



UNIVERSITY OF MARYLAND EASTERN SHORE

COMPREHENSIVE WITH EMPHASIS SELF-STUDY DESIGN

December 2004
Revised October 2005

Prepared by

UMES Reaffirmation of Accreditation Self-study Steering Committee

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Presented to

Middle States Commission on Higher Education

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UNIVERSITY OF MARYLAND EASTERN SHORE

COMPRHENSIVE WITH EMPHASIS SELF-STUDY DESIGN

INTRODUCTION

The University of Maryland Eastern Shore (UMES) maintains its legacy as an 1890 Land-Grant institution and continues its advance to become a Carnegie Doctoral/Research University - Intensive and a Four-Year 3 classified institution. The profile of the University has been changing over recent years due to a period of unprecedented growth. With a Fall 2004 enrollment of 3,775, the University stands as one of the System's fastest growing institutions with entering students from 24 counties in the State of Maryland, representing more than 35 states in the United States, and originating from over 65 foreign countries. The growth extends beyond enrollment to programs that define UMES as a modern comprehensive university, but one that honors the unique land-grant, institutional mission and that respects the urgent need for workforce development on the Eastern Shore of Maryland and beyond.

History

The University of Maryland Eastern Shore had its origin on September 13, 1886. Initiated under the auspices of the Delaware Conference of the Methodist Episcopal Church, the Delaware Conference Academy was established in Princess Anne on that date with nine students and one faculty.

By the end of the year, 37 students were enrolled. Subsequently, the institution bore the title of Industrial Branch of Morgan State College, still under the influence of the Delaware Conference. As originally operated by the Morgan State College under the control of the Methodist Church, the institution was known as Princess Anne Academy.

The State of Maryland, in operating its land grant program at the Maryland Agricultural College at College Park, to which Afro-Americans were not admitted as students, sought to provide a Land-Grant program for Afro-Americans and assumed control of the Princess Anne Academy, renaming it the Eastern Shore Branch of the Maryland Agricultural College. The arrangement was effected in 1919.

In 1926, the College passed into complete control and ownership of the State and the University of Maryland was designated as the administrative agency. In 1948, the Eastern Shore Branch of the university of Maryland, popularly known as Princess Anne College, became officially Maryland State College, a Division of the University of Maryland.

On July 1, 1970, Maryland State College became the University of Maryland Eastern Shore. With the strong support of the Maryland Board of Regents, Systems Administration, and the faculty, UMES has developed an academic program above and perhaps more impressive than any other higher educational institution of its size in the East.

Today, the University offers major programs leading to the B.A. and B.S. degrees in 26 disciplines in the arts and sciences, professional studies and agricultural sciences. In addition, UMES presents 13 teaching degree programs and eight pre-professional programs, as well as an Honors Program designed in cooperation with the University of Maryland at Baltimore to prepare students for professional school study.

UMES offers graduate degrees in the following fields: Marine-Estuarine and Environmental Sciences at the M.S. and Ph.D. levels; Toxicology at the M.S. and Ph.D. levels, M.S. in Applied Computer Science, Guidance and Counseling, Agricultural and Extension Education, Physical Education, Physical Therapy and Special Education.

From its original building known as "Olney," constructed in 1798, when George Washington was still alive, the University now has over 600 acres, 28 major buildings and 41 other units. Today the University offers not only a well-constructed and varied academic program, but a beautiful campus. It provides today's student, through a versatile student life, an opportunity to develop into a well-rounded individual who is able to assume leadership in today's society. As the University of Maryland Eastern Shore enters its second century, it continues with an even greater vigor; the extent of progress and the apex of quality continue to expand.

Long-term plans include expanding the curriculum for graduate study, new construction and renovation projects for classroom and administrative buildings, and an improved physical plant. With the continued expansion of UMES, the University will continue to increase its enrollment of in-state students, and move toward greater selectivity in admitting high school graduates.

Within the last decade, UMES has added 17 new degree-granting programs to its academic roster. Graduates of these programs often choose to remain on the Delmarva Peninsula, procuring careers in their areas of professional study, to benefit the region, particularly the Lower Eastern Shore. The prediction is that this local enrichment will continue as more students enroll in the University's programs of business and economics, physical therapy, hotel and restaurant management, poultry technology and management, and computer science. Likewise the outlook is good for the sciences, agriculture, liberal arts and graduate programs.

As the Eastern Shore continues to gain in productivity and recognition, UMES will continue to serve the needs of the industries and people around it. UMES is the only four-year institution on the shore to offer undergraduate and graduate degrees in computer science, the University has long been known for providing professional training in the key regional industries of hospitality management, and the management of commercial poultry and swine operations.

The newest programs on the UMES campus also look toward current and future needs of the Eastern Shore. Airway Science, Criminal Justice and Rehabilitation services have all been recently added to the University's offerings. Greater course offerings during evening and weekend hours have also been developed, allowing a greater segment of the local population to enhance themselves and their communities through post-secondary education.

Mission

The University of Maryland Eastern Shore, a Historically Black Land Grant University, emphasizes selected baccalaureate programs in the liberal arts and sciences and career fields with particular relevance to its land grant mandate, offering distinctive academic emphases in agriculture, marine and environmental science, hospitality, and technology. Degrees are offered at the master's and doctoral levels.

UMES is committed to providing quality education to persons who demonstrate the potential to become quality students, particularly from among minority communities, while fostering multicultural diversity. The University serves education and research needs of government agencies, business and industry, while focusing on the economic development needs on the Eastern Shore.

UMES aspires to become an educational model of a teaching/research institution that nurtures and launches leaders. It will continue to enhance its interdisciplinary curriculum, sponsored research, outreach to the community, e.g. the public schools and rural development, and expand its collaborative arrangements both within the system and with external agencies and constituencies.

Strategic Plan Goals, 2004-2009

Goal I: Continue to design and implement academic programs that are responsive to the UMES mission and are systematically reviewed for sustained quality, relevance, and excellence to meet the challenges of a highly competitive and global workforce.

The five year academic plan will: (i) reflect the University's Land Grant Mission and allocate resources necessary for successful implementation of programs essential to meeting the needs of students and the State of Maryland, (ii) ensure that all academic offerings are current and relevant to challenges of competitive global workforce and intellectual expectations of post-baccalaureate education, (iii) provide traditional and nontraditional students with numerous opportunities for intellectual growth and development, as well as sociological and cultural enlightenment by offering flexible and innovative curricula, co-curricula and extra-curricula programs, (iv) promote an environment of personal and academic integrity among students and faculty, (v) continue to identify opportunities for professional development for faculty to strengthen and improve student learning, especially in the use of Information Communication Technology (ICT), and (vi) promote excellence in all areas of scholarship. Strategies to be used will include the following:

- I.1 The University will conduct regular academic program reviews to monitor program productivity and remain relevant to workforce needs of the state and nation.
- I.2 The University will seek national program accreditations for eligible programs to add value to the degrees and to position the programs for greater funding opportunities and improve placement for graduates.
- I.3 The University will develop a comprehensive international program to support: (i) Student Study Abroad, (ii) international students and scholars, and (iii) globalization of the curricula.
- I.4 The University will increase the use of ICT for teaching and learning and further develop its distance education course offerings.

I.5 The University will infuse more research and creative activities to improve the learning experience of undergraduate students.

Goal II: Promote and sustain a campus environment that supports a high quality of life and learning and that responds to the needs of a diverse student population.

The University must continue to provide a nurturing and supportive environment that will promote student satisfaction, encourage leadership and intellectual pursuits and make allowance for a diverse student population. The belief that a high quality of life and learning can coexist in an educational environment must be solidified by the university continuing to offer a wide range of learning opportunities both inside and outside of the classroom.

In order to achieve this goal, members of the university community must engage in the ongoing development of students. The environment must reflect a deep commitment to students' academic, moral, and personal development. Additionally, the environment will be one that models positive attitudes and fosters a system of reasoning based on principles, ethics, an interaction with other students and faculty. Strategies to be used will include the following:

II.1 The University will target new program initiatives to enhance the campus environment

II.2 The University will use multiple approaches to provide student-centered financial services to both undergraduate and graduate students.

II.3 The University will continue to develop the visual, verbal & performing arts to enrich the cultural environment for students and the larger community.

II.4 The University will increase collaboration among student/faculty/staff governing bodies.

II.5 The University will advance a seamless approach to enrollment management using student-centered approaches to application, admission, advising, matriculation, and graduation processes.

II.6 The University will develop and conduct ongoing customer service training workshops for all campus personnel.

II.7 The University will update and periodically monitor the UMES Campus Crisis Emergency Plan in order to reduce or eliminate loss of life and property damage due to natural, technological and/or criminal hazards (e.g. floods, hazardous materials, etc).

II.8 The University will continue to maintain the physical facilities to ensure a safe, healthy, and attractive place for living and learning.

