

Institutional Effectiveness Programs – Information Sheet

Integration of University Processes Supporting Institutional Effectiveness through Planning, Evaluation, Reporting, and Assessment (as of December 31, 2024)

Strategic Plan Information Management System (SPIMS)

The Strategic Plan Management Information System (SPIMS) is an in-house developed management application designed to enhance campus reporting on strategic initiatives in a uniform and structured manner. The current strategic plan, covering the period from July 1, 2022, to June 30, 2026, was launched with 301 active goals developed in alignment with our university community. These goals are intended to advance our mission and reinforce our commitment to self-reflection and improvement.

SPIMS plays a vital role in facilitating effective tracking and reporting of progress across six themes and 25 strategic objectives. By enabling university units to report their progress on strategic goals twice a year, SPIMS fosters planning and accountability, and enhances transparency in our efforts. Additionally, the Provost Office provides regular updates to the campus community on the status of the UMB Strategic Plan, ensuring ongoing engagement and awareness.

The system not only empowers university faculty and staff to actively participate in UMB's continuous improvement initiatives but also delivers insights into goal achievement and areas requiring attention. This information is essential for informed decision-making, allowing us to better serve our stakeholders and the communities reliant on UMB's excellence.

Through SPIMS, we are dedicated to advancing our institutional objectives and enhancing our overall effectiveness in fulfilling our mission.

Academic Program Assessment and Improvement Report (APAIR)

The Academic Program Assessment and Improvement Report (APAIR) is an in-house developed repository designed to enhance the evaluation and continuous improvement of academic programs at the University of Maryland, Baltimore (UMB). This system standardizes the annual review process across UMB's seven schools, ensuring alignment with the university's mission and effectively meeting student and professional needs.

As an annual requirement, each academic program must participate in the APAIR process, providing comprehensive assessments of performance and outcomes. This collected data facilitates informed decision-making and strategic planning, enabling UMB to adapt to the evolving landscape of professional and graduate education, ensuring our programs remain relevant and impactful.

While the transition to this in-house system has resulted in some transitional challenges, the long-term utilization of APAIR is expected to yield significant benefits. By streamlining evaluation processes, the system will bolster our capacity for continuous improvement and responsiveness to changing academic demands.

Collaboration between IESPA and CITS has resulted in a user-friendly application that simplifies the review process for all degrees and certificates. Comprehensive training and accessible resources have been provided to faculty and staff, ensuring a smoother transition and effective utilization of the system.

In summary, the APAIR system embodies UMB's commitment to academic excellence and institutional effectiveness. By fostering a culture of assessment and continuous improvement, APAIR not only strengthens our educational offerings but also reinforces our dedication to effectively serving our students and community. Through this initiative, UMB aims to ensure the highest quality of education in a dynamic academic environment.

Institutional Learning Outcomes (ILOs)

Institutional Learning Outcomes (ILOs) are defined as the core competencies and skills that students are expected to acquire upon completing their educational programs at the University of Maryland, Baltimore (UMB). ILOs encompass a broad range of knowledge, skills, and ethical principles that prepare graduates to be effective professionals and engaged citizens in their communities. These outcomes were officially implemented on July 1, 2022, following a months'-long collaborative effort to develop and recommend a set of ILOs to the Provost for his review and approval.

At UMB, we utilize the APAIR (Assessment of Program Achievement and Improvement Report) system to systematically track these ILOs. This annual assessment provides a framework to evaluate how effectively each program achieves encouraged outcomes across the seven prioritized ILO themes: *Community Engagement, Cultural Competence and DEI, Ethics, Integrity, Global Engagement and Learning, Interprofessional Education, and Leadership*.

Academic Program leaders are encouraged to identify and share opportunities to integrate ILO objectives within both the curriculum and extra-curricular activities. This strategic embedding ensures that students are equipped with the necessary skills and competencies relevant to each ILO theme.

In parallel, university leadership is committed to enhancing student opportunities for achieving these outcomes, which includes the ongoing assessment and refinement of programs and resources to support student development in alignment with ILO objectives.

By implementing a structured approach to tracking and evaluating our ILOs, UMB reinforces its commitment to providing a high-quality educational experience that prepares graduates for effective participation in their respective fields and communities.

Institutional Learning Outcomes: A High-Level Summary of UMB Anticipated Outcomes for Graduates of UMB's Academic Programs

The University of Maryland, Baltimore (UMB) emphasizes the cultivation of well-rounded graduates through its Institutional Learning Outcomes (ILOs), focusing on key competence areas essential for thriving in diverse professional environments.

1. **Community Engagement:** UMB graduates are trained to understand historical and contemporary inequities faced by communities, enabling them to engage in meaningful service-learning experiences aimed at promoting health and social justice. The program

fosters a critical awareness of personal biases and equips students with the necessary knowledge to make informed, inclusive decisions in community settings.

