



MASSACHUSETTS COLLEGE *of* PHARMACY
and HEALTH SCIENCES

Institutional Assessment Plan 2023-2027

Background

A culture of assessment requires the commitment of all faculty, staff, and students to utilize data and information from assessment activities to determine the effectiveness of programs and services and how they contribute to the mission and values of the institution. The following guiding principles for assessment serve as a foundational base across the University:

- Assessment is a collaborative process involving faculty, staff, students, alumni and administration.
- Assessment is most effective when the programs cultivate evidence-based decision-making and a commitment to continuous improvement.
- Assessment guided by the University's mission statement, strategic plan, and accreditation needs ensures that the university meets its responsibilities to students and to the public.

Developing a culture of assessment at the University involves the following strategies and activities:

- Training programs and workshops on assessment practices for faculty, schools and programs, and administrators.
- Assessment planning and monitoring at the school, program and university level.
- Consistent and systematic review of student learning outcomes, curricular mapping and assessment plan monitoring by schools, programs and service units.
- Annual assessment reporting by schools, programs and service units.
- Institutional Assessment Committee (IAC) formation and advancement of the Institutional Assessment Plan goals.
- Assessment reports and updates at school/program faculty meetings, Academic Council meetings, and Trustees meetings.
- Accessible assessment resources for faculty and administrators.
- Annual review of the institutional assessment plan by IAC and Institutional Effectiveness Committee (IEC).

The former Institutional Assessment Plan (2019-2022) written by the Office of Institutional Research and Assessment (OIRA) primarily focused on educational effectiveness; specifically, emphasizing the student academic experience and student success. Student support units were incorporated into the University's assessment process in 2022 to support continuous improvement of University services.

Any unmet goals from the former plan were brought forward in the 2023 plan and additional goals were added. A subcommittee of the IAC drafted the new plan. The IAC reviewed and adopted the new plan on January 11, 2023. The Provost's Executive Team reviewed the IAP. The IAP was reviewed by the Planning and Effectiveness Committee who in turn updated the Institutional Effectiveness Committee. The IEC endorsed the plan on January 31, 2023.

2023-2027 Assessment Goals

1. Utilize the [MCPHS strategic priorities](#) to identify and guide university-level assessment activities.
2. Establish quality indicators and monitor these indicators for student success.
3. Review and assess learning outcomes at the core curriculum, program and institutional levels and ensure transparency.
4. Review and assess the service, co-curricular and academic support units' assessment activities.
5. Disseminate assessment data and reports to the IAC and relevant stakeholders for review, consideration, and continuous improvement.
6. MCPHS will use best practices for disaggregating key data points to proactively identify and address gaps between groups as part of the University's commitment to establishing and maintaining an equitable learning environment

Scope

Institutional effectiveness requires systematic data collection, analysis and distribution of results to University stakeholders. Institutional effectiveness is measured by the extent to which the University meets its educational, operational and strategic goals.

The purpose of the Institutional Assessment Plan is to direct and support centralized assessment activities by collecting, analyzing, disseminating and archiving all types of assessment data and evidence for program, department, school and University use for continuous quality improvement and to support the strategic planning process and the mission and values of the University.

The Office of Institutional Research and Assessment (OIRA) contributes to these processes. Specifically, data is collected systematically following the OIRA calendar. For example, the new student survey is administered every summer. OIRA also uses direct measures such as enrollment data for retention calculations using data from the University student information system. This information is used for regular reporting to federal, state and local agencies as well as individual academic programs and governance groups. Other data is also collected as warranted such as the University Climate Survey. Table 1 presents a list of data sources. Appendix 1 provides a calendar of data sources and when they are collected.

Table 1. University Data Sources

Course-level student learning assessments	Course evaluations
Service assessment results	Curricular mapping
Student academic record	Focus groups on specific issues/concerns
Progression to professional phase	Professional board licensure pass rates
Interviews/writing	Student, faculty and staff surveys
Student portfolios	Graduating student, faculty, preceptor &
Licensing board-style diagnostic exams	alumni surveys (required by professional
Retention/attrition rates	organizations and accreditors)
Graduation rates	Benchmarking data (other institutions)
Student services surveys (Student Affairs,	General education review
Library, tech, space)	Incoming student programmatic assessments
Faculty performance data	

Processes

OIRA and the IAC collaborate on the analysis and interpretation of assessment data in order to generate recommendations for action. Assessment at the University involves the following departments and committees:

- *Office of Institutional Research and Assessment (OIRA)* collects, synthesizes, analyzes, archives, and disseminates institutional assessment data and information to fulfill mandatory reporting requirements, to support evidence based academic decision-making, and to facilitate strategic planning at the University.
- *The School of Arts and Sciences Assessment Committee (Committee)* is chaired by the Associate Dean and Director of Planning and Assessment. The committee meets regularly to design and implement assessment of the core curriculum. The Associate Dean reports to the IAC annually in October of the prior year's progress.
- *Institutional Assessment Committee (IAC)* partners with the Office of Institutional Research and Assessment partners to implement the Institutional Assessment Plan. The IAC analyzes and discusses data from the sources listed in the previous sections and information needed for program, department, school and University use. The IAC works with programs, departments, and schools to develop and implement assessments at the core curriculum, program and institutional level. The IAC reports twice yearly to the Institutional Effectiveness Committee.
- *Academic Council (Council)* is comprised of the academic and administrative leadership of the University, the Academic Council is responsible for advising the Vice President for Academic Affairs/Provost on the academic mission and goals of the University and how these are put in action. The Council develops, implements, and evaluates policies and procedures relating to the academic and student services operations of the University; and provides leadership for academic strategic planning. Furthermore, the Council

reviews and approves proposals for new courses, new academic programs, changes to the core curriculum, and other curriculum matters to ensure sufficient resources, consistency with regional and specialized accreditation requirements, and coordination across schools, divisions, campuses, and academic and student support services units. The Council also receives and reviews data and reports from the IAC and monitors changes made based on assessment results.

- *Provost's Executive Committee (Committee)* consists of the Provost, Associate Provosts, and Dean of Students who oversee and manage academic programming and related issues. The committee receives and reviews data/information reports from the IAC and monitors changes made based on assessment results.
- *Planning and Effectiveness Committee (PECOM)* oversees implementation of the strategic plan with the aims of: making certain that the strategic plan is implemented; identifying, coordinating information regarding, and tracking progress on all strategic initiatives; informing the MCPHS Community about progress toward meeting strategic plan priorities and goals; and producing academic and technology plans linked to the strategic plan. The Committee also receives and reviews data/information reports from the IAC and from Strategic Planning Council Team Leaders.
- *Institutional Effectiveness Committee (IEC)* facilitates processes for documenting evidence of institutional effectiveness to promote continuous improvement. The IEC also receives and reviews data/information reports from the IAC and monitors changes made based on assessment results.

The IAC and Academic Quality

All non-accredited academic programs complete an assessment project every year. The projects focus on at least one program-level student learning outcome. The process starts in the fall and reports are due every October to the OIRA. Reports are reviewed by a subcommittee of the IAC and feedback is provided on both content and process. Accredited programs' annual reports to their accrediting agencies fulfill this requirement. All programs complete the New England Commission of Higher Education (NECHE) Form E annually.

In addition to program-level assessment, non-accredited programs complete an Academic Program Review on a ten-year cycle. At the fifth year the programs complete curricular review. The purpose of program review is to examine strengths and challenges, recognize achievements, and plan for the future. Academic Program review provides opportunity to establish/refine program priorities, articulate a strong case for those priorities, and assure all University stakeholders of program quality. This process is used primarily for programs that are not reviewed by a professional accreditation organization. Currently, there are approximately 30 academic programs at the University that fall into this category, with most housed in the Schools of Arts and Sciences, Healthcare Business, and Pharmacy-Boston. The responsibility for program review rests primarily with the Deans and program faculty. The University's regional accreditor, NECHE, requires institutions to maintain a regular practice of program reviews.

Program review is coordinated by the Associate Provost for Institutional Research and Effectiveness, representing the Office of the Provost. Program review reports are shared with the Provost’s Executive team, the IAC and the Institutional Effectiveness Committee.

Institutional Outcomes

The OIRA also provides an annual update in the fall to the IAC on the University-level outcomes and the Student Success governance committee (Table 2). OIRA reports student outcome data. The Student Success Committee reviews the data and establishes ideal targets. OIRA then shares this information with the IAC.

Table 2. Student Success Metrics

Outcomes
Retention rates
Graduation rates
Professional board licensure pass rates
Job placement rate
Student satisfaction with services

All of the processes described in this document support assessment at the University, department and program-level. OIRA schedules monthly IAC meetings. The Executive Director of Institutional Research and Assessment co-chairs the committee meetings with a faculty member. The IAC will review progress made on the plan annually.

Appendix 1 Assessment Plan Surveys and Reporting Activities

Student Outcomes Data	Spring	Summer	Fall
Graduating Student Exit Survey	X		X
One-Year Out Alumni Survey		X	X
Four-Year Out Alumni Survey		X	
New Student Survey		X	
Retention Dashboard			X
Institutional Effectiveness Survey (Every 5 years)	X		
Professional Licensure Pass Rates			X
Job Placement Rates			X
Employer Surveys (as requested)			X
Program Annual Assessment Reports			X
Annual Program Review			X
IPEDS			
Institutional Characteristics			X
Completions			X
12-Month Enrollment			X
Student Financial Aid	X		
Graduation Rates	X		
200% Graduation Rates	X		
Admissions	X		
Outcome Measures	X		
Fall Enrollment	X		
Finance	X		
Human Resources	X		
Academic Libraries	X		
Other Survey Data			
Inclusive Climate Assessment	X		
University Accountability Survey (Boston Housing)			X
RNL Faculty and Staff Satisfaction Survey (as requested)		X	
RNL Survey of Student Satisfaction (every 3 years)	X		
University Space Survey (as requested)		X	