Goal III: Enhance university infrastructure to advance productivity in research, technology development and transfer; contribute to an enhanced quality of life in Maryland; and facilitate sustainable domestic and international economic development.

UMES aspires to become a Carnegie "Research-Intensive University". To attain this status, the University will promote excellence in all areas of scholarship, particularly graduate education and research, and enrich its undergraduate teaching with research opportunities. The plan calls for (i) the development and implementation of a University-wide Research and Development Plan that sets priority themes for research, scholarship and creative activities consistent with

Carnegie classification of “Research-Intensive University”, (ii) continuation of attracting and retaining high caliber faculty, and (iii) provision of adequate research and development infrastructure.

The University is committed to providing educational services that attract and support economic development initiatives. The University will initiate new research and development activities that will facilitate sustained economic development while addressing environmental issues critical to the Eastern Shore and the State. The University’s teaching, research and community services in allied health, agribusiness and related industries will be enhanced to contribute to the quality of life in Maryland. Strategies to be used will include the following:

- III.1 The University will target academic, research, and cultural programs that contribute knowledge and solutions to state, national, and international problems with special priority in the areas of information technology, teacher education, allied health, and international development.
- III.2 The University will enhance the Research and Development Infrastructure to advance productivity in research, and technology development and transfer.
- III.3 The University will seek funding to increase opportunities for interdisciplinary research between UMES’ academic schools and establish a Center for Social, Human, and Economic Development Research.
- III.4 The University will (i) recruit and retain a highly qualified and diverse faculty, (ii) enhance research and laboratory facilities, and (iii) collaborate and partner with other universities and agencies in biosciences and technology to advance knowledge and solutions for the state, and the nation.
- III.5 The University will enhance its faculty development program to increase faculty productivity in learning, inquiry, and engagement.
- III.6 The University will enhance its honors undergraduate program and increase research and experiential opportunities for undergraduate students.
- III.7 The University will leverage the reputation and strengths of existing UMES Research and Development Programs to increase local, national, and international research and development partnerships with public and private institutions.
- III.8 The University will advance its commercialization and community outreach initiatives by developing and marketing university resource capabilities, innovative product research and intellectual property in order to enhance economic development locally and throughout the state.
- III.9 The University will develop programs to prepare faculty and students to resolve environmental problems in the state.

Goal IV: Redesign administrative systems to accelerate learning, inquiry and engagement (outreach)

An effective infrastructure for high quality academic programs, innovative research, and mutually beneficial engagement requires ongoing review of administrative systems in order to maintain progress towards eminence. Excellence is created and sustained by systematic synergy between resource capability and stability, resource allocation, curricular reform and program review, faculty recruitment and retention, and philanthropic and entrepreneurial partnerships which are all crucial to sustained excellence and essential to the support of student learning. Administrative systems will be consistently reviewed and adjusted to ensure a firm infrastructure capable of sustaining progress and excellence throughout the University. The redesign of administrative systems will target enhancement in the areas of strategic planning and resource allocation, faculty recruitment and retention, faculty development and scholarship, capital planning and improvement, technology infrastructure and resiliency, commercialization and entrepreneurial innovation, and community collaboration/partnerships. Strategies to be used will include the following:

- IV.1 The University will allocate resources to support academic programs and research that contribute knowledge and solutions to address state, national, and international priorities.
- IV.2 The University will use systematic visioning and planning strategies to create and maintain UMES Centers of Excellence.
- IV.3 The University will allocate resources to support and maintain consistency with the Maryland Technology Plan and support academic scholarship in learning, discovery, and engagement.
- IV.4 The University will revitalize its recognition and reward system to acknowledge productivity in learning, discovery, and engagement.
- IV.5 The University will review its Capital Improvement Master Plan to ensure support of strategic initiatives in learning, discovery, and engagement.
- IV.6 The University will consistently use the UMES Designated Research Initiative Funds (DRIF) Plan to support faculty research, commercialization, and partnerships.
- IV.7 The University will (i) expand partnerships with business and industry, (ii) governmental agencies, (iii) community-based organizations, and other institutions of higher education.
- IV.8 The University will enhance its engagement with the community and constituents to increase student, faculty, and staff contributions.
- IV.9 Continue to maintain and expand the University's land-grant mission in the Eastern Shore community with a special focus on outreach initiatives in Somerset and other counties.

Goal V: Efficiently and effectively manage the resources of the University and aggressively pursue public and private funds to support the enterprise

Conventional wisdom indicates that the cost of higher education to students will increase in the future, while state and federal government funding may continue to decline. There will be cost increases in tuition, books, special fees and living expenses for students. In order to ensure that high quality education is accessible to all students including those who are economically and socially disadvantaged, UMES will strive to explore and utilize a variety of methods to support student access and success. As necessary, current policies and procedures will be revised and developed that encourage efficient management of resources. Different technologically enhanced methods of delivering instruction/learning will be utilized to make the university enterprise more cost-effective. In addition, course redesign strategies that reduce instructional costs will also be explored. More resources will also be leveraged from partnerships with business and industry, through grants from philanthropic organizations, from alumni contributions and capital campaigns to ensure adequacy of resources to fulfill the University's mission. Strategies to be used will include the following:

- V.1 The University will conduct baseline assessments throughout all divisions to understand current trends to inform future decision-making and best practice in resource management.
- V.2 The University will develop process and procedures manuals to standardize daily operating procedures throughout the University to serve as a guide to new employees.
- V.3 The University will establish and implement policies and procedures that ensure the integrity, accuracy and completeness of institutional data used for accountability and to support continuous improvement initiatives
- V.4 The University will continue to implement a comprehensive and integrated assessment process for institutional effectiveness and student learning outcomes and use results of assessment to make changes in programs and services.
- V.5 The University will develop policies and procedures that motivate managers of budgets to manage their budgets responsibly.
- V.6 The University will encourage all its divisions, departments and units to seek continuously new ways of enhancing the resources available to it including increasing grants from government, business, and industry and philanthropic organizations.
- V.7 The University will increase alumni giving and diversify sources of grants for developing research infrastructure, scholarship, and student support.
- V.8 The University will support faculty development and opportunities by providing training and technologies they need to deliver high quality instruction and conduct research.
- V.9 The University will collaborate with communities, including business and industry and keeping them informed of activities, events and programs at UMES.
- V.10 The University will continue to implement an integrated institutional strategic plan which

links planning decision-making, enrollment management, budgeting, resource allocation, and evaluation.

NATURE AND SCOPE OF SELF-STUDY

During the Spring of 2003, President Thelma B. Thompson's Cabinet, Expanded Cabinet, and UMES Reaffirmation of Accreditation Steering Committee undertook a thorough review of the Middle States Commission on Higher Education's (MSCHE) documents: *Characteristics of Excellence in Higher Education* and *Designs for Excellence: Handbook for Institutional Self-Study* in order to determine the model of self-study that would best serve UMES during this time in its history. In consultation with the Self-study Steering Committee, Cabinet; Expanded Cabinet; University community; and Dr. Elizabeth H. Silbolski, MSCHE liaison; and for numerous excellent reasons, the University chose the Comprehensive with Emphasis Design Model to direct its self-study. Specifically, the UMES self-study will provide a comprehensive assessment of the entire University with special emphasis upon the assessment of the institution and student learning.

UMES is a comprehensive institution; therefore, a comprehensive with emphasis review is appropriate because the University has undergone extraordinary change since its last comprehensive reaffirmation for accreditation self-study in 1996. In the period since 2002, the University inaugurated its 13th President, restructured senior administration, commenced a vigorous five-year strategic planning program. In addition, the University has experienced significant growth and progress in the development of accountability practices.

Dr. Thompson assumed the Presidency on July 1, 2002, and implemented *Preparation for Progress* as her first initiative to empower and enable leadership by revitalizing institutional effectiveness protocols for planning and assessment. Propelled by the vision of President Thelma B. Thompson, the University's success with integrating the strategic planning process throughout the campus is due largely to the new vision and emphasis upon shared-governance, accountability, assessment and continuous improvement.

The *Preparation for Progress* initiative has also served to support and enhance the strategic planning and assessment process by placing increased emphasis on data management, assessment, and accountability throughout all divisions and departments. This initiative has as its major focus the enhancement and empowerment of leadership to increase planning, assessment and accountability throughout the university. In addition, a new strategic planning process was commenced to develop and measure objectives, and to use the results of assessment for continuous improvement.

