning.
2. IT resource relationships between the University and its component schools lack sufficient connection.
3. Faculty development for IT in the teaching environment is currently at a basic level

# Major Findings Research Question # 2

*What actions could UMB undertake to promote interprofessional teaching and learning across the professions?*

1. New and expanding IPE infrastructure currently exists
2. There is insufficient collaboration to develop innovative technologies both at UMB, USM, and community partners

# Major Findings Research Question # 3

*How could UMB ensure that its academic programs remain affordable and accessible?*

1. While the constituent schools of UMB remain affordable, the combination of current state spending trends and past significant tuition increases requires that financial planning at the University level reflects the probability that future affordability may be in jeopardy.

## Recommendations

1. The University should commit new resources, especially IT infrastructure and personnel to re-engineer resources and enhance faculty development across all schools.
  
2. The University should identify new funding sources from state, tuition, and philanthropic sources to assure future affordability.

# 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.*

- The University should commit new resources, especially IT infrastructure and personnel to re-engineer resources and enhance faculty development across all schools.
  
- The University should identify new funding sources from state, tuition, and philanthropic sources to assure future affordability.

# Questions and Comments

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

Email: [middlestates2016@umaryland.edu](mailto:middlestates2016@umaryland.edu)