2. **Cultural Competence and DEI:** Emphasizing Diversity, Equity, and Inclusion, UMB graduates are prepared to recognize systemic oppression and its implications for health and human services. Students learn the importance of cultural humility and how to apply their skills to serve diverse populations while advocating for anti-oppressive practices in their fields.
3. **Ethics:** UMB emphasizes the development of ethical reasoning, guiding students to navigate complex, real-world dilemmas by recognizing ethical issues and applying sound decision-making frameworks. Graduates learn to assess their ethical values in various contexts and consider the ramifications of their choices.
4. **Integrity:** Integrity at UMB focuses on the consistent demonstration of fairness and honesty in academic and professional conduct. Students are encouraged to uphold moral principles, assess their behaviors against social contexts, and maintain justifiable standards of judgment over time.
5. **Global Engagement and Learning:** UMB nurtures graduates who appreciate cultural diversity and understand global perspectives. Students reflect on their own identities while recognizing their ethical responsibilities within complex global systems.
6. **Interprofessional Education:** UMB promotes collaborative learning among future healthcare and human services professionals. Graduates gain experience working with diverse teams, enhancing their ability to address challenges within these sectors.
7. **Leadership:** UMB encourages students to become empathetic and adaptable leaders, equipped with critical thinking and evidence-based practices to inspire change and address issues of marginalization.

Through these outcomes, UMB prepares its graduates to positively impact communities, advocate for justice, demonstrate ethical leadership, and engage effectively in a globalized society.

AdPAIR (Currently piloting with the Office of Student Affairs)

The Administrative Program Assessment and Improvement Report (AdPAIR) is a vital initiative led by the Provost Team in the Office of Institutional Effectiveness, Strategic Planning, and Assessment (IESPA) aimed at enhancing the efficiency and effectiveness of administrative and student-facing support services at UMB. Through a structured self-assessment process, campus units participating in AdPAIR annual self-reflections can systematically review their operations and outcomes based on established expectations, thereby supporting a culture of continuous improvement across the institution. (***Note: The Chief Academic Officer and units are currently piloting the AdPAIR.***)

AdPAIR's key components include an annual review cycle for evaluating past performance, the formulation of comprehensive five-year strategic plans, and the establishment of a centralized information repository that promotes knowledge sharing. This process aligns closely with UMB's

institutional strategic goals and directly contributes to Enterprise Risk Management (ERM), identifying potential risks and operational weaknesses that could hinder service delivery or student outcomes.

Moreover, AdPAIR emphasizes accountability, requiring units to document their performance, while fostering a collaborative environment for sharing best practices and strategic insights. This promotes stakeholder engagement and demonstrates UMB's commitment to transparency and improvement, which is crucial for reaccreditation by the Middle States Commission on Higher Education (MSCHE).

By executing AdPAIR campus-wide, UMB can cultivate a culture of continuous improvement, optimize resource allocation, and adapt to evolving educational needs. The insights gained will inform strategic decision-making, enhance student satisfaction, and potentially increase enrollment and revenue across UMB's core missions. Ultimately, AdPAIR is not only a framework for enhancing service delivery but also a strategic necessity for maintaining UMB's reputation and effectiveness in the higher education landscape.

Budget Funding Request System (BFRS) (Available January 2025)

Launching in January 2025, the *Budget Funding Request System* (BFRS) streamlines the alignment of university priorities with resource management, focusing on discretionary fund allocation. This launch coincides with the university's budget development period, enabling departments to document and prioritize their funding needs effectively.

The BFRS integrates with the Strategic Planning and Information Management System (SPIMS), Academic Program Assessment and Improvement Reporting (APAIR), and Administrative Program Assessment and Improvement Reporting (AdPAIR) systems. This integration ensures that funding requests are supported by evidence of need and connects the BFRS to plans for improvement or opportunities for advancement.

Departments and units will use the BFRS to submit funding requests tied to the university's mission, strategic, and operational priorities. By leveraging data from SPIMS, APAIR, and AdPAIR, these requests will be backed by evidence of need, demonstrating alignment with institutional priorities.

The user-friendly interface of the BFRS facilitates easy submission, while automated workflows streamline the review process. Additionally, the system enhances transparency by tracking requests and providing clear insights into how funding requests align with institutional priorities.

Despite the absence of discretionary funds for the upcoming period (FY 2025), the BFRS strengthens our financial planning processes. It equips decision-makers with a comprehensive overview of funding needs, ensuring resource allocation aligns with strategic priorities when funds become available. By launching the BFRS now, we establish a proactive and structured approach to managing resources, setting the stage for more effective budget decisions in the future.

Enterprise Risk Management (ERM) (System Under Development)

At the University of Maryland, Baltimore (UMB), institutional effectiveness management information systems, including the Academic Program Assessment and Improvement Report (APAIR), the Strategic Plan Information Management System (SPIMS), the currently piloted Administrative Programs Assessment and Improvement Report (AdPAIR), and the Institutional Learning Outcomes (ILOs) management process (tracked in the APAIR) integrate with our enterprise risk management (ERM)

protocols. This integration ensures that we have the necessary insights to bolster our capacity to anticipate and prepare for changes in our academic, administrative, and strategic environments.

By collaborating closely with various departments, our effectiveness systems provide data, enabling UMB to navigate the complexities of higher education effectively. This alignment enhances our overall strategic planning and decision-making processes, ensuring that we remain responsive and resilient in a rapidly evolving landscape.

Ultimately, these integrated systems support UMB's mission of delivering exceptional educational offerings while maintaining a proactive approach to potential challenges and opportunities. This framework fosters a culture of continuous improvement and strengthens our commitment to serving our students and community with excellence.

Office of Institutional Effectiveness, Strategic Planning, and Assessment

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