Furthermore, spearheaded by the vision of President Thompson to obtain program level accreditation for each program with a professional accrediting body, several UMES degree programs have achieved accreditation from their professional accrediting body or are candidates. The Commission on Accreditation for Dietetics Education (CADE) of the American Dietetic Association provided developmental accreditation for the UMES Dietetic Internship and Didactic Programs in Dietetics. The entry-level Doctor of Physical Therapy Program (DPT) is accredited by the Commission in Physical Therapy Education (CAPTE). The UMES chemistry program has been certified by the American Chemical Society (ACS)'s Committee on Professional Training (CPT). The Accreditation Review Commission on Education for the Physician Assistant (ARC-PA) awarded accreditation to the UMES Physician Assistant Program. The Department of Rehabilitation Services was awarded the status of Candidate for Accreditation Status from the Council on Rehabilitation Education for its Master's program in

Rehabilitation Counseling. The Council on Rehabilitation Education (CORE) has also accepted the UMES undergraduate program in rehabilitation into its Undergraduate Registry. The Department of Education has received accreditation from the Maryland Department of Education and the National Council for Accreditation of Teacher Education (NCATE).

In summation, the comprehensive with emphasis self-study design is best suited to achieve the goals of the UMES self-study. Furthermore, it will provide the appropriate involvement required from every aspect of the institution and community in UMES' ongoing efforts to respond to the current University environment, assess progress and plan for the future.

SPECIFIC GOALS AND OBJECTIVES OF THE SELF-STUDY

The overarching goal of UMES' self-study is to create a living document that provides a mechanism for continuous growth, development, and improvement toward our vision of excellence. The self-study process is viewed as a catalyst for institutional renewal, which will create an agenda for action, both strategic and operational, at all levels. It will provide UMES with a timely, comprehensive review of its performance as measured against the Middle States Commission on Higher Education's fourteen standards for excellent. As a result of self-study, the intent is to achieve *Reaffirmation of Accreditation* from the Middle States Commission on Higher Education. In order to attain this goal, the following objectives were established:

- Conduct a thorough assessment of the institution and student learning, which accurately reflects strengths and weaknesses of UMES, based upon its mission.
- Propose concrete recommendations that address weaknesses, identify opportunities, and support its strengths.
- Involve the entire University community in a thoughtful and comprehensive evaluation of UMES' mission, activities, strengths, and challenges, and in the ongoing process of planning and assessment for continued improvement.
- Develop a widely shared sense of the University's current situation and prospects for future growth.
- Foster a sense of community through participation in the self-study, ownership of the mission, and identification with the *UMES experience*, by all students, alumni, staff, faculty and governing boards.
- Examine the relationship among assessment, strategic planning, and budget process to create and enhance institutional effectiveness and student achievement.
- Produce a set of concrete recommendations that identify and address UMES' opportunities and challenges, and support continuity in its strengths.

ORGANIZATIONAL STRUCTURE OF STEERING COMMITTEE AND SUBCOMMITTEES

Dr. Thelma B. Thompson, President of the University of Maryland Eastern Shore, appointed the Chair of the Steering Committee during the Spring of 2003; appointed the Steering Committee and Co-chair during Fall 2003, and appointed ten additional members on October 1, 2005. The members of the Steering Committee are as follows:

1. **Dr. Andrew T. Carrington, *Chair***, Associate Vice President for Academic Affairs
2. **Dr. Stanley M. Nyirenda, *Co-Chair***, Director, Office of Institutional Research, Assessment, & Evaluation
3. **Dr. Emmanuel Acquah**, Associate Vice President for Academic Affairs and Director of International Programs
4. **Dr. Ronald H. Brown**, Vice President for Student Affairs
5. **Dr. Edward Chapin**, Chair, Faculty Assembly, Assistant Professor, & Acting Chair, Department of Mathematics & Computer Science
6. **Mr. Alverne Chesterfield**, Assistant Vice President for Auxiliary Enterprises
7. **Ms. Cheryll Collier-Mills**, Assistant Vice President for Student Affairs
8. **Ms. Nelva Collier-White**, Assistant Vice President for Administrative Affairs
9. **Dr. Ladd Colston**, Associate Vice President for Institutional Advancement
10. **Dr. Ali Eydgahi**, Professor, Department of Engineering & Aviation
11. **Dr. Ronald Forsythe**, Vice President for Commercialization
12. **Mr. Gains B. Hawkins**, Vice President for Institutional Advancement
13. **Dr. Ronnie E. Holden**, Vice President for Administrative Affairs
14. **Dr. Wanda Mitchener-Colston**, Executive Vice President
15. **Dr. Sandra B. Proctor**, Executive Assistant to the President and Chief of Staff
16. **Dr. Theodosia Shields**, Dean of Library Sciences
17. **Dr. Anna F. Vaughn-Cooke**, Vice President for Academic Affairs
18. **Dr. James White**, Associate Vice President for Student Affairs

During the Summer of 2004, the Steering Committee, in consultation with the University community, developed guidelines for the overall makeup of the subcommittees. Based upon these guidelines, the Steering Committee nominated faculty, staff, students, Board of Regents members, and other University community members who would bring significant strengths to the Self-study. On September 1, 2004, the Steering Committee reviewed the various nominations and selected candidates for membership on each subcommittee. The membership of each subcommittee is as follows:

Standard 1: Mission, Goals, and Objectives Subcommittee

1. Dr. Wanda Mitchener-Colston, *Chair*, Executive Vice President
2. Dr. Shirley Hymon-Parker, *Co-Chair*, Professor & Chair, Dept of Human Ecology
3. Ms. Mary Ames, Employment Manager, Office of Human Resources
4. Ms. Daisy Torriente, Area Director, Office of Residence Life

5. Dr. Clement Okafor, Associate Professor, Dept of English & Modern Languages
6. Dr. Lowell Jay Bishop, Associate Professor & Chair, Dept of Social Sciences
7. Dr. Frances McKinney, Director, Office of Title III
8. Dr. Harry Hoffer, Acting Coordinator, Dept of Organizational Leadership
9. Ms. Aisha Childs, Student & Vice President, Student Government Association
10. Mr. Eric Chandler, Student & Mr. UMES, Student Government Association

Standard 2: Planning, Resource Allocation, and Institutional Renewal Subcommittee

1. Ms. Nelva Collier-White, *Chair*, Assistant Vice President, Division of Adm. Affairs
2. Dr. Ronnie Holden, *Co-Chair*, Vice President, Division of Administrative Affairs
3. Dr. Carolyn Brooks, Dean, School of Agriculture & Natural Sciences
4. Dr. Stanley Nyirenda, Director, Office of Institutional Research
5. Mr. Oliver Childs, Acting Chair, Dept of Hotel & Restaurant Mgt
6. Mr. Phil Taylor, Director, Office of Information Technology
7. Dr. Mark Williams, Senate Chair & Assistant Prof, Dept. of Math & Computer Science
9. Mr. Maurice Ngwaba, Associate Director, Physical Plant Dept
10. Mr. Terrell Fleming, Student & President, Student Government Association

Standard 3: Institutional Resources Subcommittee

1. Dr. Ronnie Holden, *Chair*, Vice President, Division of Administrative Affairs
2. Ms. Nelva Collier-White, *Co-Chair*, Assistant Vice President, Division of Adm. Affairs
3. Dr. Willie Hopkins, Dean, School of Business & Technology
4. Dr. Stanley Nyirenda, Director, Office of Institutional Research
5. Ms. Cheryl Holden-Duffy, Registrar, Office of the Registrar
6. Mr. Phil Taylor, Director, Office of Information Technology
7. Dr. Ayodele Alade, Professor & Acting Chair, Dept of Business, Mgt., & Accounting
8. Dr. Edward Chapin, Chair, Faculty Assembly, Assistant Professor, & Acting Chair, Department of Mathematics & Computer Science
9. Mr. Olusegun E. Akinjide, Engineer, Physical Plant Dept
10. Mr. Christopher Awe, Student & Treasurer, Student Government Association

Standard 4: Leadership and Governance Subcommittee

1. Dr. Ladd Colston, *Chair*, Associate Vice President, Institutional Advancement
2. Ms. Marie Billie, *Co-Chair*, Director, Office of Human Resources
3. Mr. Alverne Chesterfield, Assistant Vice President, Office of Administrative Affairs
4. Dr. Raymond Blakely, Associate Prof & Chair, Dept of Physical Therapy
5. Mr. Nelson Townsend, Director, Dept of Athletics
6. Mr. Christopher Harrington, Associate Prof, Dept of Fine Arts
7. Dr. Mark Williams, Senate Chair & Assistant Prof, Dept. of Math & Computer Science
8. Dr. Kelly Mack, Associate Prof, Dept of Natural Sciences
9. Ms. Jessica Clark, Student & Executive Secretary, Student Government Association

Standard 5: Administration Subcommittee

1. Dr. Sandra B. Proctor, *Chair*, Executive Assistant to the President and Chief of Staff
2. Dr. Wanda Mitchener-Colston, *Co-Chair*, Exec Vice President, Office of the President
3. Dr. Ronnie Holden, Vice President, Office of Administrative Affairs
4. Dr. Anna Vaughn-Cooke, Vice President, Office of Academic Affairs
5. Ms. Lorna Rock, Acting Director, Office of Alumni Affairs
6. Dr. Joseph Okoh, Professor & Chair, Dept of Natural Science
7. Dr. Thomas Handwerker, Associate Prof, Dept of Agriculture
8. Dr. Edward Chapin, UMES Faculty Assembly Chair, Assistant Professor & Acting Chair
Department of Mathematics & Computer Science
9. Mr. Terrell Fleming, Student & President, Student Government Association

