

Steering Committee Meeting

May 19, 2015 8-10:00 am

Members attending: Jeffrey Sawyer, Cheryl Wilson, Lucy Holman, Anita Harewood, Joseph Wood, Shelia Burkhalter, Catherine Andersen, Alan Lyles, Murray Dalziel, Peter Toran, Darlene Smith, Paul Walsh, Victoria Shultz, Lucas Wooleyhand

1. Overview

Procedures and processes were discussed and reinforced, particularly in regards to confidentiality of discussions in the Steering Committee and in Working Group meetings. It was noted that in the initial assessment of compliance, there was limited references made about an individual(s). Co-chairs of the working groups are asked to remind that working members that Middle States' accreditation is an expression of confidence about an institution's mission and goals, its performance, and its resources.

2. Assessment of Institutional Effectiveness Rubric

The State University of New York (SUNY) system developed a comprehensive rubric to measure Assessment of Institutional Effectives. Members of the Steering Committee and the two working groups responsible for institutional assessment has been asked to complete the rubric to (1) get a better understanding of the meaning and scope of institutional assessment, and (2) help triangulate our initial assessment of compliance. Responses to the rubric indicated the University of Baltimore's practices were emerging (choices included not-evident, emerging, proficient and excelling).

3. Working Group Reports and Recommendations

Working groups identified where possible, needed documents. There was an overarching request for centralization and access to data. Specific Work Group recommendations included: (full lists are available in Work Groups sites).

WG1: Enhancing Institutional Effectiveness

- Create and Intuitional Assessment page in MyUB to serve as a repository and single source for unit assessment, IR reports, audit summaries, mandatory state reporting etc.
- Identify key performance indicators linked to the University's strategic plan (student success/faculty/physical measurement/stake holder return/community engagement)
- Recommends that all units within the university and the institutional as a whole have clearly stated and measureable outcomes. These goals should be in place aby September 15, 2015 and reported on biannually and annually.

WG2: Solidifying Collaborative Leadership and Governance

- Reiterated the importance of addressing basic data questions need to be addressed (do they exist, is it validated, is it used)
- Preliminary assessment of members suggests that UB is partially compliant on Standards 4, 5, and 6.

- Discussed the link between USM and UB policies. Provost Joe Wood and Anita Harewood agreed to meet with the WG to identify appropriate system level policies. Darlene and Catherine will contact other USM schools who have recently underwent MSCHE review to ascertain how they linked compliance to USM policy.

WG3: Strengthening Commitment to Student Success

- Preliminary assessment of members suggests that UB is partially compliant on Standards 8, 9 and 14.
- Identified additional data needs including profile of successful UB students, student admission profiles, KPIs for student success, and assessment plans and reports for academic and non-academic units.
- Identified specific actions for each Standard, including but not limited to:
 - **Standard 8**
 - Financial literacy for students (need to assess this as part of the gen ed assessment plan)
 - Ensure that print material, advising sheets, learning goals and results are readily available to students
 - Update admissions matrix annually and analyze student data to guide policy and practice (the successful UB Student).
 - **Standard 9**
 - Develop plan for off hour support student support
 - Explore models for student success portal
 - Finalize and implement plan for assessment of advising effectiveness
 - Implement advising plan
 - Review FERPA policy training
 - **Standard 14**
 - Promote consistent analysis and integration of institutional data regarding student learning
 - Revisit 2014 Student Success Plan and implement key recommendations
 - Develop faculty incentives to develop a culture of assessment and ensure faculty participation in AoL process.
 - Stabilize assessment infrastructure to support information sharing, and use of data.

WG4: Aligning Educational Offerings for Enrollment Growth

- Preliminary assessment of members suggests that UB is partially compliant on Standards 10, 11, 12 and 13.
- Identified specific recommendations to address gaps in compliance. Highlights included:
 - **Standard 10**
 - Build campaign to support course evaluation rates
 - Revise, align, and disseminate Faculty Handbooks
 - Include adjunct faculty
 - Check compliance with USM policy on teaching effectiveness
 - Launch adjunct faculty certificate for online instruction
 - Investigate staffing levels for online support
 - Centralize funding for faculty and student research support software.

- **Standard 11**
 - Determine prioritization of program growth, support, and/or closure
 - Continue alignment of student learning outcomes and program-level outcomes
 - Investigate documentation of co-curricular experiences and student success.
- **Standard 12 – General Education**
 - Create an academic administrator of GE and lower-division programs
 - Finish mapping of GE learning objectives through programs
 - Determine clear guidelines for assessment of technological competency; map from first GE course through capstone
 - Make GE requirements and information as user-friendly as possible.
- **Standard 13 – Related Educational Activities**
 - Expand EAB from pilot to all schools by end of Fa2015
 - Develop strategies and assessment strategies for college-readiness and remedial programs
 - Map certificate programs’ learning objectives and institutional alignment
 - Implement e-Learning recommendations; develop clear strategy for support and growth
 - Create a certificate program for adjuncts teaching online; eventual expansion to regular faculty
 - Apply consistent assessment of online course quality, accessibility, and course review

Other Information:

- It was reported that all of the academic and EMSA units assessment plans will be completed in June
- Catherine will share dates and times of a webinar that supports WG#2 model of “students at the center”
- A task force is in place to address data; recommendations will be developed this summer

Next Meeting: An executive briefing will be developed by Catherine and Darlene and presented to President Schmoke on June 11th. The draft will be sent to the Steering Committee for review and feedback prior to its next meeting on June 9th.