Standard 6: Integrity Subcommittee

1. Mr. Gains B. Hawkins, *Chair*, Vice President, Division for Institutional Advancement
2. Dr. Robert Harleston, *Co-Chair*, Associate Prof Chair, Dept of Criminal Justice
3. Ms. Suzanne Street, Assistant Coordinator, Office of Community Relations
4. Mr. Daniel Kuennan, Director, Rural Development Center
5. Ms. Catherine Bolek, Director, Office of Sponsored Programs
6. Dr. Ibibia K. Dabipi, Professor & Chair, Dept of Engineering & Aviation
7. Dr. William Talley, Associate Prof & Chair, Dept of Rehabilitation Services
8. Dr. Gian Gupta, Professor, Dept of Natural Science
9. Ms. Nina Rodale Houghton, Regent, Board of Regents, University System of Maryland
10. Mr. Lawrence Wright, Chief & Director, Dept of Public Safety
11. Ms. McKenzie Sam, Student & Junior Class President, Student Government Association

Standard 7: Institutional Assessment Subcommittee

1. Dr. Stanley Nyirenda, *Chair*, Director, Office of Institutional Research, Assessment, & Evaluation
2. Dr. Wanda Mitchener-Colston, *Co-Chair*, Exec Vice President, Office of the President
3. Dr. Chester Hedgepeth, Professor, Dept of English & Modern Languages
4. Dr. Sarah Bing, Associate Prof, Dept of Education
5. Dr. Emmanuel Acquah, Associate Vice President, Office of Academic Affairs
6. Dr. Gregory Martel, Associate Prof, Dept of Physical Therapy
7. Ms. Deirdra Gayle Johnson, Director of Public Relations, Institutional Advancement
8. Dr. Joseph Arumala, Professor, Dept of Technology
9. Mr. James Kellam, Director, Office of Financial Aid
10. Ms. Lisa Wilkes, Student & Miss UMES, Student Government Association

Standard 8: Student Admissions Subcommittee

1. Ms. Cheryll Collier-Mills, *Chair*, Assistant Vice President, Division of Student Affairs
2. Dr. Ronald Brown, *Co-Chair*, Vice President, Division of Student Affairs
3. Ms. Edwina Morse, Director of Admissions, Office of Student Affairs
4. Ms. Patricia Jones, Assistant Director, Office of Student Support Services
5. Mr. Michael Nugent, Coordinator, Praxis Program, Dept of Education
6. Dr. Ihekwuaba Onwudiwe, Assistant Professor, Dept of Criminal Justice
7. Dr. Clayton Faubion, Associate Professor, Dept of Rehabilitative Services
8. Dr. Michel Demanche, Assistant Professor, Dept of Visual Arts
9. Dr. Howard Rebach, Professor, Dept of Social Science

10. Dr. Hakan Kislal, Assistant Professor, Dept of Business, Mgt, & Accounting
11. Mr. Tony Webb, Student & Freshman Class President, Student Government Association

Standard 9: Student Support Services Subcommittee

1. Dr. James White, *Chair*, Associate Vice President, Division of Student Affairs
2. Dr. Ronald Brown, *Co-Chair*, Vice President, Division of Student Affairs
3. Dr. Showell-Cherry, Director, Office of Student Support Services
4. Capt. Ronald B. Levy, Lecturer, Dept of Engineering & Aviation
5. Dr. Ralston Whittingham, Lecturer, Dept of Hotel & Restaurant Management
6. Dr. Leon L. Copeland, Professor & Chair, Dept of Technology
7. Dr. Dean Cooleage, Lecturer, Dept of English & Modern Languages
8. Dr. Nancy A. Horton, Assistant Professor, Dept of Criminal Justice
9. Ms. Martha Zimmerman, Professor, Library
10. Ms. Ceray Lewis, Student & Business Manager, Student Government Association

Standard 10: Faculty Subcommittee

1. Dr. Anna Vaughn-Cooke, *Chair*, Vice President, Division of Academic Affairs
2. Dr. Ayodele Alade, *Co-Chair*, Professor & Acting Chair, Dept of Business, Mgt., & Accounting
3. Ms. Darlene Robinson, Chair, Dept of Physician Assistant
4. Dr. Eugene Bass, Associate Prof, Dept of Natural Science
5. Dr. Daniel Seaton, Assistant Prof, Dept of Math & Computer Science
6. Dr. Robert Dadson, Professor, Dept of Agriculture
7. Dr. Clement Okafor, Associate Prof, Dept of English & Modern Languages
8. Dr. Arthur Allen, Associate Prof & Director, Dept of Agriculture
9. Dr. Cheryl Bowers, Assistant Prof, Dept of Education
10. Ms. Tamira White, Student & Sophomore Class, Student Government Association

Standard 11: Educational Offerings Subcommittee

1. Dr. Ali Eydgahi, *Chair*, Professor, Department of Engineering & Aviation
2. Dr. Charles Ignasias, *Co-Chair*, Dean, School of Graduate Studies
3. Dr. Dorothy Mattison, Associate Prof, Dept of Business, Mgt, & Accounting
4. Mr. Earnest Satchell, Associate Prof & Chair, Dept of Fine Arts
5. Dr. Lurline Marsh, Professor & Chair, Dept of Agriculture
6. Dr. Yan Waguespack, Associate Prof, Dept of Natural Science
7. Dr. Karen Verbeke, Professor & Chair, Dept of Education
8. Dr. Ejigou Demissie, Professor, Dept of Agriculture
9. Dr. Missale Kumelachew, Associate Prof, Dept of Human Ecology
10. Dr. Abhijit Nagchandhuri, Associate Prof, Dept of Engineering & Aviation Sciences
11. Ms. Crystal Hairston, Student & Programming, Student Government Association

Standard 12: General Education Subcommittee

1. Dr. Emmanuel Acquah, *Chair*, Associate Vice President and Director of International Programs, Division of Academic Affairs
2. Dr. Carolyn Brooks, *Co-Chair*, Dean, School of Agriculture and Natural Science
3. Dr. Brenda Anderson, Dean, School of Arts & Professions
4. Dr. Karen Verbeke, Professor & Chair, Dept of Education
5. Dr. Retta Guy, Lecturer, Dept of Business, Mgt, & Accounting
6. Dr. Richard Keenan, Professor & Acting Chair, Dept of English & Modern Languages
7. Dr. William Talley, Associate Professor & Chair, Dept of Rehabilitation Services
8. Dr. Leon Coursey, Professor & Acting Chair, Dept of Exercise Science
9. Dr. Mignon Anderson, Assistant Professor, Dept of English & Modern Languages
10. Dr. Ihekwuaba Onwudiwe, Assistant Professor, Dept of Criminal Justice
11. Ms. Ronetta Stanley, Student & Communications, Student Government Association

Standard 13: Related Educational Activities Subcommittee

1. Dr. Theodosia Shields, *Chair*, Dean of Library Sciences
2. Ms. Rena A. Finney, *Co-Chair*, Administrative Assistant, Frederick Douglas Library
3. Ms. Patricia Sampson, Coordinator, 2 + 2 Program
4. Mr. Kenneth Gaston, Associate Director, Office of Administrative Computing
5. Ms. Gretchen Boggs, Coordinator, Office of Continuing Ed./Elderhostel
6. Dr. Stanley Deviney, Professor, Dept of Social Sciences
7. Ms. Gail Aiken, Vice President UMES, Alumni Association & Development Coordinator
Dept of Athletics
8. Ms. Roberta Bright, Assistant to the Title III Director, Office of Title III
9. Ms. Theresa Queenan, Director, Office of Career Planning
10. Ms. Yahshikiah Williams, Student & Senior Class President, Student Government Assoc

Standard 14: Assessment of Student Learning Subcommittee

1. Dr. Wanda Mitchener-Colston, *Chair*, Exec Vice President, Office of the President
2. Dr. Stanley Nyirenda, *Co-Chair*, Director, Institutional Research
3. Ms. Theresa Dadson, Professor, Library
4. Dr. Howard Rebach, Professor, Dept of Social Sciences
5. Dr. Ejigou Demissie, Professor, Dept of Agriculture
6. Dr. Jonathan Odo, Associate Prof, Dept of Criminal Justice
7. Dr Kimberly Poole, Assistant Prof, Dept of Education
8. Dr. Michael Almeida, Associate Prof, Dept of Math & Computer Science
9. Dr. Carole Champagne, Assistant Prof, Dept of English & Modern Languages
10. Mr. Zahir Coney, Student & Communications, Student Government Association
11. Ms. Alisha Tynes, Student & Assistant Secretary, Student Government Association
12. Ms. Olatokunbo Akinfe, Student & Student-at-Large, Student Government Association

Subcommittee 15: Logistics

1. Mr. Alverne Chesterfield, *Chair*, Assistant Vice President, Division of Admin Affairs
2. Dr. Brenda Anderson, *Co-Chair*, Dean, School of Arts & Professions
3. Ms. Dale Williams, Director, Student Activities
4. Ms. Monique A. Potter, Associate Director, Office of Student Activities
5. Mr. David Scott, Director, Dining Services
6. Mr. Corey Bowen, Manager, Office of Auxiliary Enterprises
7. Mr. Leon Bivens Sr., Assistant Director, Physical Plant Dept
8. Mr. Efron Stokes, Student & Student-at-Large, Student Government Association

CHARGES TO SUBCOMMITTEES

The overarching goal of UMES' self-study is to create a living document that provides a mechanism for continuous improvement toward its vision of excellence. Therefore, each subcommittee is charged as follows:

- Investigate its assigned area according to their approved research design with rigor and objectivity.
- Construe their task as primarily analytical and produce a document that is minimally descriptive.
- Draft and revise, in accordance with the due dates established by the Steering Committee, a doubled-spaced, 25-50 page report, plus appendix, which
 - Provides an overview of the area under review
 - Describes the process and methods employed
 - Identifies notable achievements since the 1996 Self-study
 - Documents and analyses current trends, strengths and challenges in the area under review, and
 - Develops recommendations for the area under review that build upon University strengths and meet identified challenges and opportunities.
- Submit drafts electronically in Microsoft Word format, using Times New Roman 12-point font, doubled-spaced and fully justified.
- Participate in the editorial process by which the subcommittee reports are incorporated into the final Self-study Report.

Specific charge questions for each subcommittee are as follows:

Standard 1: Mission, Goals, and Objectives Subcommittee

The institution's mission clearly defines its purpose within the context of higher education and explains whom the institution serves and what it intends to accomplish. The institution's stated goals and objectives, consistent with the aspirations and expectations of higher education clearly specify how the institution will fulfill its mission. The mission, goals and objectives are developed and recognized by the institution with its members and its governing body and are utilized to develop and shape its programs and practices and to evaluate its effectiveness.

Charge Questions

- 1.1 Describe the institution's mission, goals, and objectives. Is each clearly defined?
- 1.2 How are institutional goals and objectives consistent with the mission? Provide examples.
- 1.3 What are the principal components of the institutional mission?
- 1.4 How (and where) are the institution's short and long term goals and objectives described?
- 1.5 In what way do these goals and objectives address one or more of the principal components of the institutional mission?
- 1.6 Describe any principal components of the mission which are not currently associated with an explicit goal or objective.
- 1.7 Does the mission guide the nature of scholarly and creative efforts?
- 1.8 How do the results of these efforts promote the institution's mission?
- 1.9 Explain how the mission, goals, and objectives were developed through collaborative participation by those who facilitate or are otherwise responsible for institutional improvement and developments.
- 1.10 Describe how the mission, goals, and objectives were formally approved, publicized and made widely known by the institution's members.

- 1.11 How do the mission, goals, and objectives relate to external as well as internal contexts and constituencies?
- 1.12 To what extent is the mission linked to institutional goals and objectives that focus on student learning, other outcomes, and institutional improvement?

Standard 2: Planning, Resource Allocation, and Institutional Renewal Subcommittee

An institution conducts ongoing planning and resource allocation based on its mission and utilizes the results of its assessment activities for institutional renewal. Implementation and subsequent evaluation of the success of the strategic plan and resource allocation support the development and change necessary to improve and to maintain institutional quality.

Charge Questions

- 2.1 How do resource allocation categories relate to plans, goals, and objectives of the institution?
- 2.2 Are all of the major goals and objectives of the institution supported by available resources?
- 2.3 Are resources available to support priority goals and objectives?
- 2.4 Are resources available to plan and develop relative to longer-range goals and objectives?
- 2.5 Are appropriate constituencies involved in planning and improvement processes? Are these processes clearly communicated?
- 2.6 What evidence is there that these processes incorporate the use of assessment results?
- 2.7 Is planning facilitated by clearly defined and communicated authority and processes for decision-making?
- 2.8 To whom does the institution assign responsibility for improvements and assurance of accountability?
- 2.9 Provide evidence of institutional and unit improvement efforts.
- 2.10 How is the institution organized for the delivery of programs and services?
- 2.11 How does each unit of the organization assess the attainment of its objectives?
- 2.12 How does each unit utilize assessment results in supporting and improving its efforts?
- 2.13 How does the institution incorporate these outcomes evaluations in its overall assessment?
- 2.14 How does it support efforts to improve at the unit as well as institutional level?

Standard 3: Institutional Resources Subcommittee

The human, financial, technical, physical facilities and other resources necessary to achieve an institution's mission and goals are available and accessible. In the context of the institution's mission, the effective and efficient uses of the institution's resources are analyzed as part of ongoing outcomes assessment.

Charge Questions

- 3.1 What strategies does the institution employ to measure and assess the level and efficient utilization of institutional resources required to support the institution's mission and goals?
- 3.2 Are benchmarks used? If so, how are they selected?
- 3.3 Are resource trends over time analyzed?
- 3.4 How does the institution determine its future educational and other needs in terms that define what resources will be needed?
- 3.5 Are alternative sources such as outsourcing considered regularly? If used, how are outsourced services supervised and assessed? Describe the institution's policies and procedures to determine allocation of assets.
- 3.6 What are the reasons for using the existing procedures? Are they applied consistently?
- 3.7 What is the resource allocation process at this institution? Which constituencies are involved, when, and in what way?
- 3.8 How does constituency involvement in the allocation process reflect broader governance structures?
- 3.9 Are there constituencies affected by the allocation of resources that are not adequately represented in this process? Who makes final allocation decisions? How are these decisions communicated in the institutional community?
- 3.10 How does the allocation approach ensure adequate faculty, staff, and administration to support the institution's mission and outcomes expectations?
- 3.11 Does the budget process utilize planning and assessment documents?
- 3.12 Does the budget process address resource acquisition and allocation for the institution and any appropriate subsidiary institutional systems?
- 3.13 How does the institution ensure efficient and timely acquisition of resources? Are there a comprehensive facilities or infrastructure master plan and a facilities/infrastructure life-cycle management plan, as appropriate to mission

Standard 4: Leadership and Governance Subcommittee

The institution's system of governance clearly defines the roles of institutional constituencies in policy development and decision-making. The governance structure includes an active governing body with sufficient autonomy to assure institutional integrity and to fulfill its responsibilities of policy and resource development, consistent with the mission of the institution.

Charge Questions

- 4.1 How is it determined whether the institution's system of governance affords appropriate sharing of responsibilities with "checks and balances" and appropriate representation of or attention to the needs of all relevant constituencies?
- 4.2 Who assesses the effectiveness of the system in meeting defined standards of performance? Who defines those standards?
- 4.3 How does the institution's governing body reflect constituent and public interest?
- 4.4 What types of situations are considered conflicts of interest?
- 4.5 How is it determined that conflicts do or do not affect institutional integrity?

- 4.6 By what means are governing body members appointed or elected? Do these appointments occur on a regular/predictable schedule?
- 4.7 What information about the institution and institutional developments is regularly presented to and discussed with members of the governing body?
- 4.8 Are there opportunities for governing body members to raise issues or questions for broader discussion and consideration?
- 4.9 What procedure is in place for the periodic objective assessment of the governing body in meeting stated governing body objectives?
- 4.10 Are external consultants used for assessment? What are the roles of internal constituencies in assessing governing body performance? Is there a chief executive officer (CEO), appointed by the governing board, with primary responsibility for the institution?
- 4.11 What periodic assessment process is in place to evaluate the effectiveness of institutional leadership and governance?
- 4.12 Who is assessed besides the CEO? Who participates in the assessment process?

Standard 5: Administration Subcommittee

The institution's administrative structure and services facilitate learning and research/scholarship, foster the improvement of quality, and support the institution's organization and governance.

Charge Questions

- 5.1 Is there a chief executive whose primary responsibility is to lead the institution toward achieving its goals and who has responsibility for the administration of the institution?
- 5.2 Is there adequate definition of the CEO's responsibilities, as well as guidance and supervision?
- 5.3 How does the institution determine what combination of academic background, professional training, and/or other qualities appropriate to the institution's mission best equip its president?
- 5.4 How does it assess the president's performance?
- 5.5 Do the administrative leaders and staff members have appropriate skills, degrees, and training to carry out their responsibilities and functions? How are required skills or training identified?
- 5.6 On what basis are administrators and staff members assessed? Provide evidence that the institution has qualified staffing appropriate to the goals, type, size, and complexity of the institution.
- 5.7 Do adequate information and decision-making systems support the work of administrative leaders? Are the lines of organization and authority sufficiently clear to ensure institutional efficiency and effectiveness?
- 5.8 Does the organizational chart differentiate staff and line responsibilities?
- 5.9 Are the job responsibilities of all senior members of the administration clearly understood by those individuals and in the institution as a whole?
- 5.10 Are there regular opportunities for senior administrators to meet to consider matters which cross the boundaries of individual responsibility?
- 5.11 What is the process for periodic assessment of the effectiveness of administrative structures and services?
- 5.12 Does this include periodic redefinition of administrative and staff responsibilities? Is it conducted in a manner that can lead to improvement without creating conflict?

Standard 6: Integrity Subcommittee

In the conduct of its programs and activities involving the public and the constituencies it serves, the institution demonstrates adherence to ethical standards and its own stated policies, providing support to academic and intellectual freedom.

Charge Questions

- 6.1 How are concerns promptly, appropriately, and equitably addressed?
- 6.2 In what institutional documents are students informed about: (a) institutional policies which affect them and (b) the procedures for them to bring possible violations to the attention of the institution?
- 6.3 What office is principally responsible for assisting students who have concerns? What are the procedures for resolving concerns?
- 6.4 Does the institution maintain and use records of student complaints to improve the institution's approach to student concerns?
- 6.5 Do students participate in assessing and improving institutional procedures? Are records analyzed for patterns of complaints that can lead to improvements?
- 6.6 Are institutional practices in the hiring, evaluation, and dismissal of employees fair and impartial?
- 6.7 Who determines what practices are appropriate, and who assesses the effectiveness of these practices?
- 6.8 How does the institution provide sound ethical practices and respect for individuals through its teaching, scholarship/research, service, and administrative practice, including the avoidance of conflict of interest or the appearance of such conflict in all its activities and among all its constituents?
- 6.9 Are there areas within the institution which are likely to raise issues of equitable and consistent treatment (e.g., student discipline, student evaluation, grievance procedures, faculty promotion, tenure, retention and compensation, administrative review, curricular improvement, and institutional governance and management)?
- 6.10 Are there internal and/or external review procedures for announcements, advertisements, and other materials? How is compliance monitored?
- 6.11 Is there reasonable, continuing student access to paper or electronic catalogs?
- 6.12 How does the institution decide what information about itself should be shared, and with whom?

Standard 7: Institutional Assessment Subcommittee

The institution has developed and implemented an assessment plan and process that evaluates its overall effectiveness in: achieving its mission and goals; implementing planning, resource allocation, and institutional renewal processes; using institutional resources efficiently; providing leadership and governance; providing administrative structures and services; demonstrating institutional integrity; and assuring that institutional processes and resources support appropriate learning and other outcomes for its students and graduates.

Charge Questions

- 7.1 Is there evidence of a written institutional assessment plan and process?
- 7.2 Is the assessment plan based upon its mission, goals and objectives?
- 7.3 Is there periodic assessment of institutional effectiveness that addresses the total range of educational offerings, services, and processes, including planning, resource allocation, and institutional renewal processes; institutional resources; leadership and governance; administration; institutional integrity; and student learning outcomes?

- 7.4 Does the assessment plan include support and collaboration of faculty and administration?
- 7.5 Does the assessment plan include systematic and thorough use of multiple qualitative and/or quantitative measures, which maximize the use of existing data and information?
- 7.6 Does the assessment plan include evaluative approaches that yield results that are useful in institutional planning, resource allocation, and renewal?
- 7.7 Does the assessment plan include realistic goals and a timetable, supported by appropriate investment of institutional resources?
- 7.8 Does the assessment plan include periodic evaluation of the effectiveness and comprehensiveness of the institution's assessment plan?
- 7.9 How does the institution use assessment results to improve and gain efficiencies in administrative services and processes, including activities specific to the institution's mission (e.g., service, outreach, research), as well as in all areas of educational effectiveness?
- 7.10 What is the processes used to assess institutional effectiveness in all administrative services and other processes?
- 7.11 Is assessment conducted in each major area of institutional responsibility?
- 7.12 How does the institution incorporate these assessments in its establishment of priority activities and programs and in its resource allocation?
- 7.13 Are there examples of change directly attributable to such assessments?
- 7.14 Can the institution improve its own assessment processes?
- 7.15 Does the institution have a written assessment plan?
- 7.16 How have specific assessment results been used in the development and revision of the institution's strategic plan?

Standard 8: Student Admissions Subcommittee

The institution seeks to admit students whose interests, goals and abilities are congruent with its mission.

Charge Questions

- 8.1 How do the institution's admission policies, as developed and implemented, support and reflect the mission of the institution?
- 8.2 Are accurate policies and criteria available to assist the prospective student in making informed decisions? Are they easily accessible?
- 8.3 How are potential students informed about the institution, its expectations, its programs, and its admission and placement processes?
- 8.4 Is there an opportunity for a student to obtain individualized information about the institution and its compatibility with the student's educational objectives and abilities?
- 8.5 How does the institution determine the interests, goals, and abilities of its students? Is placement or diagnostic information used by students or advisors in structuring the course of study?
- 8.6 How is information on student learning outcomes made available to prospective students? How does the institution provides accurate and comprehensive information, and advice where appropriate, regarding financial aid, scholarships, grants, loans, and refunds?
- 8.7 How does the institution use published and implemented policies and procedures regarding transfer credit and credit for extra-institutional college-level learning? How does the institution assess student success, including retention, that evaluates the match between the attributes of admitted students and the institution's mission and programs?
- 8.8 What students are successful in which areas—academic, social, research, etc.?
- 8.9 What attributes of entering students are key variables?

8.10 What changes, if any, have been generated by these evaluations?

Standard 9: Student Support Services Subcommittee

The institution provides student support services reasonably necessary to enable each student to achieve the institution's goals for students.

Charge Questions

- 9.1 What procedures does the institution use to identify, to define, and to address the varied spectrum of student academic and other needs, in a manner that is equitable, supportive, and sensitive, through direct service or referral?
- 9.2 What kinds of support services are particularly important to this student body?
- 9.3 Are there special needs that the institution is addressing?
- 9.4 Are there needs to which the institution responds through referrals?
- 9.5 Are there student services, commonly offered, that are not needed at this institution?
- 9.6 Is confidentiality maintained where appropriate?
- 9.7 Are students regularly queried as to their needs and their satisfaction with services provided by the institution, or, upon referral, by others?
- 9.8 What widely disseminated procedures are used for addressing student complaints or grievances?
- 9.9 Does the institution maintain records of student complaints or grievances?
- 9.10 What policies and procedures, developed and implemented, ensure safe and secure maintenance of student records?
- 9.11 Are there published and implemented policies for the release of student information?
- 9.12 What assessment process is used in the evaluation of student support services? How are the assessment results utilized for improvement?
- 9.13 How does the institution anticipate and provide for changing student needs?

Standard 10: Faculty Subcommittee

The institution's instructional, research, and service programs are devised, developed monitored and supported by qualified professionals.

Charge Questions

- 10.1 How does the institution determine what qualifications are appropriate for faculty?
- 10.2 How does it determine the number of professionals needed at each level and in each area? How are roles and responsibilities defined?
- 10.3 How are educational curricula designed, maintained, and updated by faculty and other professionals who are academically prepared and qualified?
- 10.4 Is there appropriate cooperation and support across academic fields and across types of professionals?
- 10.5 How is excellence in teaching linked to student learning outcomes?
- 10.6 Who sets standards for such excellence and determines whether they have been met?
- 10.7 How do faculty and other professionals, including teaching assistants, demonstrate excellence in teaching and other activities, and demonstrate continued professional growth? How does the institution support the advancement and development of faculty?
- 10.8 How does the institution support its faculty in establishing and maintaining appropriate linkages among scholarship, teaching, student learning, research and service? Provide evidence of published and implemented standards and procedures for all faculty and other professionals, for actions such as appointment, promotion, tenure, grievance, discipline and dismissal, based on principles of fairness with due regard for the rights of all persons.

- 10.9 Are all faculty and staff provided with accurate information on personnel policies and procedures? Do such procedures include hiring, promotion, tenure, grievances and discipline?
- 10.10 How are the relevant constituencies involved in the establishment, implementation, and assessment of such policies and procedures?
- 10.11 How does the institution use carefully articulated, equitable, and implemented procedures and criteria for review of all individuals who have responsibility for the educational program of the institution?
- 10.12 Are the criteria for the appointment, supervision, and review of teaching effectiveness for part-time, adjunct, and other faculty consistent with those for full-time faculty?
- 10.13 How does the institution demonstrate its adherence to principles of academic freedom, within the context of institutional mission?

Standard 11: Educational Offerings Subcommittee

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

Charge Questions

- 11.1 How do the institution's educational offerings reflect and promote its mission?
- 11.2 How are formal undergraduate and graduate degree programs designed to foster a coherent student learning experience and to promote synthesis of learning?
- 11.3 How does the institution utilize evaluation results as a basis for improving its student development program and for enabling students to understand their own educational progress?
- 11.4 How is the complementary effect of curricular, co-curricular, and extra-curricular programs planned, used, and assessed?
- 11.5 Are learning resources, facilities, instructional equipment, library services, and professional library staff adequate to support the institution's educational programs?
- 11.6 How are the expectations regarding obtaining, evaluating, analyzing and utilizing various learning resources made clear to students throughout their education?
- 11.7 How are students trained to access information, regardless of the level, location, or instructional mode of their academic work?
- 11.8 What kinds of learning resources are particularly important at this institution? How does the institution ensure that students are properly supported in their efforts to utilize various learning resources?
- 11.9 How do professional library staff and faculty collaborate in teaching and fostering information literacy skills relevant to the curriculum?
- 11.10 What aspects of graduate programming (in general, or curriculum specific) focus on research?
- 11.11 How do these graduate activities develop both knowledge of and experience with research methods, hypothesis development, information collection and analysis?
- 11.12 What aspects of graduate programming allow students to demonstrate their capacity for independent thinking?
- 11.13 How are student research capabilities and independent thinking assessed?
- 11.14 Is the institution's evaluation of these skills made known to students applying for graduate education?
- 11.15 Are faculty credentials appropriate to the graduate curricula? Are student learning and program outcomes assessed relative to the goals and objectives of the graduate programs?

(including professional and clinical skills, professional examinations, and professional placement where applicable)?

- 11.16 How does the institution use assessment results to improve student learning and program effectiveness?

Standard 12: General Education Subcommittee

The institution's curricula are designed so that the students acquire and demonstrate college-level proficiency in general education and essential skills, including oral and written communication, scientific and quantitative reasoning, critical analysis and reasoning, technological competency, and information literacy.

Charge Questions

- 12.1 How does the institution structure and deliver general education?
- 12.2 Is the general education program sufficient in scope and quantity?
- 12.3 Are general education skills and abilities applied in the major or study in depth?
- 12.4 What is the structure of the institution's general education program?
- 12.5 Are the general education components undertaken early or throughout the student's program of study?
- 12.6 How are the skills and abilities, expected to be developed in the general education program, utilized in all components of the student's education?
- 12.7 What specific efforts, if any, are made to relate elements of general education to the academic major?
- 12.8 Consistent with the institution's mission, how does the program of general education incorporate study of values, ethics, and diverse perspectives?
- 12.9 How does the institution assure that, upon degree completion, students are proficient in oral and written communication, scientific and quantitative reasoning, technological capabilities appropriate to the discipline, and information literacy which includes critical analysis and reasoning?
- 12.10 Are general education requirements clearly and accurately described in official publications of the institution?
- 12.11 What is the institutional process for the assessment of general education outcomes within the institution's overall plan for assessing student learning?
- 12.12 How have assessment results been utilized for curricular improvement?

Standard 13: Related Educational Activities Subcommittee

Institutional programs or activities that are characterized by particular content, focus, location, mode of delivery, or sponsorship meet appropriate standards.

Charge Questions

- 13.1 How does the institution ensure that credit awarded for experiential learning is supported by evidence in the form of an evaluation of the level, quality, and quantity of that learning?
- 13.2 Has the institution published and implemented policies and procedures: defining the methods by which prior learning can be evaluated and the level and amount of credit available by evaluation; defining the acceptance of such credit based on the institution's curricula and standards; and providing for the recording of evaluated prior learning by the awarding institution?
- 13.3 What documents contain information about credit for learning derived outside the classroom? How is the need for demonstrating such learning made clear and explicit?

- How is the need for such learning to be at a college level made clear and explicit? How are the specific institutional policies regarding the amount, type, and applicability of such learning made clear and explicit?
- 13.4 How does the institution determine that evaluated learning credit is appropriate to the subject and the degree context into which it is accepted? What processes does it use? Can its determinations be validated?
 - 13.5 Are the evaluators of experiential learning knowledgeable about the subject matter and about the institution's criteria for the granting of college credit?
 - 13.6 Do institutional offerings at branch campuses, additional locations, and other instructional sites (including study abroad locations and programs offered at business/corporate sites) meet standards for quality of instruction, academic rigor, and educational effectiveness comparable to those of other institutional offerings? Are the locations and types of offerings consistent with the institution's mission?
 - 13.7 Do the institution's distance learning offerings (including those offered via accelerated or self-paced formats) meet institution-wide standards for quality instruction, articulated expectations of student learning, academic rigor, and educational effectiveness?
 - 13.8 If the institution provides parallel on-site offerings, do the same institution-wide standards apply to both?
 - 13.9 How are the offerings via distance learning consistent with the institution's mission and goals? What is the rationale for distance learning delivery?
 - 13.10 Do the students enrolled in distance learning feel that it supports their educational goals?
 - 13.11 How does planning for distance learning include consideration of applicable legal and regulatory requirements?
 - 13.12 How has the institution committed to continuation of offerings for a period sufficient to enable admitted students to complete the degree or certificate in a publicized timeframe?
 - 13.13 How does faculty validate any course materials or technology-based resources developed outside the institution? Are there available, accessible, and adequate learning resources (such as libraries or other information resources) appropriate to the offerings at a distance?
 - 13.14 How does the institution provide appropriate orientation, training, and support for faculty participating in electronically delivered offerings?
 - 13.15 Are there adequate technical and physical plant facilities, including appropriate staffing and technical assistance, to support electronic offerings?

Standard 14: Assessment of Student Learning Subcommittee

Assessment of student learning demonstrates that the institution's students have the knowledge, skills and competencies consistent with institutional goals and that students at graduation have achieved appropriate higher education goals.

Charge Questions

- 14.1 How has the institution established articulated expectations of student learning at various levels (institution/degree/program/course) that are consonant with the institution's mission, with the standards of higher education, and with relevant disciplines?
- 14.2 Does the institution have a plan that describes student learning assessment activities being undertaken by the institution, including the specific methods to be used to validate articulated student learning goals and objectives?
- 14.3 What is the institution's learning assessment plan?
- 14.4 What types of information does the institution collect on student learning goals and expectations?
- 14.5 Does the institution make use of varied forms of assessment?

- 14.6 Are student learning goals made available to constituencies?
- 14.7 Is there evidence of intentional connections between learning goals at all levels (institutional, program, and course)?
- 14.8 Have assessments shown a congruence of learning expectations and learning outcomes? If there is divergence, what does the institution plan to do to address the matter?
- 14.9 How is student learning assessment information used to improve teaching and learning?
- 14.10 How is student assessment information used as part of institutional assessment?

Subcommittee 15: Logistics

Logistics entails the organization, planning, implementation, and operations associated with complex tasks in support of UMES' Reaffirmation for Accreditation. It involves the planning and management of complex tasks and how personnel, goods, and materials flow through the organization or complicated management process.

INVENTORY OF SUPPORT DOCUMENTS

Key to Self-Study Subcommittees															
1. Mission, Goals, and Objectives	8. Student Admissions														
2. Planning, Resource Allocation, and Institutional Renewal	9. Student Support Services														
3. Institutional Resources	10. Faculty														
4. Leadership and Governance	11. Educational Offerings														
5. Administration	12. General Education														
6. Integrity	13. Related Educational Activities														
7. Institutional Assessment	14. Assessment of Student Learning														
15. Logistics															
Self-Study Subcommittees →	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
General University Documents															
Mission Statement	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
Presidential Strategic Plan 2004-09	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
College Catalogs	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
CHE/MSA Statement of Accredited Status	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
Website	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
Employee Newsletters	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
Annual Audited Financial Statements	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
UMES Board of Visitors	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
USM Board of Regents	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
Human Resources Policies and Procedures Manual	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
Faculty Handbook	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
Employee Handbook	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
Student Handbook	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
Constitution of UMES Senate	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
New Governance Documents	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
UMES Magazine	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
Organizational Chart	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
Admissions	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
Current Advertisements	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
Reports															
Annual Reports from Departments/Programs	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
Quarterly Reports from Departments/Programs	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
Annual Institutional Profile (Middle States)	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
Periodic Review Report 2002 (Middle States) and Follow Up Reports	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
Self-Study 1996 (Middle States) and Follow Up Reports	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
Strategic Environmental Assessment	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√

Self-Study Subcommittees →	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Reports															
Program Review	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
Environmental Scan	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
Effectiveness & Efficiency	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
Progress Reports	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
Institutional Assessment	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
Enrollment Reports	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
Retention Reports	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
Capital Campaign Reports	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
NCAA Certificate Self-Study (Athletics)	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
AACSB Accreditation Study	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
CSWE Accreditation Self-Study(Social Work)	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
Benchmarking Studies	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
Alumni Surveys	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
Employer Surveys	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
National Survey of Student Engagement (NSSE) 2000 & 2004	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
NNSE – Connecting the Dots 2005	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
Student Exit Survey	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
Non-Returning Student Surveys Spring 2004 & 2005	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
Student Satisfaction Survey Fall 2004	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
Faculty/Staff Survey 2005	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
Student Development Surveys	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
Faculty Development Plans and Reports	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
SLOAR Report for 2004	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
Campus Master Plan	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
Data Requests															
Admissions Statistics	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
Enrollment Reports and Statistics	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
Budget Projections	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
Course Evaluations	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
Grading Profiles	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
Retention Statistics	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
Graduation Statistics	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
Revenue and Expenditure Reports	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
Salary Data	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
Classroom Usage	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
Library Usage	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
Computer Workstations on Campus	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√

Self-Study Subcommittees →	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Committee Meeting Minutes															
UMES Senate	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
Faculty Assembly	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
Deans, Directors & Chairs	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
Vice President for Academic Affairs Faculty	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
Data Integrity Group	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
Assessment Council	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
SLOAR Task Force	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
PeopleSoft Team Leads Meeting	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
Departmental Meeting	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
Deans & Chairs Meeting	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
Board of Visitors Meeting	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
Websites of Selected Institutions	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
Academic Catalogs of Selected Institutions	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
View Books of Selected Institutions	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
Characteristics of Excellence in Higher Education	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
HEGIS Codes	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
USM	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
MHEC	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√

Self-Study Timetable

President Thelma B. Thompson informs the community of the Middle States Reaffirmation of Accreditation Process	9/22/03
Appointment of Steering Committee members	9/22/03
First Organizational meeting of the Steering Committee	9/22/03
Steering Committee meeting	10/14/03
Steering Committee meeting	11/11/03
Steering Committee meeting	12/9/03
Steering Committee meeting	1/13/04
Steering Committee meeting	2/10/04
Steering Committee meeting	3/9/04
Preliminary site visit by Dr. Elizabeth H. Sibolski from Middle States Association	3/18/04
Steering Committee meeting	4/13/04
Steering Committee meeting	5/11/04
Steering Committee meeting	6/8/04
University community submit nominations for Subcommittees Members to Steering Committee Chair by	7/9/04
Steering Committee meeting	7/13/04
Steering Committee meeting to review the timeline, nominate members for each subcommittee, and discuss the general charge to the subcommittee	8/10/04
Steering Committee meeting	9/14/04
President Thompson appoints Subcommittee members by	9/15/04
Steering Committee meeting	10/12/04
Subcommittees develop their parts of the Self-Study Design; submit drafts questions, methods, and resources to Steering Committee Chair by	10/19/04
Steering Committee Chair/Co-Chair review available resources/ Materials, submitted by Subcommittee, with Subcommittee Chairs/Co-Chairs	10/31/04

Steering Committee meeting	11/9/04
The Steering Committee Chair submits draft of the Self-Study Design to the Steering Committee by	11/30/04
Subcommittees submit any revisions of charge questions and methods to Steering Committee Chair by	12/3/04
The Chair of the Steering Committee sends a draft of the Self-Study Design, including the Subcommittee charge questions, methods, and resources, to Dr. Elizabeth H. Sibolski and to the members of the Steering Committee	12/10/04
Steering Committee meeting to review draft Self-Study Design	12/10/04
Steering Committee meeting to approve Self-Study Design, and Subcommittee undertake their studies	12/17/04
Steering Committee Chair submits Self-Study Design to Dr. Sibolski	12/17/04
Steering Committee meeting	1/11/05
Appointment of Evaluation Team Chair by	1/31/05
Steering Committee meeting	2/8/05
Steering Committee meeting	3/8/05
Subcommittees submit draft reports by	3/31/05
Subcommittee Chairs/Co-Chairs present their draft reports to the Steering Committee	4/1/05 to 4/30/05
The Chair of the Steering Committee reviews the drafts with Subcommittee chairs by	4/5/05
Steering Committee meeting to review Subcommittee draft reports	4/12/05
Subcommittee submit their revised reports to the Chair of the Steering Committee	5/1/05
Steering Committee meeting	5/10/05
Appointment of Evaluation Team by	5/31/05
Steering Committee meeting to review Draft of Self-Study	6/14/05
Editing team reviews Draft of Self-Study Report	6/17/05
Steering Committee meeting to review Draft of Self-Study Report	7/12/05
Steering Committee meeting to approve Draft of Self-Study Report	8/9/05

Steering Committee meeting	9/13/05
Steering Committee meeting	10/11/05
Appointment of Additional Steering Committee members	10/05/05
Evaluation Team Chair's preliminary visit to UMES by	10/31/05
Steering Committee meeting	11/08/05
Draft of Self-Study Report circulated to UMES Community for discussion	12/1/05 to 1/20/06
Steering Committee revises Draft of Self-Study Report based upon community feedback by	1/23/06
Steering Committee meeting to conduct final review and edit of Draft of Self-Study Report	1/25/06
Steering Committee and President Thelma B. Thompson review and approve final Self-Study Report by	2/1/06
Final Self-Study Report is submitted to MSCHE and MSCHE Evaluation Team by	2/15/06
MSCHE Evaluation Team's visit to UMES by	4/15/06
MSCHE Evaluation Team Report by	5/15/06
President Thompson reviews and responds to MSCHE Evaluation Team Report by	6/15/06
MSCHE informs UMES of Commission's action by	7/31/06

EDITORIAL STYLE AND FORMAT OF SUBCOMMITTEE REPORTS

The chairs and co-chairs of the fourteen subcommittees will assume responsibility for assigning to members tasks such as, collecting responses, organizing information, and producing drafts of chapters. Each subcommittee will submit a double-spaced, 25-50 page report, which addresses the chapter heading assigned, plus an appendix for supporting documentation. The work of the fourteen subcommittees will be compiled into one report, including the charges, questions, methods, resources, data, findings, and recommendations of each subcommittee. The Steering Committee will review and edit this work, and provide additional sections to compose a comprehensive Self-Study Report. The additional sections will include an executive summary, the Annual Institutional Profile, an overview of the process, conclusions, recommendations, and appendices.

Recommended outline of each subcommittee report

- a brief description of the charge of the subcommittee and how it conducted its work;
- substantial analysis, with minimal description, of the findings of the subcommittee;
- evidence of support by documentation of all findings;
- direct and clear assessment of strengths and challenges in the area(s) addressed by the subcommittee; and
- a section on recommendations.

Mechanics for writing

- use active voice instead of passive, as much as possible;
- use third person (e.g., they, the office, the students, the administration, the faculty) rather than first person (e.g., I, we, you, our);
- refer to positions and offices, rather than to names of people;
- use spell check;
- avoid hyphens at the right hand margin;
- avoid unnecessary abbreviations; and
- italicize books and other publications

Technical guidelines

- use Microsoft Word 12-point Times New Roman
- submit documents in double space
- double space after headings
- double space between paragraphs
- fully justify text in paragraphs
- center primary headings with all letters in bold caps in 14 point, e.g., chapter titles;
- left justify secondary headings with all letters in bold caps in 12 point font, e.g., major divisions of a chapter;
- left justify and underline (not bold) fourth level headings with the first letter of important words capitalized, e.g., subdivisions of a chapter;
- use Microsoft Excel spreadsheets for charts and graphs;
- format pages with one and quarter inch margins on left and right sides (for binding), and one-inch margins on top and bottom;
- submit drafts by e-mail attachment.

ORGANIZATION OF THE SELF-STUDY REPORT

The Steering Committee will organize the Self-Study Report into the following sections:

Introduction

Executive Summary

Annual Institutional Profile

Chapter 1: Mission, Goals, and Objectives

Chapter 2: Planning, Resource Allocation, and Institutional Renewal

Chapter 3: Institutional Resources

Chapter 4: Leadership and Governance

Chapter 5: Administration

Chapter 6: Integrity

Chapter 7: Institutional Assessment

Chapter 8: Student Admissions

Chapter 9: Student Support Services

Chapter 10: Faculty

Chapter 11: Educational Offerings

Chapter 12: General Education

Chapter 13: Related Educational Activities

Chapter 14: Assessment of Student Learning

Summary of Major Findings and Recommendations

Appendices

PROFILE OF THE EVALUATION TEAM

The UMES Steering Committee for MSCHE Reaffirmation of Accreditation Self-Study requests that the evaluation team consist of eight to ten individuals, including one university/college president as chair, who are familiar with Masters I and II institutions in the tradition of higher education. The team should also understand the academic role of a historically black, land grant university that emphasizes baccalaureate, master's, and doctoral level degree programs in the liberal arts and sciences, and career fields. In addition, specific areas of expertise that would be most useful to UMES, as follows:

- Budgeting and Finances
- Enrollment Management
- Outcomes Assessment
- Libraries and Technology Resources
- Governance
- Institutional Assessment
- Assessment of Student Learning